

CAMBRIDGE

BUSINESS VOCABULARY IN USE

Self-study and
classroom use

Third Edition

Intermediate

Bill Mascull

with answers



Includes ebook
with audio

Experience
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Learning

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Introduction

Who is this book for?

Business Vocabulary in Use Intermediate is designed to help intermediate and upper-intermediate learners of business English to 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.

In addition to improving your business vocabulary, the book helps you to develop the language needed for important business communication skills.

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

How is the book organized?

The book has 66 two-page units. The first 46 of these are **thematic** and look at the vocabulary of business areas such as people, organizations, production, marketing and finance.

The other 20 units focus on the language of **skills** you need in business, such as those for presentations, meetings, telephoning and negotiations.

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

There is **cross-referencing** between units to show connections between 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 writing and/or discussion about yourself and your own organization or one that you know.

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

The left-hand page

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



In *Business Vocabulary in Use Intermediate*, explicit reference is made to the business material in the **Cambridge International Corpus (CIC)** – business pages of newspapers, business textbooks, and business meetings and discussions. The texts are stored in a database, which is searchable in various ways to reveal the patterns of business usage. The database has been exploited to identify typical word combinations found in the data, and there are notes about their relative frequency.

As well as explanations of vocabulary, there is information about typical word combinations and grammar associated with particular vocabulary, for example operative verbs – the verbs that are typically used with particular nouns. Again, the CIC has been a prime source of information about these.

There are notes about differences between British and American English.

- BrE: **CV**; AmE: **résumé** or **resume**

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. Some units contain diagrams to complete, or crosswords.

‘Over to you’ sections

An important feature of *Business Vocabulary in Use Intermediate* is the **Over to you** section at the end of each unit. There are sometimes alternative **Over to you** sections for learners who are in work and for those who are studying pre-work. The **Over to you** sections 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 the section as a written activity. In many **Over to you** sections, learners can use the internet to find more information.

In the classroom, the **Over to you** sections can be used as the basis for discussion with the whole class, or in small groups with a spokesperson for each summarizing the discussion and its outcome for the class. The teacher can then get students to look again at exercises relating to points that have caused difficulty. Students can follow up by using the **Over to you** section as a written activity, for example as homework.

The Answer key contains sample answers for the **Over to you** questions.

How to use the book for self-study

Find the topic you are looking for by using 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 Answer key. If you have made some mistakes, go back and look at the explanations and the 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 their students’ particular needs and interests, for example areas they have covered in coursebooks, or that have come up in other activities. Alternatively, lessons can contain a regular vocabulary slot, where students look systematically at the vocabulary of particular thematic or skills areas.

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

We hope you enjoy using *Business Vocabulary in Use Intermediate*.

1

Work and jobs

A

What do you do?

To find out what someone's job is, you ask 'What do you do?'

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's 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** coordination between design and production: I **work with** managers at our manufacturing plants.'

Note

in charge of + *noun*

responsible for + *verb* + -ing

responsibility + *infinitive* / -ing

One of my responsibilities is to make sure that ...

One of my responsibilities is making sure that ...

You don't say: 'I'm a responsible.'

B

Word combinations with 'work'

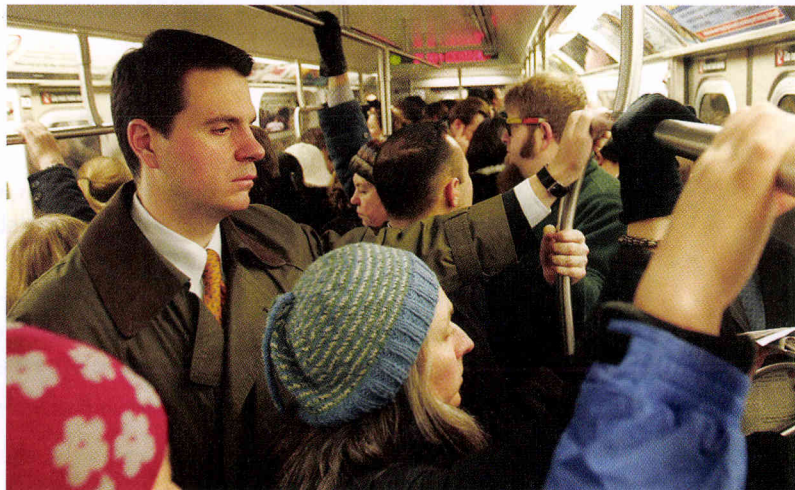
If you **work** or **have work**, you have a job. But you don't say that someone has 'a work'. **Work** is also the place where you do your job. You don't say for example, 'at the work' or 'to the work'.

Here are some phrases with 'work'.

The economy is growing fast and more people are **in work** – have a job – than ever before. The percentage of people **out of work** – without a job – has fallen to its lowest level for 30 years.

Frank talks about his job:

'I work in a bank in New York City. I leave **for work** at 7.30 every morning. I **go to work** by train and subway. I **get to / arrive at** work at about 9. I'm usually **at work** till 6. Luckily, I don't get ill very much so I don't often take **time off work** – away from work due to illness.'



C

Types of job and types of work

A **full-time job** is one for the whole of the normal working week; a **part-time job** is for less time than that. You say that someone **works full-time** or **part-time**.

A **permanent job** does not finish after a fixed period; a **temporary job** finishes after a fixed period.

You talk about **temporary work** and **permanent work**.

Exercises

1.1 Look at A opposite. Margaux is talking about her work. Correct the expressions in italics.

'I work for a large French supermarket company. It is an international company and **(1)** I work *about* the development of new supermarkets abroad. **(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* 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.'



1.2 Complete each gap in the text with one of the prepositions from B opposite.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives **(1)** work. The traffic is often bad and she worries about getting **(2)** work late, but she usually arrives **(3)** work at around 9. She finishes work quite late, at about 8. 'Luckily, I'm never ill,' she says. 'I could never take time **(4)** work.'

She loves what she does and is glad to be **(5)** work. Some of her friends are not so lucky: they are **(6)** of work.

1.3 What is being advertised in each of these job advertisements (1–6)? Use an expression from C opposite, including the words in brackets. The first one has been done for you.

1	Librarian required for public library, afternoons 2 till 6. (job) Apply now	a part-time job
2	Personal assistant needed for busy office, 9 am to 5.30 pm. (work) Apply now	
3	Experienced barman wanted, 8 pm until midnight. (work) Apply now	
4	Teacher needed for summer course, 1 to 31 August. (job) Apply now	
5	Salesman required for showroom – good prospects for right person. (work) Apply now	
6	Lawyer wanted for law firm – long hours, 4 weeks holiday per year. (job) Apply now	

Over to you

If you work, answer these questions.

- What do you do? What are you in charge of? What are your responsibilities?
- What time do you leave for work? How long does it take you to get to work? What time do you arrive at work? Do you take a lot of time off work?
- Why do some people prefer to work part-time or to have temporary jobs?

If you don't work, answer these questions.

- What sort of job would you like to do?
- What sort of routine would you like to have?

A

Working hours

'I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. I need my **swipe card** to get into the office. The work isn't very interesting, but I like to be able to go home at a reasonable time.'

Note

You can also say **clock in** and **clock out**.

Note

BrE: **flexitime**
AmE: **flexitime**



Swiping a card

'I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time till 11, and finish as early as 3 – as long as we do enough hours each month. It's ideal for me as I have two young children.'

'I work in a car plant. I work in **shifts** and I have to **clock on** and **clock off** at the beginning and end of every shift. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating. When the company is selling lots of cars, they ask us to work **overtime** – more hours than usual for more money.'

'I'm a commercial artist in an advertising agency. Unlike most other people in my department who **commute** to work every day, I **work from home** and avoid the long journeys that some **commuters** experience every day. That's the benefit of **teleworking** or **telecommuting** – working from home and using the computer and phone to communicate with other people.'

B

Nice work if you can get it

All these words are used in front of **job** and **work**.

- **satisfying, stimulating, fascinating, exciting** – the work is interesting and gives you positive feelings
- **dull, boring, uninteresting, unstimulating** – the work is not interesting
- **repetitive, routine** – the work involves doing the same things again and again
- **tiring, tough, hard, demanding** – the work is difficult and makes you tired

C

Nature of work

My work **involves**
I **like / dislike / prefer / enjoy**

+ *noun*
human contact
long hours
teamwork

+ *-ing*
working with figures
dealing with customers
solving problems

Exercises

2.1 Look at the six expressions (a–f) from A opposite. Which person (1–6) is most likely to do each of the things described?

- | | | |
|---|--------------------------|---|
| a work in shifts | <input type="checkbox"/> | 1 A designer in a website design company. Has to be in the office, but can decide when she wants to start and finish work each day. |
| b work under a flexitime system | <input type="checkbox"/> | 2 A manager in a department store in a large city. Lives in the country. |
| c telecommute | <input type="checkbox"/> | 3 A construction worker on a building site where work goes on 24 hours a day. |
| d commute to work | <input type="checkbox"/> | 4 A worker in a chocolate factory in the three months before Christmas. |
| e clock in and out at the same time every day | <input type="checkbox"/> | 5 A technical writer for a computer company. Lives in the country and visits the company offices once a month. |
| f work overtime | <input type="checkbox"/> | 6 An office worker in a large, traditional manufacturing company. |

2.2 Look at the words and expressions in B and C opposite. Five people describe their jobs. Match the jobs (1–5) with the descriptions (a–e) and put the words in brackets into the correct grammatical forms.

1 accountant 2 postwoman 3 flight attendant 4 software developer 5 teacher

- a 'Obviously, my work involves (travel) a lot. It can be quite physically (demand), but I enjoy (deal) with customers, except when they become tired and anxious about arriving. This doesn't happen often, but it can be very frustrating for us and the other passengers.'
- b 'I love my job. It's very (stimulate) and not at all (repeat): no two days are the same. The children are fine: you see them learn and develop. The parents can be more of a problem.'
- c 'I was good at maths at school and I like (work) with figures. But my job is much less (bore) and routine than people think. The work (involve) a lot of human contact and teamwork, working with other managers.'
- d 'You've got to think in a very logical way. There's a lot of teamwork between the developers. The work can be mentally (tire), but it's very satisfying to write a program that works.'
- e 'Of course, it involves getting up quite early in the morning. But I like (be) out in the open air. And you get a lot of exercise. I walk two or three miles every day.'

Over to you

If you work, answer these questions.

- Do you have a nine-to-five job? Do you have to clock on and off? Is there a flexitime system in your organization? Are there people who do shiftwork in your company?
- Could you do your job working from home? If so, would you like to?
- What do you like most about your job? What do you like least?

If you don't work, answer these questions.

- What sort of working hours would you like to have when you start working?
- Would you like to work from home?
- What kind of job would you like? Complete this sentence in five ways to talk about yourself.

I'd like a job that involves ...

A

Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been **recruited** is a **recruit**, or in AmE, a **hire**. The company **employs** or **hires** them and they **join** the company.

A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be used to find people for very important jobs and to persuade them to leave the organizations they already work for. Key people recruited like this are **headhunted** in a process of **headhunting**.

B

Applying for a job

Fred is an accountant, but he was fed up with his old job. He looked in the **situations vacant** pages of his local newspaper, where a local supermarket was advertising for a new accountant's position. He **applied for** the job by completing an **application form** and sending it in.

Harry is a building engineer. He'd been working for the same company for ten years, but he wanted a change. He looked at jobs with different engineering companies on a **jobs website**. He **made an application**, sending in his **CV (curriculum vitae)** – a document describing your education, qualifications and previous jobs, that you send to a prospective employer) and a **covering letter** explaining why he wanted the job and why he was the right person for it.



An application form

Note

Situation, post and **position** are formal words often used in job advertisements and applications.
BrE: **CV**; AmE: **résumé** or **resume**
BrE: **covering letter**; AmE: **cover letter**

C

Selection procedures

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the **selection process**, the methods that the company uses to recruit people.

'We advertise in national newspapers and on the internet. We look at the **backgrounds of applicants** – their **experience** of different jobs and their educational **qualifications**.

Note

Internet is sometimes written with a capital letter when it is a noun.
internet (noun): mostly BrE
Internet (noun): mostly AmE



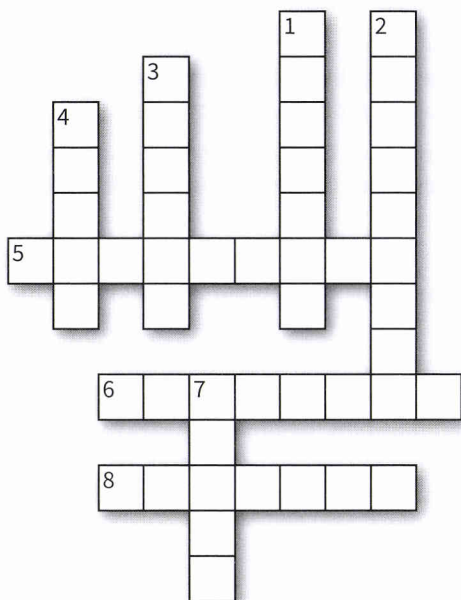
A job interview

'We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. The head of the department is also present. We also give the candidates written **psychometric tests** to assess their intelligence and personality.

'After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees** – previous employers, teachers, and so on 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. (Some applicants may get other **job offers** at the same time as ours.) If they **accept** it, we hire them. We **appoint** someone only if we find the right person.'

Exercises

3.1 Complete the crossword with the correct form of words from A, B and C opposite.



Across

- 5 I phoned to check on my application, but they said they'd already someone. (9)
- 6 This job is so important; I think we need to someone. (8)
- 8 The selection procedure has lasted three months, but we're going to someone next week. (7)

Down

- 1 and 2 I hope she the job, because if she it, we'll have to start looking again. (7, 5, 4)
- 3 The last applicant was very strong, but I understand he'd had two other job already. (6)
- 4 They've finally a new receptionist. She starts work next week. (5)
- 7 Computer programmers wanted. Only those with UNIX experience should (5)

3.2 Now divide the words in 3.1 into two groups.

- 1 what a company personnel department does
- 2 what a person looking for work does

3.3 Replace the underlined phrases with correct forms of words and expressions from A, B and C opposite.

Fred had already **(1)** refused two job offers when he went for **(2)** a discussion to see if he was suitable for the job. They looked at his accountancy degree and contacted **(3)** previous employers. Fred had mentioned in his application. A few days later, the supermarket **(4)** asked him if he would like the job and Fred **(5)** said yes.

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of **(6)** requests for the job. After looking at the **(7)** document describing his education, qualifications and previous jobs of the **(8)** people asking for the job and looking at **(9)** what exams they had passed during their education, the company had **(10)** chosen six people to interview and then given them **(11)** tests on their personality and intelligence. They had then given someone the job.

Over to you

<p>If you work, answer these questions.</p> <ul style="list-style-type: none"> • Where did you see the jobs advertised? • What did you send to apply for the job? • What was the selection procedure? 	<p>If you're a student, answer these questions.</p> <ul style="list-style-type: none"> • When you applied for your course did you use an online application form or send an application in? • Did you need to provide referees? • Did you have an interview?
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