



SỞ GIÁO DỤC VÀ ĐÀO TẠO HÀ NỘI

# GIÁO TRÌNH

# TÙ VỰNG

# tiếng Anh thương mại

## BUSINESS ENGLISH VOCABULARY

DÙNG TRONG CÁC TRƯỜNG TRUNG HỌC CHUYÊN NGHIỆP



NGUYÊN  
QC LIỆU



NHÀ XUẤT BẢN HÀ NỘI



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*(Dùng trong các trường THCN)*



NHÀ XUẤT BẢN HÀ NỘI - 2006



## Lời giới thiệu

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**N**ước ta đang bước vào thời kỳ công nghiệp hóa, hiện đại hóa nhằm đưa Việt Nam trở thành nước công nghiệp văn minh, hiện đại.

Trong sự nghiệp cách mạng to lớn đó, công tác đào tạo nhân lực luôn giữ vai trò quan trọng. Báo cáo Chính trị của Ban Chấp hành Trung ương Đảng Cộng sản Việt Nam tại Đại hội Đảng toàn quốc lần thứ IX đã chỉ rõ: “Phát triển giáo dục và đào tạo là một trong những động lực quan trọng thúc đẩy sự nghiệp công nghiệp hóa, hiện đại hóa, là điều kiện để phát triển nguồn lực con người - yếu tố cơ bản để phát triển xã hội, tăng trưởng kinh tế nhanh và bền vững”.

Quán triệt chủ trương, Nghị quyết của Đảng và Nhà nước và nhận thức đúng đắn về tầm quan trọng của chương trình, giáo trình đối với việc nâng cao chất lượng đào tạo, theo đề nghị của Sở Giáo dục và Đào tạo Hà Nội, ngày 23/9/2003, Ủy ban nhân dân thành phố Hà Nội đã ra Quyết định số 5620/QĐ-UB cho phép Sở Giáo dục và Đào tạo thực hiện đề án biên soạn chương trình, giáo trình trong các trường Trung học chuyên nghiệp (THCN) Hà Nội. Quyết định này thể hiện sự quan tâm sâu sắc của Thành ủy, UBND thành phố trong việc nâng cao chất lượng đào tạo và phát triển nguồn nhân lực Thủ đô.

Trên cơ sở chương trình khung của Bộ Giáo dục và Đào tạo ban hành và những kinh nghiệm rút ra từ thực tế đào tạo, Sở Giáo dục và Đào tạo đã chỉ đạo các trường THCN tổ chức biên soạn chương trình, giáo trình một cách khoa học, hệ

thông và cập nhật những kiến thức thực tiễn phù hợp với đối tượng học sinh THCN Hà Nội.

Bộ giáo trình này là tài liệu giảng dạy và học tập trong các trường THCN ở Hà Nội, đồng thời là tài liệu tham khảo hữu ích cho các trường có đào tạo các ngành kỹ thuật - nghiệp vụ và động đảo bạn đọc quan tâm đến vấn đề hướng nghiệp, dạy nghề.

Việc tổ chức biên soạn bộ chương trình, giáo trình này là một trong nhiều hoạt động thiết thực của ngành giáo dục và đào tạo Thủ đô để kỷ niệm “50 năm giải phóng Thủ đô”, “50 năm thành lập ngành” và hướng tới kỷ niệm “1000 năm Thăng Long - Hà Nội”.

Sở Giáo dục và Đào tạo Hà Nội chân thành cảm ơn Thành ủy, UBND, các sở, ban, ngành của Thành phố, Vụ Giáo dục chuyên nghiệp Bộ Giáo dục và Đào tạo, các nhà khoa học, các chuyên gia đầu ngành, các giảng viên, các nhà quản lý, các nhà doanh nghiệp đã tạo điều kiện giúp đỡ, đóng góp ý kiến, tham gia Hội đồng phản biện, Hội đồng thẩm định và Hội đồng nghiệm thu các chương trình, giáo trình.

Đây là lần đầu tiên Sở Giáo dục và Đào tạo Hà Nội tổ chức biên soạn chương trình, giáo trình. Dù đã hết sức cố gắng nhưng chắc chắn không tránh khỏi thiếu sót, bất cập. Chúng tôi mong nhận được những ý kiến đóng góp của bạn đọc để từng bước hoàn thiện bộ giáo trình trong các lần tái bản sau.

## GIÁM ĐỐC SỞ GIÁO DỤC VÀ ĐÀO TẠO

# Introduction

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## **Who is this book for?**

*Practical Business Vocabulary is designed to enable immediate learners of business English to expand their business stock of vocabulary. It also gives invaluable assistance to people studying English before they start work and for those already working who need English in their job.*

## **How is the book organized?**

*The book has 10 units, each of which is based on a different topic and introduces the vocabulary of business areas such as jobs, skills and qualifications, organizations, marketing, etc,..*

*Each unit contains two parts: **theory** and **practice**. The two- or three-page theory introduces new words and expressions, and the **practice** enables learners to check and practise them through varied and useful exercises.*

*The **Test Yourself** at the end of each unit is intended for writing and/or discussion about yourself, your family and your company. This gives learners the opportunity to put into practice the words and expressions in the unit.*

*There is a **glossary** with explanations in Vietnamese and an **Answer Key** at the back of the book.*

## **The Theory**

*This part introduces the new vocabulary and expressions for each topic or language area. The presentation is divided into a number of sections marked by letters: A, B, C, or D with clear titles. Within each section, new words and expressions are printed in **italics** and explained using some techniques such as:*

*- A short definition. It follows directly after the word, or comes at the end of the phrase or sentence. It is usually put in brackets: e.g., **to be self-employed** (**to work for yourself**).*

*- Sentence examples. These examples indicate the words in context in order to illustrate their meaning and special grammatical structures.*

I've been offered a job in London.

She complained to the waiter about the food.  
(she was not satisfied about it)

*In a few units, however, there are words without explanations. Learners should spend some time guessing their meanings from contexts, then look at the glossary to find their Vietnamese equivalents.*

*Apart from the explanations of new vocabulary and expressions, this part looks at word combinations, word building, phrasal verbs, and the grammar associated with particular vocabulary, for example the verbs followed by to infinitive or -ing ( pages 41- 42) and so on.*

### **The Practice**

*The practice gives the learners the opportunity to practise the new vocabulary and expressions presented in the Theory. Usually, the first exercise focuses on using the words and expressions in context. Other exercises aim to practise the grammatical forms of items from the Theory.*

### **Work Book**

*The Work Book complements this Practical Business Vocabulary book with additional practice exercises, primarily for individual study between units. Most exercises test only the vocabulary and phrases presented and practiced in the book. Some reading exercises give learners the chance to extend their knowledge of vocabulary beyond what have already been learned in the book. The Workbook includes a complete Answer Key, which helps learners to check their work themselves.*

### **To The Learner**

#### **Why is vocabulary important?**

*Vocabulary is important because it is words that carry the content of what you want to say. Grammar combines words together, but most of the meaning is in the words themselves. The more words you know, the more you will be able to communicate with others.*

#### **How do we learn vocabulary effectively?**

*The best way to increase your stock of vocabulary is by reading a lot of English regularly. You should avoid simply going through the book 'Filling in the blanks.' Give yourself time to practice and use what you have learnt before going on to learn more. It is not sufficient simply to complete the exercises and understand the new words encountered. You must actually use them in communication (conversation, essays or letters) before you may feel that these words truly become a part of your active vocabulary.*

*We hope you enjoy using Practical Business Vocabulary!*

# Unit 1

## WORK AND JOBS

Objectives	Contents
<ul style="list-style-type: none"><li>- Focuses on key, <i>work-related</i> vocabulary.</li><li>- Presents some basic expressions to do with <i>jobs</i> and <i>work</i></li><li>- Presents phrasal verb: <i>look</i></li></ul>	<ul style="list-style-type: none"><li>- What do you do?</li><li>- Word Combination with <i>work</i></li><li>- Phrasal Verbs with <i>look</i></li><li>- Expressions connected with <i>work</i></li></ul>

### A. WHAT DO YOU DO?

To find out what someone's job is, you say '*what do you do?*' or '*What do you do for a living?*' Here, Kerstin talks about her job:

"I *work for* a large European car maker. I *work on* car design. In fact, I *run* the design department and I *manage* a team of designers: 20 people *work under* me. It is very interesting. One of my main *responsibilities* is to make sure that new model designs are finished on time. I'm also *in charge of* design budgets.

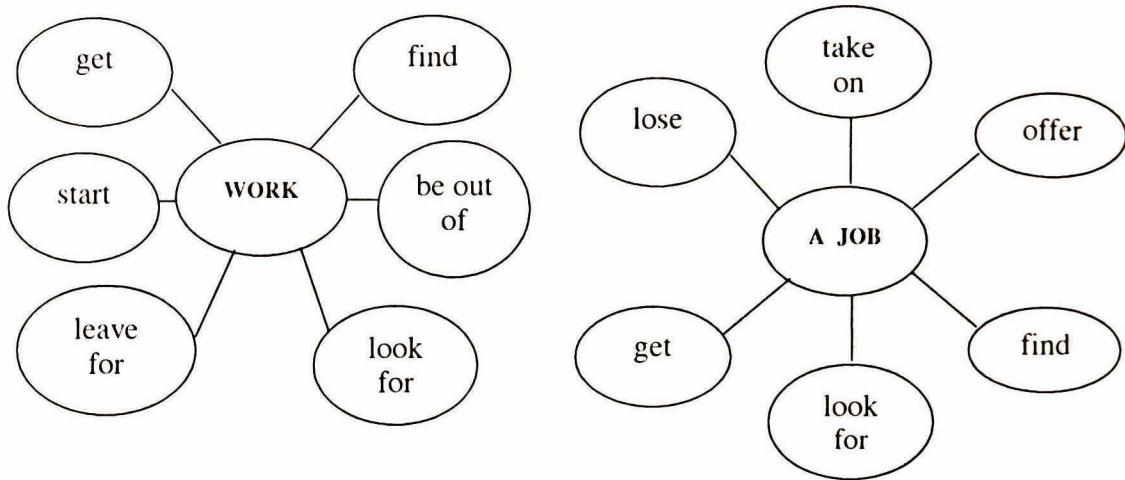
I *deal with* a lot of different people in the company. I'm *responsible for* co-ordination between design and production: I *work with* managers at our manufacturing plants'.

*to be in charge of/ to be responsible for* + noun / verb-ing  
*responsibility* + infinitive / -ing

*One of my responsibilities is to make sure/making sure that the work is well-prepared.*

*The secretary is in charge of the whole company while her boss is away.*

## B. WORD COMBINATION WITH “WORK” AND “JOB”



*It's difficult to get/find/look for work these days.*

*I've been offered a job in London.*

*He lost his job after three years' working for the company.*

## C. EXPRESSIONS CONNECTED WITH “WORK”

Working hours	Reasons for not working
<i>to work in shifts (nights one week, days next)</i>	<i>to go/be on strike (industrial disputes)</i>
<i>to be on flexi-time (flexible working hours)</i>	<i>to get the sack (thrown out of your job)</i>
<i>to work nine-to-five (regular working hours)</i>	<i>to be made redundant (no longer needed)</i>
<i>to be self-employed (to work for yourself)</i>	<i>to be on/take maternity leave (expecting a baby)</i>
<i>to work overtime</i>	<i>to take early retirement</i>

Types of jobs	Types of work
<i>A full-time job is for the whole of the normal working week.</i>	<i>I have a lot of paperwork to do by tomorrow. (letters/ reports to write, forms to complete)</i>
<i>A part-time job is for less time than that. (You say that someone works full time or part-time).</i>	<i>My father did manual work all his life and was very fit. (hard and physical)</i>
<i>A permanent job does not finish after a fixed period.</i>	<i>I think I'd like the vocational work, like being a nurse or a teacher. (which helps people)</i>
<i>A temporary job finishes after a fixed period.</i>	

#### D. PHRASAL VERB: “LOOK”

There are a large number of phrasal verbs in English. They are basic verbs which can combine with different prepositions or particles (adverbs) to make verbs with completely new - and often **unguessable** - meanings.

The best way to remember them is to use contexts (words that come before and after them).

LOOK	<p><b>forward to</b> I <i>look forward to</i> meeting you next week.</p> <p><b>out</b> <i>Look out!</i> That car is on the wrong side of the road.</p> <p><b>round</b> The delegation from Paris want to see the offices and <i>look round</i> the factory.</p> <p><b>into</b> Leave this problem with me. I'll <i>look into</i> the matter.</p> <p><b>through</b> I need a few moments to <i>look through</i> my notes before the meeting.</p> <p><b>up</b> If you don't know his address, I'll <i>look it up</i> in the book.</p> <p><b>up to</b> All the students <i>looked up to</i> their teacher.</p>
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## PRACTICE

**1. Match the verbs on the left (1-8) with the words on the right (a-h).**  
Use each word or phrase only once. The first one has been done for you.

- |            |                        |
|------------|------------------------|
| 1. earn    | _____ a. overtime      |
| 2. work    | _____ b. self-employed |
| 3. pay     | _____ c. a store       |
| 4. attend  | _____ d. a job         |
| 5. see     | _____ e. a salary      |
| 6. run     | _____ f. income tax    |
| 7. take on | _____ g. customers     |
| 8. be      | _____ h. meetings      |

**2. Correct the italics in the following sentences.**

I work for a French supermarket company. (1) I work *about* the development of new supermarkets. (2) In fact, I *running* the development department and (3) I *am manage* for a team looking at the possibilities in different countries. It's very interesting. (4) One of my main *responsible* is to make sure that new supermarkets open on time. (5) I'm also *charged with* financial reporting. (6) I deal *at* a lot of different organizations in my work. (7) I'm responsible *of* planning projects from start to finish. (8) I work closely *near* our foreign partners, and so I travel a lot.

**3. Complete each of the following sentences with the correct word given in the box without changing its form.**

deal	work	manage	under	of	responsibility
------	------	--------	-------	----	----------------

1. I ..... for the Morgans - the aircraft company.
2. I ..... the managing plant in Cambridge.
3. I am in charge ..... the production team.
4. About 120 people work ..... me.
5. Coordination between production and design is my ..... .
6. I ..... with a lot of people in the company and with our customers.

**4. Write about each person using words from part D, and the words in brackets. The first one has been done for you.**

1. I'm Alicia. I work in a public library in the afternoons from two until six. (I/job) - *I have a part-time job.*
2. My husband works in an office from 9 am to 5.30 pm. (he/job)
3. Our daughter works in a bank from eight till five every day. (she/ work)
4. I'm David and I work in a café from 8 pm until midnight. (I/work)
5. My wife works in local government and she can have this job for as long as she wants it. (she/job)
6. Our son is working on a farm for four weeks. (he/job)
7. My sister is working in an office for three weeks. (she/work)

**5. Replace the underlined words with a suitable phrasal verb LOOK.**

1. Be careful! There is a car coming.
  2. I'm thinking about my next holiday with pleasure.
  3. Before you hand your work in, check it carefully.
  4. If you don't know the meaning of this word, find it in a dictionary.
  5. Could you read this letter quickly and see if there is anything you would like to add to it?
  6. At the moment the investigators are examining the cause of the crash.
  7. You should be careful. The boss is coming and he is in a bad mood.
- 6. Test yourself. Write about your father's or mother's job.**

## Unit 2

# RECRUITMENT PROCESSES

<b>Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>- Looks at issues relating to recruitment processes, applying for a job.</li><li>- Focuses on how the new words are built by using noun suffixes and compound nouns</li><li>- Deals with phrasal verb turn</li></ul>	<ul style="list-style-type: none"><li>- Recruitment</li><li>- Applying for a job</li><li>- Selection process</li><li>- Word building:</li><li>- Noun suffixes</li><li>- Compound nouns</li><li>- Phrasal Verb : <i>turn</i></li></ul>

### A. RECRUITMENT

The process of finding people for particular jobs is *recruitment*. Someone who has been recruited is a recruit. The company employs or hires them; they join the company. A company may recruit *employees* directly or use outside *recruiters*, the recruitment agencies or *employment* agencies. Outside specialists called *headhunters* may be called on to *headhunt* people for very important jobs, persuading them to leave the organizations they already work for. This process is called *headhunting*.

### B. APPLYING FOR A JOB

Fred is a van driver, but he was fed up with long trips. He looked in the situations vacant pages of his local newspaper, where a local supermarket was advertising for van drivers for a new *delivery* service. He applied for the job by completing an application form and send it in.

Harry is a building *engineer*. He saw a job in the appointments pages of one of the national papers. He applied for it by completing an application form,

sending in his *CV* (*curriculum vitae* – the ‘story’ of his working life) and a letter explaining why he wanted the job and why he was the right person for it.

## WORD BUILDING: Noun suffixes

### 1. Many nouns are formed by adding a suffix to a verb, an adjective or a noun.

The meaning of a new word can be learned by analyzing the word. Analysis means looking at the different parts of something. The word *employment*, for example, is made up of the verb *employ* and the suffix *-ment*.

Here are the common noun suffixes:

<b>-ion</b>	select - selection	situate - situation	discuss - discussion
<b>-ment</b>	recruit - recruitment	employ- employment	appoint-appointment
<b>-ation</b>	apply- application	alter - alteration	educate - education
<b>-y</b>	deliver - delivery	recover - recovery	discover - discovery
<b>-ing</b>	build - building	headhunt - headhunting	spell - spelling
<b>-ity</b>	prosper - prosperity	similar - similarity	secure - security
<b>-ness</b>	weak - weakness	happy - happiness	tender - tenderness
<b>-al</b>	arrive - arrival	dismiss - dismissal	refuse - refusal
<b>-ship</b>	leader - leadership	owner - ownership	friend - friendship
<b>-age</b>	short - shortage	marry - marriage	use - usage

#### Notes:

\* Sometimes there is a spelling change, for example, the omission of the final **e** before the suffixes **-ion**, **-ation** (*situate-situation*; *organize-organization*), or the addition of **c** before the suffix **-ation** (*apply - application*).

\* The letter **y** changes to **i** before the suffixes **-ation** (*apply- application*; *qualify-qualification*).

\* Adding a suffix to a verb or an adjective may change the pronunciation. Nouns ending with **-ion** or **-ity** have the main stress on the syllable before:

educate - education; inform - information

similar - similarity ; punctual – punctuality

## 2. Common noun suffixes describing people, tools or jobs: **-er, -or, -ee, -ist, -ant, (i)an**.

<b>-er</b>	recruiter	employer	manager	bottle-opener	cash- dispenser
<b>-or</b>	director	selector	operator	distributor	supervisor
<b>-ee</b>	employee	interviewee	payee	trainee	addressee
<b>-ist</b>	economist	scientist	journalist	psychologist	scientist
<b>-ant</b>	assistant	accountant	applicant	consultant	participant
<b>-(i)an</b>	technician	historian	physician	politician	musician

## C. SELECTION PROCESS

Maria - head of recruitment at a telecommunications company - talks about the *selection process*, the method that the company uses to recruit people.

“We advertise in national newspapers. We look at the *backgrounds* of applicants: their *work experience* and their educational *qualifications*.

We invite the most interesting candidates to a group discussion. Then we have individual interviews with each candidate.

After this, we shortlist three or four candidates. We check their references by writing to their *referees*: previous employers or teachers that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews.

Finally, we offer the job to someone, and if they *turn it down* we have to think again. If they accept it, we hire them. We only appoint someone if we find the right person.”

## WORD BUILDING: Compound Nouns

A compound noun can be made up of:

- **two nouns:** recruitment processes, employment agencies, application form
- **an adjective + a noun:** backgrounds, shortlist, personal computer
- **a verb-ing + a noun:** booking office, working experience, working hours

### Note:

Compound nouns may be written as two words (*credit card*), one word (*backgrounds*) or with a hyphen (*hard-working*).

### Phrasal Verb: TURN

TURN	<b>down</b> = He has been turned down for the fire jobs so far
	<b>away (from sth)</b> = Hundreds of people were turned away from the stadium because it was full
	<b>on</b> = The dogs suddenly turned on each other
	<b>out</b> = The job turned out to be harder than we thought
	<b>up</b> = We arranged to meet at 8.30 but he never turned up

### PRACTICE

#### 1. Complete the tables below. The first ones have been done for you.

Verb	Noun	Adjective	Noun
invest	investment	similar	similarity
manage	.....	able	.....
supervise	.....	short	.....
develop	.....	weak	.....
discuss	.....	popular	.....
administer	.....	kind	.....
construct	.....	flexible	.....
inform	.....	rude	.....
enquire	.....	equal	.....

#### 2. Use the suffixes **-er, -or, -ee, -ist, -ant** or **-ian** to give the names of the following.

*Example:* A person who drives a taxi: a taxi *driver*

1. A person who is being taught how to do a particular job
2. A person who is employed.

3. A machine in or outside a bank from which you can get money from your bank account using a special plastic card.
4. A person who serves customers in a shop/store
5. The person to whom a cheque is made out.
6. A person who applies for a job.
7. A person who studies and writes about economics

**3. Match the words on the left (1-10) with the words on the right (a-j). Use each word or phrase only once. The first one has been done for you.**

- |                 |       |            |
|-----------------|-------|------------|
| 1. head         | _____ | a. tax     |
| 2. black        | _____ | b. hunters |
| 3. personnel    | _____ | c. agency  |
| 4. curriculum   | _____ | d. list    |
| 5. credit       | _____ | e. vitae   |
| 6. short        | _____ | f. process |
| 7. income       | _____ | g. form    |
| 8. employment   | _____ | h. market  |
| 9. selection    | _____ | i. manager |
| 10. application | _____ | j. card    |

**4. Complete each of the following sentences with a suitable compound noun.**

1. In most countries, you have to pay ..... on your salary; the amount usually depends on how much you earn.
2. In spite of their different ....., the employees immediately became friends.
3. The methods that a company uses to recruit people are called .....
4. They are ..... whose jobs are to find people with the necessary skills to work for a company.
5. A written record of your education and employment that you send when you are applying for a job is called a .....

6. I've filled in the ..... and send it off, so now I've just got to wait until I hear from them.

7. A ..... is a small plastic one that you can use to buy goods and services and pay for them later.

### 5. Fill the blank with the correct word in brackets.

1. We need to ..... five new people for our office in Manchester.  
(join/recruit)

2. We are using a recruitment ..... to find the right people for us.  
(agency/headhunter)

3. They advertised the ..... in the local newspapers last week.  
(positions/applicants)

4. We are going to look at all the letters of ..... over the weekend.

(application/situation)

5. On Monday, we will draw up a ..... of 10 or 11 people.  
(reference/shortlist)

6. Then we'll invite them all to come for an ..... (interview/appointment)

### 6. Replace the words in italics, using the correct form of TURN and the particle that goes with it.

1. I waited half an hour for my friend, but he didn't *come*.

2. Although the dog seemed to be friendly, it would *attack* anyone who fondled it.

3. The manager *refused* his request for a day off.

4. Would you *lower* the gas when the kettle boils?

5. Crowds of people had to be *refused admission* to the theatre.

6. Our visit *proved* to be a waste of time.

### 7. Test yourself.

1. Write twelve sentences with compound nouns.

2. Write twelve sentences with noun suffixes.



## Unit 3

# SKILLS AND QUALIFICATIONS

<b>Objectives</b>	<b>Contents</b>
<ul style="list-style-type: none"><li>- Focuses on terms associated with <i>education and training</i>.</li><li>- Practises the vocabulary for describing people's qualities.</li><li>- Practises common adjectives <i>suffixes</i></li><li>- Highlights the difference between <i>make</i> and <i>do</i> in their combinations.</li></ul>	<ul style="list-style-type: none"><li>- Education and training</li><li>- Skilled and unskilled</li><li>- The right person</li><li>- Adjective suffixes</li><li>- Expressions with <i>make</i> and <i>do</i></li></ul>

### A. EDUCATION AND TRAINING

Let us hear Margareta and her colleague talking about *education and training*.

*Margareta:* The trouble with graduates, people who's just left university, is that their qualifications are good, but they have no work experience. They just don't know how business works.

*Nils:* I disagree. Education should teach people how to think, not prepare them for a particular job.

*Margareta:* Philosophy is an interesting subject, but for our company, it's more useful if you *train* as a scientist and *qualify* as a biologist or chemist - training for a specific job is better.

*Nils:* Yes, but we just don't need scientists. We also need good managers, which we can achieve through in-house training courses within the company. You know we have put a lot of money into *management development* and *management training* because they are very important. You need to have some management experience for that.