

Business Vocabulary in Use

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Introduction

Who is this book for?

Business Vocabulary in Use is designed to help intermediate and upper-intermediate 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.

Apart from improving your business vocabulary, the book also helps you to develop the language needed for important business communication skills.

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 organised?

The book has 66 two-page units.

The first 46 of these units are **thematic** and look at the vocabulary of business areas such as people, organisations, production, marketing, finance and business-related economics.

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 them 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 section (see below), are designed for writing and/or discussion about yourself and your own organisation.

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 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.

As well as explanations of vocabulary, there is information about typical word combinations and the grammar associated with particular vocabulary, for example the verbs that are typically used with particular nouns.

There are notes on mistakes to avoid, for example:

- You can't say that someone is 'a responsible'.

There are also 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. Sometimes the exercises concentrate on using the words or 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 diagrams to complete, or crosswords.

'Over to you' sections

An important feature of *Business Vocabulary in Use* 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 those who are not. 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 this section as a written activity.

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 group summarising the discussion and its outcome for the class. The teacher can then get students to look again at the 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.

How to use the book for self-study

Find the topic you are looking 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 students' 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 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 others are not.

We hope you enjoy using this book.

1

Work and jobs

A What do you do?

To find out what someone's job is you say 'What do you do?' 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'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** co-ordination between design and production: I **work with** managers at our manufacturing plants.'



Note:

in charge of } + noun
responsible for } + verb + -ing

responsibility + infinitive or -ing

One of my responsibilities is to make sure ...

One of my responsibilities is making sure ...



You can'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.

Here are some phrases with 'work':

- Hi, I'm Frank. 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 nine.
- I'm usually **at work** till six.
- Luckily, I don't get ill very much so I'm not often **off work**.

The economy is growing fast and more people are **in work** than ever before. The percentage of people **out of work** has fallen to its lowest level for 30 years.



You don't say, for example, ~~I'm at the work~~ or ~~I'm going to the work~~.

C Types of job and types of work

A **full-time job** is 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**.

1.1 Pierre is talking about his work. Correct what he says.

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* 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 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 nine. She finishes work quite late, at about eight. 'Luckily, I'm never ill,' she says. 'I could never take the 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) work.



1.3 Write about each person using words from C opposite, 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 Our daughter is working in an office for three weeks. (she/work)

Over to you



If you work ...

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?

If you don't work ...

What sort of job would you like to do?

What routine would you like to have?