CAMBRIDGE

BUSINESS VOCABULARY IN USE

Self-study and classroom use

Third Edition

Advanced

Bill Mascull

with answers

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Introduction

Who is this book for?

Business Vocabulary in Use Advanced builds on the success of *Business Vocabulary in Use Intermediate*. It is designed to help advanced 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.

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 has 66 two-page units. The first 59 of these are **thematic** and look at the vocabulary of business areas such as human resources, quality, strategy, logistics, IT, marketing, finance, corporate responsibility and the global economy.

There are then three units which focus on the language of the **skills** needed for doing business across cultures. The final four units develop business writing skills.

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 Advanced*, 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. Again, the CIC has been a prime source of information about these.

There are notes on the relative frequency of different words, for example:

Note

Pass, **omit** or **skip a dividend** occur in this order of frequency. There is no difference in meaning.

There are notes about differences between British and American English, for example:

Note

BrE: **labour**; AmE: **labor**
BrE: **trade unions**; AmE: **labor unions**

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. In gap-filling exercises, four-centimetre writing lines indicate that more than one word is needed to complete at least one of the gaps in the exercise; two-centimetre writing lines indicate that one word only is needed in each gap. Some units contain diagrams to complete or crosswords.

'Over to you' sections

An important feature of *Business Vocabulary in Use Advanced* 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 now 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 Advanced*.

1 The working environment

A My work is so rewarding

'I work in advertising. I love my work! It's really **rewarding** and **stimulating** – satisfying and interesting. **Originality** and **creativity** are very important in this industry, of course; we have to **come up with** – produce – lots of new ideas.

'**No two days are the same**. 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** – involved with the productive work of the agency rather than managing it.

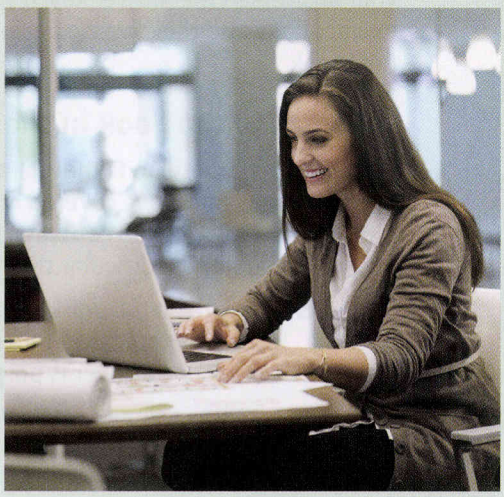
'When I joined the agency, I **hit it off with** my colleagues immediately. I still **get on well with** them and there's a very good **rapport** between us. This is all part of my **job satisfaction**.'

B I like the teamwork

'I'm an aircraft engineer. I work on 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 **teamwork** (see Unit 9) 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** – there's so much to do I don't know how to deal with it. And in a large organization like ours, there can be a lot of **bureaucracy** or **red tape** – rigid procedures – that can slow things down.'

C I like the perks



'I'm in luxury goods sales. I have some nice **perks**, like a company car. I have to meet demanding sales targets every month, so the work can be very **stressful** (see Unit 6). But I enjoy the **flexibility** that I have in working when I want to without **someone breathing down my neck** all the time. Unlike my husband, who has to travel into London every day, I don't have to **commute** to an office – I'm out seeing clients most of the time. My boss allows me to **work from home** when I'm not seeing clients. My office uses **hot-desking**, so when I do go into the office I use whichever desk is free. I only get two weeks a year **vacation time**. If there's a family emergency, I can take **time off** without having to ask my boss. I work quite **long hours** – about 60 hours a week – but I enjoy my job.'

Note

BrE: holiday
AmE: vacation

1.1 Complete the sentences with expressions from A opposite.

1 Work that is satisfying and interesting is ..... and ..... .
2 If you spend time with customers, you have ..... .
3 If you have a good working relationship with your colleagues, you ..... 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 repetitious, 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 I don't always like working with other people. 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 ..... 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 ..... .
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 what these people say with appropriate forms of words and expressions from C opposite.

1 Our boss comes into the office four times a day to see what we're doing. She's always ..... .
2 Being on the train two hours a day to and from work doesn't bother me. I quite like ..... .
3 I start at 6 in the morning and finish at 8 in the evening. I work really ..... .
4 Sometimes I work from home, sometimes in cafés and sometimes I go into the office. I really like the ..... .
5 She even works on holiday, so it doesn't really count as ..... .
6 I hated working in an office. When there were family 'emergencies', I didn't like to ask for ..... .
7 I'm a car salesman and I have to sell at least ten cars every month – it's very ..... .
8 When you work in a travel agency, getting free holidays is one of the ..... .
9 I sit at home all day working and never see anyone. I don't like ..... .

Over to you

Think about your job or one you would like to have. Do you, or would you, work on your own, or as part of a team? Which do you prefer?

2 Management styles 1

A Motivation 1

Yolanda is a senior manager of a car rental firm:

'I believe that all our employees can find **satisfaction** in what they do. We give them **responsibility** – the idea that the decisions they take have a direct impact on our success – and encourage them to **use their initiative** – they don't have to ask me about every decision they make. My style of management is **participative** – employees take part in the **decision-making process**. They are given a sense of **empowerment** (see Unit 3).

'We hope this feeling of empowerment 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** – interest, enthusiasm and energy – among employees. When everyone feels motivated, **morale** is good and there is a general feeling of **well-being** in the organization. This leads to improved **job satisfaction**.'

B Motivation 2

Xavier is a factory manager:

'I don't believe in all this talk about motivation. My **subordinates** – the people **working under me** – are basically lazy. They 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. There have to be clear rules of **discipline** – you have to be able to tell subordinates what is right and wrong, with a consistent set of **disciplinary procedures**.

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

Note

Subordinate is very formal and can be negative. It is much less frequent than employee.

C Theory X and Theory Y

Xavier believes in what the US management thinker Douglas McGregor in *The Human Side of Enterprise* called **Theory X** – the idea that people dislike work and will do everything they can to avoid it.

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

2.1 Yolanda's employees are talking about her management style (see A opposite). Replace each underlined item with an expression from A, keeping the rest of the sentence as it is. Pay attention to the grammatical context. The first one has been done as an example.

1 She knows exactly what's involved in our jobs. She makes us feel <u>she understands the effort we make</u>. *valued*
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 B and C opposite. Read the text and answer the questions.

McGregor's ideas about managerial behaviour had a profound effect on management thinking and practice. His ideas give a frame of reference for managerial practice. His Theory Y principles influenced the design and implementation of personnel policies and practices. Today they continue to influence participative styles of management and the continued practice of staff performance appraisal – the evaluation of employees' work.

McGregor defined theories that he felt underpinned the practices and attitudes of managers in relation to employees. These were evident from their conversations and actions. The two sets of ideas were called Theories X and Y. McGregor was saying that what managers said or exhibited in their behaviour revealed their theories-in-use. These led managers to pursue particular kinds of policies and relationships with employees. Regrettably, McGregor's Theory Y was interpreted and promoted as a 'one-best-way', i.e. Y is the best! Managers or aspects of their behaviour became labelled as Theory X, the bad stereotype, and Theory Y, the good. McGregor's ideas were much informed by Abraham Maslow's model of motivation. People's needs provide the driving force which motivates behaviour. Maslow's ideas suggested that worker dissatisfaction with work was due not to something intrinsic to workers but to poor job design, managerial behaviour and too few opportunities for job satisfaction.

1 What have the long-term effects of McGregor's thinking been, according to the article?
2 Which factors reveal whether a manager believes more in Theory X or Theory Y?
3 Name two things that result from these factors.
4 Did McGregor think that Theory X or Theory Y represented the best way of doing things?
5 Who influenced McGregor's thinking? What did this thinker believe to be the main factor in determining people's behaviour?
6 Is employee dissatisfaction due to something within employees themselves, according to this thinker? Why? / Why not?

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

A Hygiene factors

Yolanda, the car rental manager we met in the previous unit, went on a management course. She looked at the work of Frederick Herzberg*, who studied what motivates employees. Here are the notes she took:

Some aspects of work can lead to **dissatisfaction** if they are not at a high enough standard.
These are what Herzberg calls the **hygiene factors**:

supervision – the way employees 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 on the same level of 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**, which means telling you what a good job you are doing

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 and/or how far you will go up the **career ladder**

personal growth – how you develop personally in your work, and your opportunities to do this

Note

Note the spelling of **career**.

C Empowerment

Now look at the more recent idea of **empowerment** (see Unit 2).

Empowerment is 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 the **hierarchy**. In other words, managers have to **delegate** as much as possible. **Delegation** is one of the keys to employees being **empowered** in this way. Also, organizations become less **hierarchical**, with fewer management levels.

**Work and the Nature of Man,* 'One More Time: How Do You Motivate Employees?' Harvard Business Review, 2008.

3.1 Look at this job advertisement. Match the underlined items (1–6) with the hygiene factors in A opposite.

DUVAL AND SMITH

LEGAL TRANSLATOR ENGLISH–FRENCH

Paris (1) €80,000

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 in the advertisement in 3.1 above. Three months later, she writes an email to a friend. Complete the gaps in the email using expressions from B opposite.

Reply Forward

From: vanessaholt@aol.com
Subject: Back to the UK?
Date: 14 November
To: jane.rourke@hotmail.com

Hi Jane, How are you? 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 says anything. He never gives us any **(3)** ..... – for example, he never lets us deal with clients directly. I never get a sense of **(4)** ..... – 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.

So hope to see you in London soon – I'll give you a call.

All the best

3.3 Complete this table with words from C opposite.

Verb	Noun	Adjective
empower		empowered
	consultation	consulted
–		hierarchical
		delegated

Over to you

Describe your own organization, or one you would like to work for, in relation to Herzberg's motivator factors.