

**EASY E**

CEF level A2

**MEDIUM M**

CEF levels B1-B2

**ADVANCED A**

CEF levels C1-C2

CEF: European Framework of Reference for Languages

## INTRODUCTION

**[1] Let's get started! E**

**David Ingram:** Welcome to *Business Spotlight Audio 10/2021*. I'm David Ingram from England.

**Erin Perry:** And I'm Erin Perry from the United States. We're glad you could join us! In this recording, you can listen to articles and interviews from the world of business English. We also have lots of exercises to help you to improve your language and communication skills.

**Ingram:** We'll hear from Bob Dignen about how to lead hybrid teams. We'll provide you with tips and useful phrases for activating your audience during presentations. And we'll practise the language of, well, language. As always, you can find all the texts, dialogues and exercises in your audio booklet. OK, let's get started!

## TRENDS

### NAMES AND NEWS

**[2] Introduction (I) E**

**David Ingram:** We'll begin with our Names and News section and a story from the UK

about someone for whom education is dear to her heart.

**Erin Perry:** The queen, David. We've got a story about the queen? She never stops learning.

**Ingram:** No, calm down, Erin. The person in question is Minouche Shafik, the director of the London School of Economics. She believes that British citizens need a social "safety net", including money to spend on lifelong education.

**Perry:** Well, that's also a very interesting idea. Let's listen in.

**[3] The social networks E**

"Education is the only thing that can't be taken from you." Those words were spoken by the father of Minouche Shafik. When she was four, Shafik's family moved to the US from Egypt after their property had been taken away from them. Shafik later followed her father's words and earned a doctorate in economics. Now 59, she is the director of the London School of Economics and one of the UK's most important policy thinkers.

Shafik believes the Covid-19 pandemic and Brexit have brought opportunities to improve UK society and policy. "Sometimes, when things go terribly wrong, it might take you on a different path, which might in the end be better," she told the *Financial Times*. She says that British citizens need a social "safety net": money to spend on lifelong education, a guaranteed

minimum income and payment for caring for family members.

Business Spotlight 10/2021, p. 7

#### earn a doctorate

► einen Dokortitel erwerben

#### property

► Besitz

## [4] Introduction (II) E

**Erin Perry:** Our next story is from the United States and is about a project to attract remote workers away from the busy urban areas to more rural towns — in this case, in the state of West Virginia. As you listen to our story, answer this question: by June 2021, how many people had applied to the Ascend West Virginia program? Ready? Listen now.

## [5] Rural is the new urban M US

Boom towns normally have lots of opportunities and lots of people. The U.S.'s new "Zoom towns" also have many opportunities — but fewer people. Less populated states are taking advantage of the rise in remote working and using cash and their natural resources to attract outdoor-loving "amenity migrants."

The Ascend West Virginia program offers \$12,000 (€10,100) to people who move to certain towns in the state. It also offers a free outdoor recreation package, networking trips, and educational workshops. The entire package is valued at over \$20,000 (€16,800).

Brad D. Smith, co-founder of Ascend West Virginia, told the BBC that "[2020] really accelerated trends that were already underway over the last decade, including a significant shift to remote work and a generation that's beginning to see rural as the new urban."

By June 2021, more than 7,000 people from 50 states and 73 countries had applied to the Ascend West Virginia program.

#### accelerate sth.

► etw. beschleunigen

#### amenity

► Annehmlichkeit

#### co-founder ► Mitgründer(in)

#### decade

► Jahrzehnt

#### recreation package

► etwa: Freizeitpaket

#### remote work(ing)

► Arbeit im Homeoffice

#### rural ► ländlich

shift ► Verlagerung

#### underway: be -

► im Gange sein

#### Zoom town

► Anspielung auf „boom town“ (aufstrebende Stadt)

## [6] Answer: Listening comprehension E

**Erin Perry:** OK? Did you get the answer to our question? By June 2021, how many people had applied to the Ascend West Virginia program?

- The answer is more than 7,000. Listen again. "By June 2021, more than 7,000 people from 50 states and 73 countries had applied to the Ascend West Virginia program."

**Perry:** If you didn't get the answer the first time, you might like to go back and listen to the text again.

Business Spotlight 10/2021, p. 7

## GLOBAL BUSINESS

### The salt of the sea

#### [7] Introduction E

**David Ingram:** Have you ever wondered where salt comes from? *Business Spotlight* author Melita Cameron-Wood visited the Maltese island of Gozo to see the salt pans there. She describes her experience in the article “The salt of the sea” in the current issue of *Business Spotlight*. Gozitan salt farmer Josephine Xuereb talked to Melita about the process of extracting salt.

#### [8] Interview: Josephine Xuereb A

**Josephine Xuereb:** The salt harvest is done during the summer months. It starts basically from May up till end of August, September, always depending on weather elements. So, when we have the harvest, we have to come to work very early in the morning to avoid the scorching sun. So, we try to be here at the salt pans by 4.30, 5 o'clock in the morning — to get the tools, to prepare the tools, the brushes, the brooms. And we start extracting the pans, jumping from pan to pan, extracting the white gold, the delicate salt. And then, we fill the salt into buckets. We carry it the traditional way on the shoulders, with the yoke, balancing the two buckets on each side, and carry it to a rock platform. And we place the big mountain of salt there and leave it for a couple of days to keep draining, to keep seeping down. We cover

it with cloths to protect it from impurities, and then it is bagged to be packaged for the customers. So, literally, the salt, as it is taken from the pan, it's ready to be consumed, to be used. There is no further process: no washing, nothing, just remove any impurities manually and bag it. It's a lot of labour-intensive work, and it's very time-consuming as well. But it's very rewarding because nature is so beautiful.

**David Ingram:** Josephine Xuereb also explained the challenges that nature presents when it comes to salt harvesting.

**Xuereb:** When the salt is ready to be extracted, we have to collect it because, otherwise, if there is a storm, if there is wind or rain, it disrupts the whole harvest. Sometimes, when it's stormy and there is rough wind, rip currents from the north, the sea will come up and washes the salt away. And that's very bad, because it disrupts the whole process, the harvest. The salinated water is taken away. And then it takes longer to regenerate, to pick up, because the rock is cold, there is fresh seawater, and it needs another three to four weeks to pick up again. And for us, summer is short, because by August, the days start to get shorter. Weather is unpredictable, so not all the years are the same. It doesn't yield the same amount of salt. On average, if it's a good season, it yields to about 12 to 14 tonnes of salt. Giving as an example, last year,

2020, during the pandemic, it was a very good year. We started from May up till end of August, September. Every week, we had a harvest. There was no storms, nothing.

Business Spotlight 10/2021, pp. 10–14

#### bag sth.

► etw. in Tüten/Säcke packen

**broom** ► Besen

**bucket** ► Eimer

**cloth** ► Tuch

**delicate** ► hier: mild, köstlich

**disrupt sth.** ► etw. stören;

hier: etw. schaden

**drain** ► hier: austrocknen

#### extract sth.

► etw. extrahieren, gewinnen;

hier auch: abernten

**harvest** ► Ernte

**impurity** ► Verunreinigung

#### pick up

► hier: erneut anfangen

#### regenerate

► sich neu bilden

**rewarding** ► lohnenswert

#### rip current

► Brandungsrückstrom,

Rippströmung

**salinated** ► salzhaltig

**salt pan** ► Salzpflanze, Saline

**scorching** ► sengend, glühend

#### seep down

► nach unten sickern

#### unpredictable

► unvorhersehbar

#### yield sth.

► etw. ergeben, abwerfen

**yoke** ► Joch, Schultertrage

**David Ingram:** Yes, a very current and interesting topic. Let's hear more from Ian about this.

### [10] Interview: Ian McMaster **A**

**Ian McMaster:** Should workers have a legal right to disconnect — in other words, a right not to respond to emails, phone calls or video calls at certain times, such as evenings and weekends?

Technology has kept us connected during the pandemic, but it has also led in many cases to an “always-on” culture, the idea that staff are always available.

Those who argue in favour of a legal right to disconnect believe that, without it, there will be negative impacts on the well-being and mental health of workers. They propose that organizations should be legally obliged to negotiate rules with their workforce regulating how such a “digital disconnect” would function.

Those who are against a legal right to disconnect believe that organizations can do this if they would like to, but that there shouldn't be a legal obligation. They believe that there is already enough regulation of the labour market and that a high degree of flexibility is required in the modern business world.

It's another difficult issue to decide, but my view is that, yes, there *should* be a legal right to disconnect. But each firm or industry should negotiate the precise details with their works

## HEAD-TO-HEAD

### Should workers have a legal right to disconnect?

#### [9] Introduction **E**

**Erin Perry:** Welcome now to our debate section, in which Business Spotlight editor-in-chief Ian McMaster looks at the two sides of a current controversy. The subject of our Head-to-Head debate in the latest issue of Business Spotlight is whether workers should have a legal right to disconnect from work.

council and/or trade union. That's my view. But what do you think?

*Business Spotlight 10/2021, pp. 16–17*

#### always-on

► hier: immer online

#### argue

► argumentieren

#### obliged: be ~ to do sth.

► verpflichtet sein, etw. zu tun

#### right to disconnect

► Recht auf Nichterreichbarkeit

#### trade union

► Gewerkschaft

#### works council UK

► Betriebsrat

## COMMUNICATION

### BUSINESS SKILLS

#### Activating your audience

#### [11] Introduction (I) E

**David Ingram:** OK, now it's time for our Business Skills section, in which we look at a key aspect of communication at work. This time, our topic is how to activate your audience when giving a presentation, the subject of Ken Taylor's article in the latest issue of *Business Spotlight*.

**Erin Perry:** Oh, sorry, David, what was that you said? I wasn't really paying attention.

**Ingram:** Very funny, Erin. Anyway, in his article, Ken Taylor provides seven key tips on how you can activate your audience — and keep them awake! Let's listen to these tips now. They're read by Melita Cameron-Wood.

#### [12] Activate your audience! M

Many of us feel nervous when standing in front of an audience to give a presentation. And if we have to make a presentation in a second language, this can add to the pressure we feel.

One of the best ways to reduce your nervousness is to activate your audience. By getting people involved, you can build rapport with them and relieve any tension in the room.

Also, when you involve your audience, they feel that what you are doing is more likely to be tailored to their interests and needs. This, in turn, means that they listen more attentively.

Here are seven techniques for activating your audience:

#### 1. Polling

One of the simplest ways to involve your audience is through polling. You ask your audience a question and tell them to answer with a show of hands.

For example, when giving a presentation about the benefits of working overseas, you might start by asking: "How many of you have lived or worked abroad for more than one year?" Once people have raised their hands, you can follow up by asking some of them about their personal experiences.

In this way, you can check the experience of your audience and their expectations. You can also see who might help support your ideas later on in your presentation.

## 2. Active questioning

You can ask your audience a genuine question that you would like someone to answer. In this case, be careful not to put people on the spot. Try not to jump on someone who might not be prepared to answer. Instead, ask the whole audience the question and look for someone who is prepared to answer.

Try not to ask questions that have a right or wrong answer. People hesitate to answer if there is a chance of getting it wrong. Ask for people's opinions or experiences.

Active questioning shows your audience that you are interested in what they think and are taking their situation into consideration.

## 3. Rhetorical questions

A rhetorical question is one that does not require an answer. In a presentation, you pose the question, pause and then answer the question yourself. Rhetorical questions pull your audience along with you. When you pose the question, your audience tries to answer it in their heads. They can then check their answers with the answer that you give.

You can also use rhetorical questions to sign-post where you are in your presentation: "So, we've looked at the need for change. What, then, are the changes we should make?" In this way, your audience knows where they are in the logical process and this motivates them to listen to the next stage.

## 4. Buzz groups

Sometimes, you want to brainstorm ideas with your audience. You can then use buzz groups, a technique often employed by trainers.

First, you divide your audience into pairs or small groups. You then ask them to answer a question or solve a problem in a limited time period. Afterwards, you gather the ideas from the groups on a flip chart or whiteboard and discuss them.

This works best in smaller groups who know each other and are familiar with the question or problem you pose.

## 5. Quizzes

Most people like quizzes. They like to test their knowledge and skills. You can use this trait to involve people in your presentation.

Create a quiz with questions that match the main points of your presentation. For example, if you are making a presentation about dealing with difficult customers, you can ask questions about how to tackle different situations. Describe a situation and give three or four alternative answers for people to choose from. Then you can use each correct answer as a spring-board to talk about your ideas in more detail.

## 6. Question-and-answer sessions

Most presentations end with a question-and-answer session. There are two potential problems here. The first is that many of the questions may only be of interest to the questioner.

The rest of the audience are simply looking forward to the coffee break. Your key messages become lost. To prevent this from happening, ask for questions before you summarize your presentation. Deal with the questions and then come with your summary and key messages.

The second problem is that this is the part of the presentation that is the hardest to prepare. During your preparation, try to put yourself in your audience's shoes and imagine and prepare for the questions you are likely to be asked.

### 7. Empathetic language

Use empathetic language to build rapport with your audience. Try to avoid overusing the word "I". Starting sentences with "I" can make you sound didactic, egotistical and superior: "I want to tell you..." or "I would like to..."

Again, put yourself in your audience's shoes. Instead of "I", use "you", "us" or "we": "So, let's look at..." or "What does this mean for you?" This has two positive effects. Firstly, it forces you to put your message in terms of your audience. Secondly, it creates a natural feeling of empathy. And this can help you feel more confident.

#### audience

► Publikum, Zuhörer(innen)

#### build rapport

► ein harmonisches Verhältnis / eine Vertrauensbasis schaffen

#### buzz group

► Murmelgruppe (kleine Diskussionsrunde)

empathetic ► einfühlsam

follow up ► nachfassen

genuine ► echt

hesitate ► zögern

jump on sb. *ifml.* ► über jmdn. herfallen, jmdn. kritisieren

polling ► Befragung

pose a question

► eine Frage stellen, aufwerfen

put oneself in sb.'s shoes

► sich in jmdn. hineinversetzen

put sb. on the spot *ifml.*

► jmdn. in Verlegenheit bringen

show of hands

► Handzeichen

signpost sth.

► etw. signalisieren

springboard ► Sprungbrett;

hier: Ausgangspunkt

stage ► Phase, Schritt

summarize sth.

► etw. zusammenfassen

superior

► hier: arrogant, überlegen

tackle sth.

► etw. angehen, mit etw. umgehen

tailored: be ~ to sth.

► auf etw. zugeschnitten sein

tension ► Spannung

terms: put sth. in sb.'s ~

► hier: etw. mit jmdm. in Bezug bringen

trait

► (Charakter-)Eigenschaft

## [13] Essential phrases for activating your audience M

**David Ingram:** Let's now practise some phrases that are useful when you want to activate and involve your audience during a presentation. I'll tell you what to say and give you some of the words you'll need. In the pause, form the necessary phrase. Afterwards, you'll hear the correct version. Don't worry if your phrase is slightly different from ours. Then repeat the correct version. Ready? Here's the first one.

1. You want to ask your audience to signal their answer to your question. Use "could", "give" and "show of hands".
  - Could you give me a show of hands?

2. You want to ask a rhetorical question about what should be done next. Use “what”, “next steps”, “need” and “take”.
  - ▶ What are the next steps we need to take?
3. You want to suggest that you look at the answers with your audience. Use “let’s”, “go through” and “together”.
  - ▶ Let’s go through the answers together.
4. You want to say that you will write down your audience’s ideas. Use “let’s”, “gather” and “flip chart”.
  - ▶ Let’s gather your ideas on the flip chart.
5. You want to invite your audience to ask questions. Use “have” and “questions”.
  - ▶ Do you have any more questions?

**Ingram:** Excellent. Well done!

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**audience** ▶ Publikum, Zuhörer(innen)

## [14] Essential words for activating your audience **M**

**David Ingram:** In this exercise, you’ll first hear excerpts from a presentation that Antonio is giving. Then, we’ll do an exercise in which we’ll test you on some of the words used. OK, first listen very carefully.

**Antonio:** How many of you have lived or worked abroad for more than one year? Could you give me a show of hands, please? Inter-

esting! More than half of you. Now, when you think back to that time, how long did it take for you to feel comfortable in a different culture? A few months? A year? Or longer?

...

So, we’ve looked at the need for greater intercultural understanding. What, then, are the ways we can achieve this? Let’s go round the room and I’ll gather your ideas on the flip chart.

...

Before I summarize, do you have any questions?

No? If there are no questions, let me just remind you of the main points again...

**Ingram:** OK, now, we’ll give you two alternative words, and then you’ll hear one of the sentences from the presentation again — this time, with a beep where one of the words belongs. In the pause, choose the right word to complete the sentence. Then, you’ll hear the full sentence again. Repeat the sentence, trying to copy the speaker’s pronunciation and intonation. Ready?

1. Here’s the first pair of words to choose from: “play” OR “show”

**Antonio:** Could you give me a [beep] of hands, please?

- ▶ Could you give me a show of hands, please?
2. And here’s the next pair of words: “looked” OR “seen”

**Antonio:** So, we've [beep] at the need for greater intercultural understanding.

► So, we've looked at the need for greater intercultural understanding.

3. And another pair of words to choose from: "assemble" OR "gather"

**Antonio:** Let's go round the room and I'll [beep] your ideas on the flip chart.

► Let's go round the room and I'll gather your ideas on the flip chart.

4. And the next pair of words: "summarize" OR "summary"

**Antonio:** Before I [beep], do you have any questions?

► Before I summarize, do you have any questions?

5. And here's the last sentence with two pairs of words to choose from: "remember" OR "remind", and "dots" OR "points"

**Antonio:** If there are no questions, let me just [beep] you of the main [beep] again...

► If there are no questions, let me just remind you of the main points again...

**Ingram:** Well done. Did you all get the words right? If not, go back and listen to the dialogue again and then repeat the exercise.

*Business Spotlight 10/2021, pp. 20–23*

**achieve sth.**

► etw. erreichen

**show of hands**

► Handzeichen

**summarize sth.**

► etw. zusammenfassen

## CAREERS

### CAREER COACH Goals and systems

#### [15] Introduction **E**

**David Ingram:** OK, let's move on now to our Careers section and our career coach, Bo Graesborg. In his latest column, Bo looks at whether having goals or systems is better for your career. The column is read by the author himself.

#### [16] Column: Bo Graesborg **M**

"If you don't have a destination, you won't be going anywhere." This classic bit of advice — or some variation of it — is usually seen as stress-ing the importance of knowing what you want, of coordinating your effort behind a unifying goal and of stating this goal in clear language.

Goals are undoubtedly great, and they are everywhere in business. As objectives, they are written down in performance management systems. They are made "S.M.A.R.T" — specific, measurable, achievable, reasonable, time-bound — in order to provide more guidance. And they translate into KPIs that help us know whether, how and how much we need to adjust our course.

Many of us also have career goals and a clear answer ready for the "Where-do-you-see-yourself-in-five-years?" question that recruiters like to ask us.

As great as they are, specific goals come with problems. Firstly, they may make us blind to other goals. Secondly, they risk deflating us when we reach them (“What do I do now?”) or depressing us when we don’t (“What do I do now?”). And thirdly, they are based on the somewhat shaky assumption that we control our own destiny. In truth, however, it is often the case in life that “things just happen”.

Now, if goals work for you, by all means, keep using them. But why not try using a system instead? Unlike goals, a system takes into account things that you have no control over. And with a good system, you simply cannot fail.

Here’s how it works. Take a piece of paper and write down one of your career goals. Then take another piece and write down the behaviours you believe will bring you closer to your goal — the things you can do over the short, medium and long term to make yourself more promotable. Promotions happen when promotability and opportunity converge.

Now, tear the first piece of paper into pieces and throw it away. Frame the second piece of paper and hang it on the wall. This piece is your system. Follow it and you will win. Career advancement will happen as a consequence of your system. Probably.

Business Spotlight 10/2021, p. 35

#### achievable

- erreichbar

#### adjust sth.

- etw. anpassen, korrigieren

#### advancement

- hier: Aufstieg

#### assumption

- Annahme

#### converge

- zusammentreffen

#### deflate sb.

- jmdm. die Luft wegnehmen;

hier: jmdn. ernüchtern

#### destiny

- Schicksal

#### goal

- Ziel

#### KPI (key performance indicator)

- (Leistungs-)Kennzahl

#### long term: over the

- langfristig

#### objective

- Ziel(setzung)

#### promotable

- hier: für eine Beförderung infrage kommend

#### recruiter

- Personalreferent(in)

#### shaky

- hier: wenig

verlässlich

#### stress sth.

- etw. hervorheben

#### take sth. into account

- etw. berücksichtigen

#### time-bound

- zeitgebunden

#### translate into sth.

- hier: sich durch etw. wiedergeben lassen

## LEADERSHIP

### Managing hybrid teams

#### [17] Introduction **E**

**Erin Perry:** The second item in our Careers section looks at the topic of leadership. In the current issue of *Business Spotlight*, Bob Dignen explains how leaders can manage hybrid teams. Here’s Bob now to tell us more.

#### [18] Interview: Bob Dignen **A**

**Erin Perry:** Welcome, Bob. First, tell us exactly what we mean when we talk about “hybrid working”.

**Bob Dignen:** Well, first let me give you the obvious answer to that. I mean hybrid work-

ing describes, I think, for many the new way of working we've seen emerge as a result of the pandemic. You know, part home working, part office working. Now, a reliance on technology to communicate. Less face-to-face communication and interaction in general. Working from distance. That's, I think, the current definition of hybrid working. The less obvious answer to the question about what hybrid working is is to say that working has always been hybrid, has always had a remote dimension. You know, sometimes we work alone, sometimes we work with other people. Sometimes, we use technology to communicate — email, telephone. Sometimes, we talk to people in the same room. So, you know, hybrid is actually, although it's a new term, work has always been hybrid. I guess what has changed is the ratio. We perhaps worked 10 per cent virtually, 90 per cent co-located before Covid. Under Covid, 100 per cent remotely. And now, I think we're swinging back to a 60 per cent remote, 40 per cent co-located model.

**Perry:** What can leaders do to help make hybrid models work more effectively?

**Dignen:** I think there are four “Cs” that leaders need to think about to engage people with hybrid. One of which is very fundamental and that is “choice”: actually allowing employees some level of choice, not only in whether they work

hybrid or not, but the degree to which they work hybrid. Maybe it's one day a week, two days a week, three days a week. I think if you impose that on people, there is a real risk that you dis-engage people and you will lose that employee over time. Second “C” is “clarity”, in terms of clear structure. I think the risk of fragmentation needs to be overcome with almost an over-communication. What is it that you have to do? What is it that I have to do? How are we going to communicate to make sure we're on track? I think the more relaxed approach to this, which you can take in a face-to-face environment, has to give way to more structure. And I think that's a reported experience of many people during the Covid pandemic. Thirdly, “creativity”: we need to think creatively. How can we bump into people? How can we maintain those serendipitous opportunities just to catch up on news, to offer people help? How can we get creative in a room, in a virtual room, in the same way that we can in a physical room, bouncing ideas highly interactively, which is a bit more difficult in a remote environment. We need to use our imagination a bit harder than we've had to do historically. And I think the final “C” is about connection. Just maintaining a strong focus on empathy. Sensing when people need our help, sensing when it's right to go to the office, to connect again because people might be feeling lonely, people might be feeling frustrat-

ed, people might be moving in a different direction, they've lost alignment. So that kind of idea of improving our empathy skills — but I would call it our connectivity skills. So: choice, clarity, creativity and connectivity.

**Perry:** Thanks very much, Bob. We look forward to talking to you again next time.

**Dignen:** Thank you very much.

Business Spotlight 10/2021, pp. 36–39

**alignment** ➤ Ausrichtung;  
hier: Orientierung

**bounce ideas**

➤ Ideen austauschen

**bump into sb.**

➤ jmdn. zufällig treffen

**clarity**

➤ Klarheit, Klarstellung

**co-located** ➤ an einem  
gemeinsamen (Stand-)Ort

**disengage sb.**

➤ jmdn. abkoppeln

**emerge** ➤ entstehen

**engage sb. with sth.**

➤ hier: jmdn. dazu bringen, sich  
mit etw. auseinandersetzen

**face-to-face**

➤ persönlich, mit persönlichem  
Kontakt

**hybrid**

➤ hier: im Büro und virtuell

**impose sth. on sb.**

➤ jmdm. etw. auferlegen

**look forward to sth.**

➤ sich auf etw. freuen

**ratio** ➤ Verhältnis

**reliance**

➤ Abhängigkeit

**sense sth.**

➤ etw. spüren

**serendipitous**

➤ zufällig

**swing back to sth.**

➤ zu etw. zurückschwenken

**track: be on ~**

➤ auf Kurs / auf dem richtigen  
Weg sein

## LANGUAGE

### SKILL UP!

#### Talking about language

#### [19] Exercise: Idioms (I) M

**Erin Perry:** OK, let's "skill up" on our language now with some idioms relating to, well, precisely that: language. First, listen to a dialogue between Fiona and Calum. The language they use is simple.

**Calum:** Hi, Fiona. Could I speak to you for a moment? I think we misunderstood each other earlier.

**Fiona:** I completely agree! It's just that the new system doesn't make any sense to me.

**Calum:** Don't worry. We'll have a team meeting tomorrow and I'll explain everything in simple language.

**Fiona:** That's a great idea! Thanks.

**Perry:** Now, you'll hear the same dialogue again, but this time, Fiona and Calum use more idiomatic language. Listen out for the idioms.

**Calum:** Oh, hi, Fiona. Could I have a word? I think we were talking at cross purposes earlier.

**Fiona:** You can say that again! It's just that the new system is all Greek to me.

**Calum:** Don't worry. We'll have a team meeting tomorrow and I'll explain everything in layman's terms.

**Fiona:** Now you're talking! Thanks.

**Perry:** Now, it's your turn to form the idioms you've just heard. You'll hear a description of a situation and two suggestions, **a)** and **b)**, for the appropriate idiom. In the pause, choose the correct option. OK? Here's the first one.

- If you want to speak with someone briefly, you want to have...
  - a short speech with them.
  - a word with them.
    - b)** is right. If you "have a word with someone", you speak with them briefly. Next one.
- If two people do not understand each other because they're talking about different things, they talk...
  - at cross purposes.
  - to themselves.
    - a)** is right. If you talk with someone but do not understand each other because you're talking about different things, you "talk at cross purposes". OK, next one.
- To express that you completely agree with someone, you could say...
  - You can say that again!
  - I think the same!
    - a)** is right. The phrase "You can say that again!" means that you completely agree with someone. Next one.
- Something that makes no sense to you, is...
  - like Spanish to you.
  - all Greek to you.

- b)** is right. If you are unable to understand something, it is "all Greek to you". And the next one.
- If you explain something in such a way that everyone is able to understand it, you explain it in...
    - layman's terms.
    - illustrative language.
      - a)** is right. If you explain something "in layman's terms", you make sure everyone is able to understand it, even if they aren't experts in the matter. And the last one.
  - To show someone that you think what they say is a good idea, you can say...
    - Now you got it right!
    - Now you're talking!
      - b)** is right. You use the phrase "Now you're talking!" if you think someone has just mentioned a good idea.

**Perry:** Well done. Did you get all those idioms right? If not, go back and try the exercise again.

**briefly** ➔ kurz

## [20] Exercise: Idioms (II)

**Erin Perry:** In this exercise, you can practise those idioms again. You'll hear the sentences that Fiona and Calum said using an idiom. In the pause, rephrase what they said in simpler words. Then you'll hear the simpler version again for you to repeat. Don't worry if your sim-

pler sentence is slightly different to ours. OK, here's the first one.

**Calum:** Could I have a word?

- Could I speak to you for a moment?

**Calum:** I think we were talking at cross purposes earlier.

- I think we misunderstood each other earlier.

**Fiona:** You can say that again!

- I completely agree!

**Fiona:** It's just that the new system is all Greek to me.

- It's just that the new system doesn't make any sense to me.

**Calum:** I'll explain everything in layman's terms.

- I'll explain everything in simple language.

**Fiona:** Now you're talking! Thanks.

- That's a great idea! Thanks.

**Perry:** Well done! If you found it difficult to convert those idioms into simpler language, listen to the two versions of the dialogue once more and do the exercise again.

## [21] Exercise: False friends **M**

**David Ingram:** Let's continue "skilling up" on our vocabulary by looking at a false friend. False friends are pairs of words that sound similar in German and English. But their meanings are very different, so they can cause confusion and misunderstanding. In this exercise, we'd like you to translate a German word and sentence into English, being careful to avoid the false friend. Let's begin.

**Ingram:** Our word refers to the translation of the original language of a film into other languages. Please translate this word.

**German:** *synchronisieren*

**English:** dub

**Ingram:** You can't say "synchronize" here as this means "make something happen simultaneously", such as synchronized diving at the Olympics. The English translation of the German word *synchronisieren* as it relates to films is "dub". Translate this sentence, please.

**German:** *Sie arbeitet in einer Produktionsfirma, die Filme synchronisiert.*

**English:** She works at a production company that dubs films.

**Ingram:** Well done.

**diving** ▶ Tauchen; hier: Kunstspringen

**[22] Exercise: Don't confuse** M

**David Ingram:** In this exercise, we'll practise the use of the false friend in the previous track. First, you'll hear a sentence with a beep. In the pause, decide whether you need a form of "dub" or "synchronize" instead of the beep. Then you'll hear the correct sentence again. Ready?

1. The divers won the gold medal for their perfectly [beep] movements.
  - ▶ The divers won the gold medal for their perfectly synchronized movements.

OK. Next sentence.

2. I prefer watching films in the original language, not in a [beep] version.
  - ▶ I prefer watching films in the original language, not in a dubbed version.

OK, there are two beeps in our third and final sentence. So listen carefully.

3. The problem with [beep] films is that it is often difficult to [beep] the actors' lip movements with those in the original version.
  - ▶ The problem with dubbed films is that it is often difficult to synchronize the actors' lip movements with those in the original version.

**Ingram:** Did you choose the right words to complete the sentences? If not, go back and try this exercise again.

diver ▶ Taucher(in); hier: Kunstspringer(in)

**[23] Dialogue and exercise: Collocations** M

**Erin Perry:** For our final Skill Up! exercise, we'll look at some collocations. These are word partnerships made up of words that frequently go together. First, listen carefully to Sarah talking about her regrets that she never learned French properly. We'll then do an exercise on it.

**Regrets**

**Sarah:** In the UK, we're not very good at acquiring foreign languages. When I was at secondary school, I chose French as my second language. I can understand written French a bit, but I can't speak it very well at all. The main problem is that I hardly ever use it and so I lack confidence. I'm too afraid that I'll make mistakes in pronunciation or use informal language instead of formal language. I love visiting France and I'd love to be able to speak fluent French when I'm there. It's one of my biggest regrets that I've never mastered the language.

**Perry:** OK, in this exercise, you'll hear the beginning of a sentence describing a situation.

In the pause, complete the sentence using a collocation with the term “language” from the text you just heard. Then you’ll hear the correct answer. OK, here’s the first sentence.

1. If you learn a language, you...

- **acquire a language.** If you learn a language, you acquire a language.

OK, next one.

2. If you study a language, your aim is to...

- **master a language.** If you study a language, your aim is to master a language.

Next one.

3. At this school, pupils may choose French, German or Spanish as a...

- **second language.** At this school, pupils may choose French, German or Spanish as a second language.

You can also talk here of a “foreign language”.

OK, next one.

4. Even if you find it difficult to understand people when they are speaking another language, you may still understand the...

- **written language.** Even if you find it difficult to understand people when they are speaking another language, you may still understand the written language.

OK. Complete the last sentence now with two collocations with the term “language”.

5. Depending on the situation and the people you are speaking to, you will need to use either...

- **formal or informal language.** Depending on the situation and the people you are speaking to, you will need to use either formal or informal language.

**Perry:** Well done. If you didn’t get all those collocations right, listen to the text again and then try the exercise once more.

*Business Spotlight 10/2021, pp. 42–43*

#### acquire sth.

- hier: etw. erlernen

#### fluent

- fließend

#### master sth.

- etw. beherrschen

#### secondary school UK

- weiterführende Schule in der Sekundarstufe

## TALKING FINANCE

### Tax avoidance and tax evasion

#### [24] Introduction **E**

**Erin Perry:** Welcome now to our Talking Finance section, in which *Business Spotlight* editor-in-chief Ian McMaster talks about a topical financial subject.

**David Ingram:** Yes, this time, Ian is looking at the topics of tax avoidance and tax evasion.

**Perry:** Ooh, taxes. Don’t like them, David.

**Ingram:** Nor do most people, Erin. But let's hear now what Ian has to say about the topic.

### [25] Interview: Ian McMaster **A**

**Ian McMaster:** Well, let's start with the fact that nobody really likes paying tax because, through taxes, governments take away money that people would otherwise have in their pockets or bank accounts. Having said that, there are, of course, differences in political attitudes towards taxes. Those people who believe in a larger role for governments — for example, in providing a socialized system of health coverage and pensions — tend to have a more positive attitude towards taxes in general than those who think the state should be kept as small as possible.

An interesting question is: what do we expect from a tax system? Ideally, tax systems should be simple, they should be transparent, they should be efficient in the sense of not being too expensive to administer, and they should be fair. Fair both in the sense of treating people with similar incomes in similar ways, and also treating people with different income levels fairly. This normally requires the system to take a greater proportion of higher incomes in taxes than that of lower incomes — a so-called progressive system. In practice, many tax systems do not meet all or any of these criteria.

Another aspect of fairness is that people — and companies — pay all the taxes that they are supposed to pay. And here we come to an important distinction, that between tax avoidance and tax evasion. In theory, there is a clear difference between the two concepts. Tax avoidance is the legal use of methods to reduce your tax burden. Tax evasion, on the other hand, is a crime, the illegal concealment of income to evade paying taxes. One could therefore say the difference between tax avoidance and tax evasion is having a good accountant. However, a grey area between the two concepts is very aggressive tax avoidance to exploit tax loopholes. In extreme cases, this borders on — or, indeed, is — tax evasion because, although it may comply with the strict letter of the law, it breaches the spirit of the law.

Business Spotlight 10/2021, p. 44

#### accountant

► Steuerberater(in)

#### administer sth.

► etw. verwalten

#### breach sth.

► etw. verletzen

#### burden

► Last

#### comply with sth.

► mit etw. übereinstimmen

#### concealment

► Verschleierung, Verheimlichung

#### distinction

► Unterscheidung

#### evade sth.

► etw. umgehen

#### health coverage

► Krankenversicherungsschutz

#### loophole

► Schlupfloch

#### tax avoidance

► Steuervermeidung

#### tax evasion

► Steuerhinterziehung

## SHORT STORY

### [26] Introduction **E**

**David Ingram:** Now, it's time for our latest short story by James Schofield. This time, it takes place in a hospital and involves a serious dilemma. As you listen, you might want to think about what you would have done in the circumstances. The title of the story is "Tough decisions".

**Erin Perry:** OK, sounds intriguing. Let's listen in.

### [27] Tough decisions **M**

It's two in the morning. I'm sitting in the staff room of the hospital's emergency department and reading a paper by a professor in Saskatchewan about allergic reactions to medical implants. The paper is badly written, the theory seems unlikely and, if the emergency bell on the wall hadn't started pinging, I might have dozed off. But it has and the duty surgeon, Alexa Standish, puts her head around the door.

"Hey, John Medinerd! I need you in the operating theatre. Middle-aged man got a CancBit implant two weeks ago and he's just collapsed. He'll be here in ten minutes."

The surgeons and operating nurses don't like us IT medics. We get called "circuit freaks" or "medinerds" all the time. They're worried we're taking over more and more of their work.

The first time we became necessary was 20 years ago, when neurolinks appeared. Patients have a small, coin-sized microchip implanted

in their brain. It sends electrical impulses to the neural network and means paralysed people walk again and blind people see again. And that's just the start. But the problem is finding medical staff to make sure these things work: people to do the coding and patching and to take care of cybersecurity. Most doctors like doctoring, not IT, and so the IT medic was born. We have the standard doctor training and then IT on top.

The man is unconscious when he arrives. While the nurses prep him, Alexa and I talk to the paramedic. The patient had complained of a headache before going to bed that evening. When he started screaming, his wife called the ambulance.

"Looks like anaphylactic shock," says the paramedic. "Heart rate's all over the place, temperature is 42 °C and he has breathing trouble. We've given him adrenaline, so he's stable for the moment."

"What's he eaten?"

"Sushi."

"At his age, he should know he's got a seafood allergy," says Alexa, tying on her mask.

"Do you need me then?" I ask.

"With that CancBit chip inside? Sure! Anything goes wrong with it, you can take the blame."

That is the problem. The CancBit chip is super expensive. It's a beta version, but it could revo-

lutionize cancer treatment. The chip is placed in the brain, it constantly searches for DNA re-leased by cancers in the body and, if necessary, orders the release of drugs placed in other parts of the body to deal with it. If successful, CancBit will be worth a fortune. I've even bought shares in the company myself.

We go into the operating theatre, but nothing works. His immune system goes into overdrive and attacks all his organs. We get blood clots and haemorrhaging, and by 3 a.m., he's dead. We can do nothing.

The surgeon is in pieces, which is unusual. She's tough, but she's never had something like this. I tell the wife that her husband is dead as we sit in the empty foyer of the hospital, each of us holding a cup of cold coffee.

"I have to ask," I say, "did your husband have a seafood allergy?"

She's crying her eyes out but tells me no, they eat — ate — sushi about once a month and it's never been a problem. Her brother comes to take her away and I do the necessary reports before I go home to my wife and family.

When I wake, there are three messages from someone I don't know on my phone. He has my name from the hospital, the man says. He needs to talk to me. I shower, eat, go to work and find him waiting. He's a tall, distinguished-looking man in a grey suit. He looks exactly how you want a medical expert to look.

"Dr John Malloy?" he asks. "I'm from CancBit Technologies. We need to talk about the report you filed earlier this morning."

"Who are you? And how have you even read it?"

He laughs. "That's not important. Can we go somewhere private?"

The next 20 minutes are a shock. He doesn't like my report's hypothesis: that the reaction might have been caused by the CancBit implant.

"You can't be certain about that. Your colleague Dr Standish says it was a shellfish allergy."

I explain what the patient's wife told me, but he dismisses it with a wave of his hand. "People are weak. They like something, so they carry on consuming it, even though they know it's dangerous. Like cigarettes. And there's something else," he adds. "Your management is concerned about the things you read online."

"What things?"

"You read a lot of what I call science-fiction reports and blogs about medical implants written by conspiracy theorists in places like Saskatchewan. Now, how can this hospital be taken seriously if staff read such nonsense? And you know," he pauses and looks me straight in the eye, "it would be a bad decision to write negatively about a treatment that could help us win the war on cancer. Remember Dr Nightly?"

I do remember Jane Nightly. She made a lot of fuss about another CancBit product, until, one day, the police searched the lockers of all the hospital staff, found stolen morphine in hers and she was fired. Is this a threat? And how can CancBit know about my online reading? He guesses my thoughts.

“Oh, we know a lot about you, Dr Malloy. We know about your charming wife, your lovely children, your expensive mortgage...”

Now, I'm really scared.

“What do you want?” I ask.

“A little revision,” he says. “Just change your report to say the cause of death is unclear — which is true, after all.”

I sit still after he's gone, thinking about what to do and about my values and priorities. Then, feeling sick, I open the report and make the revisions he wants, knowing this decision will haunt me forever.

But before judging me, do you know what you would do?

Business Spotlight 10/2021, pp. 46–47

**all over the place:** *be ~ ifml.*

► hier etwa: völlig aus dem Takt sein

**blood clot** ► Blutgerinnsel

**circuit** ► Stromkreis

**dismiss sth.** ► etw. abtun

**distinguished**

► vornehm

**doze off** ► einnicken

**duty** ► diensthabend

**emergency department** US  
► Notaufnahme

**file a report**

► einen Bericht schreiben/  
einreichen

**fortune** ► Vermögen

**fuss** ► Wirbel, Aufhebens

**go into overdrive**

► hier: überreagieren

**haemorrhaging**

► Blutung(en)

**haunt sb.**

► jmdn. verfolgen

**heart rate**

► Herzfrequenz

**locker** ► Spind

**medic** UK ifml.

► Mediziner(in)

**morphine** ► Morphinum

**mortgage** ► Hypothek

**operating nurse**

► OP-Pfleger(in)

**operating theatre** UK

► Operationsaal

**paper** ► hier: wissenschaftliche Abhandlung

**paralysed** ► gelähmt

**paramedic**

► Sanitäter(in)

**patching**

► Fehlerbehebung

**pieces: be in ~**

► hier: am Boden zerstört sein

**prep sb.** ifml. ► hier: jmdn. für eine OP fertig machen

**release sth.** ► etw. freisetzen

**revision** ► Überarbeitung,

Korrektur(en)

**scared** ► erschrocken

**shellfish**

► Meeresfrüchte

**surgeon**

► Chirurg(in)

## AND FINALLY ONE QUESTION

### [28] Introduction **E**

**David Ingram:** And finally, we come to our One Question section, in which we ask you to identify our mystery person. Listen now to our clues.

### [29] Who am I? **M**

- I was born in Shamley Green, Surrey, England, in 1950.
- I dropped out of school at age 16 after battling with dyslexia for many years.
- I squatted in London for a year.

- When I was still a teenager, I moved into a houseboat in London's Little Venice area. I bought it for just £2,000 (€2,331).
- My early entrepreneurial ideas included selling budgies and Christmas trees. Neither of these ideas was particularly successful.
- My mother was convinced that I would become the prime minister of the UK.
- I launched the magazine *Student* in 1966.
- In 1987, I crossed the Atlantic in a hot-air balloon with Per Lindstrand. We were the first people to successfully complete this crossing. But the record was disputed because we had to jump out of the balloon for our own safety at the end of the journey.
- I have been rescued by helicopter from the sea five times.
- I kitesurfed across the English Channel at the age of 61.
- I am the founder of the Virgin Group, which is known for air travel, music, finances, health and leisure.
- The name "Virgin" comes from my inexperience when I started the business.
- I enjoy collecting vintage cars.
- In 1999, I was knighthed for my "services to entrepreneurship".
- Despite receiving \$1 billion (€ 847,000,000) from the sale of Virgin Records in 1992, I cried because it felt like I had sold one of my children.

- In 2004, I founded Virgin Unite, which brings people together to generate entrepreneurial ideas for a brighter future.
- In 2018, I went on an expedition to Belize's Great Blue Hole.
- In July 2021, at the age of 70, I travelled to space in a Virgin Galactic rocket-propelled plane.
- Over the years, I have owned a submarine, a yacht and a number of islands.
- I value happiness over retirement.
- So, who am I?

**David Ingram:** Do you know who our mystery person is? If you want to find out, go to our website at [www.business-spotlight.de/who1021](http://www.business-spotlight.de/who1021) where you'll find the answer.

Business Spotlight 10/2021, p. 50

**billion** ► Milliarde(n)

**budgie** ifml.

► Wellensittich

**disputed** ► umstritten

**drop out of school**

► die Schule vorzeitig verlassen

**dyslexia**

► Dyslexie, Lese- und Rechtschreibschwäche

**entrepreneurial**

► unternehmerisch

**knight sb.**

► jmdn. zum Ritter schlagen

**launch sth.** ► etw. starten

**leisure** ► Freizeit;

hier: Freizeitangebote

**rocket-propelled**

► raketenangetrieben

**squat**

► ein Haus besetzen

**submarine** ► U-Boot

**vintage car**

► Oldtimer

**virgin**

► Jungfrau; jungfräulich

**yacht** ► Jacht

## CONCLUSION

### [30] For more information

**David Ingram:** Well, we've come to the end of *Business Spotlight Audio 10/2021*. We hope you've enjoyed it and have found our exercises helpful.

**Erin Perry:** We offer *Business Spotlight Audio* both as a CD and a subscription download. For more information, and to find out about our range of products, visit our website at [www.business-spotlight.de](http://www.business-spotlight.de).

**Ingram:** So, until next time, this is David Ingram...

**Perry:** And Erin Perry...

**Ingram:** Wishing you success with your business English.

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