

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**

Kenji Kitahama: Welcome to *Business Spotlight Audio!* In this issue, you'll hear our friends at Metropolitan Mayhem discussing advertising for Gen Z audiences. Then you'll hear an interview with edible insect ambassador Joseph Yoon, who spoke to *Business Spotlight* correspondent Melita Cameron-Wood about his mission to make eating bugs more popular. That's not all, but I won't give it all away. Let's start with some trending news items. Ready? Let's go!

issue ▶ Ausgabeaudience ▶ Publikum;hier: Zielgruppeedible ▶ essbarambassador

▶ Botschafter(in)

bug ▶ Käfer; hier: Insektgive sth. away

▶ etw. verraten

trending ▶ im Trend liegenditem ▶ Artikel

same sentence. Sadly, this unusual language has almost disappeared: there is exactly one elderly, lucid speaker left. Iskonawa is far from alone — even by optimistic estimates, around half of the 5,000 or so languages spoken today could be gone by the end of this century.

Roberto Zariquiey, a 44-year-old linguist from the Pontifical Catholic University of Peru, is working to preserve Iskonawa. He has made several vocabulary apps with voice recordings and opened a language school to teach children at least the basics of their ancestral language. Even though he won't be able to save Iskonawa from extinction, Zariquiey sees the importance of holding on to knowledge of such rare languages. “Most of the claims about human cognition ... are based on a very homogeneous sample of human beings,” he told *The Washington Post*. “There is this very big bias toward languages with similar characteristics.”

As the world's languages disappear, we risk losing much more than just words, including what could be vital clues about human culture, evolution and even medical science.

*Business Spotlight 10/2023, p. 8***NAMES AND NEWS****[2] More than just words M**

Iskonawa is a language from the mountainous jungle of Peru. It uses a lot of onomatopoeic words and polysemy (having more than one meaning), and it allows multiple verbs in the

jungle ▶ Dschungel, Urwaldonomatopoeic ▶ onomatopoeisch, lautmalерischelderly ▶ älterlucid ▶ klar; hier: bei klarem

Verstand

preserve sth. ▶ etw. erhaltenancestral language

▶ Sprache der Vorfahren

extinction ▶ Aussterbencognition ▶ Erkenntnis,

Wahrnehmung

sample ▶ Auswahl**bias** ▶ Tendenz**vital** ▶ wichtig**clue** ▶ Hinweis

[3] Imitation game

According to a study by the OECD and the EU Intellectual Property Office, trade in counterfeit and pirated goods amounted to 3.3 per cent of global trade — even before Covid-19 powered a rise in online shopping. In the EU, 6.8 per cent of imported consumer goods from non-EU countries are fakes.

From phony Rolex watches to imitation Gucci handbags — fakes have long been a problem in the luxury-goods market. But this now goes far beyond clothes and accessories to include tools, office supplies and anything else that promises to be profitable. Around 55 per cent of the fakes identified in Europe come from China, followed by Hong Kong and Turkey. Supervision of the manufacturing sector in those countries is weak, and working conditions tend to be poor.

Fake products are more than just an anonymity for retailers and their customers. Poor-quality imitations of medical supplies, for example, or car parts, food and cosmetics, can be harmful and dangerous. While some consumers may be pleased about fancy-looking products that cost next to nothing, imitations also put manufacturing jobs at risk.

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EU Intellectual Property**Office** ▶ Amt der EU für geistiges Eigentum**counterfeit** ▶ gefälscht, nachgeahmt**pirated** ▶ raubkopiert, unerlaubt hergestellt**phony** (ifml.) ▶ unecht**accessory** ▶ Accessoire**office supply** ▶ Bürobedarf**annoyance** ▶ Ärgernis**retailer** ▶ Einzelhändler(in)**fancy** ▶ schick

[4] Cows causing chaos

Cows are a big deal in India. About 80 per cent of Indians are Hindus, for whom cows are sacred. Practising Hindus never eat beef, and slaughtering cows is against the law in much of the country. But the animals also cause problems. As males cannot provide milk or meat, they're often abandoned by farmers. There are now some five million stray cows in India, and no one is sure what to do about them.

Sacred or not, stray cows damage crops, spread disease and cause havoc by wandering across motorways. Between 2018 and 2022, more than 900 people died in cow-related road accidents in the northern state of Haryana. Some authorities have put glow-in-the-dark stickers on the cows to warn drivers at night.

The farmers are not really to blame. Unproductive animals are a financial burden they can't manage, but technology might help. Artificial insemination allows farmers to selectively breed females. The existing strays are not going away — especially since Hindu nationalists have made cows a sensitive polit-

ical topic. In the meantime, drive carefully in India.

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big deal: be a ~ (ifml.)

► etw. (ganz) Besonderes sein

sacred (UK) ► heilig

beef (US) ► Rindfleisch

slaughter sth.

► etw. schlachten

abandon sb./sth. ► jmdn./

etw. im Stich lassen, aussetzen

stray ► herrenlos

crop ► Nutzpflanze

cause havoc

► Chaos anrichten

glow-in-the-dark

► im Dunkeln leuchtend

burden ► Belastung

artificial insemination

► künstliche Befruchtung

breed sth. ► etw. züchten

sensitive ► hier: heikel

topic ► Thema

INNOVATION

[5] The elements

Kenji: Everyone knows that the weather is changeable. Humans need to be ready to adapt to harness its power or to protect themselves from it. One of these innovative ideas involves wind and the other one involves lightning. Intrigued? Let's find out more!

harness sth. ► etw. nutzen

intrigued ► neugierig gemacht

[6] New life for old wind turbines

Wind power is a vital renewable energy source, but what can be done with all the old wind-turbine blades? First-generation wind turbines, built in the 1990s, are coming to the end of their

useful life. By 2050, an estimated 43 million tonnes of old blades will need to be disposed of.

The problem is that the advanced composite materials that make the blades so strong and light also make them difficult to recycle. This is why an international and interdisciplinary research team, a project called “Re-Wind”, is giving turbine blades a second life. Their strength and lightness actually make the blades reusable in a number of different ways — for example as power-line poles, roofs for houses or bike shelters and even as footbridges.

Manufacturers have developed fully recyclable turbine blades — and even bladeless wind turbines. Until such technology is in widespread use, however, more and more innovative ways to reuse the old blades will be needed.

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vital ► wichtig, unerlässlich

blade ► Klinge;

hier: Rotorblatt

dispose of sth.

► etw. entsorgen

composite material

► Verbundwerkstoff

Re-Wind ► Wortspiel mit

„rewind“ = zurückspulen

power-line pole

► Hochspannungsmast

shelter ► hier: Abstellplatz

footbridge

► Steg, Fußgängerüberführung

[7] Looking at lightning

People often blame the weather forecast when they're surprised by a rain shower, but improved technology has made forecasts increasingly reliable. By 2015, a six-day forecast was

as accurate as a three day forecast in 1975. This is not just for convenience. In Europe alone, severe weather has caused about €500 billion of damage over the past 40 years. As climate change makes storms more frequent, earlier warnings will help to protect lives and property.

The newest piece of weather forecasting kit is 36,000 kilometres up. Europe's Meteosat Third Generation satellite has four cameras, each of which takes 1,000 images a second. They track lightning within and between clouds as well as ground strikes. An algorithm helps make sense of the data.

“Severe storms are often preceded by abrupt changes in lightning activity,” Phil Evans, the head of the European weather satellite agency, Eumetsat, told the *Financial Times*. Better lightning data means more time to prepare for bad weather.

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forecast ▶ Vorhersage

reliable ▶ zuverlässig

convenience

▶ Annehmlichkeit,
Bequemlichkeit

severe ▶ heftig

billion ▶ Milliarde(n)

kit ▶ Werkzeugsatz;
hier: Instrumente

track sth.

▶ etw. nachverfolgen

lightning

▶ Blitz

ground strike

▶ Bodeneinschlag

preceded: ... is ~ by ...

▶ ... geht ... voraus

METROPOLITAN MAYHEM

[8] In the kitchen: Gen Z advertising

Kenji: This dialogue is based on the Global Business article “Meet the Gen Z brand whisperers”. The workers at Metropolitan Mayhem have just heard that the company has appointed a Z-level executive consultant to make their adverts and commercials more appealing to a Gen Z audience — in other words, those born between the mid-1990s and the early 2010s. As per usual, some people find the idea better than others. Listen carefully, as we'll test your understanding of the dialogue afterwards. Ready? Let's go!

Michelle: Hi, Doug. You all right?

Douglas: Hi, Michelle. Yeah, not too bad, cheers. Want a coffee?

Michelle: Sure, go on, then. I'll have a cappuccino, please.

Douglas: No problem. Listen, I've been meaning to pick your brains about something. I have just finished rereading that email about this new Z-level executive consultant the company is hiring. What do you think about it? It all seems a bit bizarre to me.

Michelle: I can understand it from a business perspective because brands need to appeal to Gen Z customers to keep afloat. But I can't help but feel that Gen Z is getting special treatment in comparison to previous generations. I mean,

we never had a special consultant for baby boomers, did we?

Douglas: I've been reading up on it, and some companies have even hired ZEOs, as the Americans call them. It seems like these people are climbing the career ladder just because of the generation they belong to — these days, people are just given things on a plate and don't need to work for them.

Michelle: I don't know. I have also heard of brands working with Gen Z influencers and students in return for gifts and experiences rather than compensation. Things like that sound a bit exploitative to me.

Douglas: I'm just concerned about how much extra work this Gen Z executive is going to generate for us. No doubt, he'll be going through our scripts and storyboards with a fine-tooth comb, checking that everything is inclusive and politically correct. You can't be outspoken without being called "confrontational" these days.

Michelle: Well, times have changed, Doug, and as far as I can tell, it's a good thing that adverts aren't as sexist or racist as they used to be. And at the end of the day, Gen Z has purchasing power and disposable income. But before businesses can build relationships with Gen Z customers, they need to gain a better understanding of the way they think.

Douglas: But some of these heritage brands are so famous and already have established clien-

tele. Do you really think they need to bend over backwards to please Gen Z in order to succeed?

Michelle: Absolutely! I mean, once their established client base is six feet under, then who will buy their products? I know that sounds a bit brutal, but it's true. That's why companies need to put their money where their mouth is, be socially responsible and avoid cringy behaviour.

Douglas: Well, you are a bit younger than me. I suppose it's only natural that you'd side with your peers. You must be on the cusp of Gen Z yourself.

Michelle: I'm Gen X, but I can sympathize with how many major changes there have been in the lifetime of members of Gen Z. They've had to adapt a lot, so I suppose it was obvious that, at some point, we'd have to adapt to them, too.

Kenji: OK, now it's time to test your understanding of what you have just heard. Listen to the following statements and decide whether they are true or false. Remember that the two characters in the dialogue are called Michelle and Douglas. Ready? Let's go.

1. Michelle believes that Gen Z workers are being given an unfair advantage that previous generations never received, but she admits that they are sometimes used for little to no compensation, too.
 - ▶ This statement is true. Michelle comments that companies never hired baby boomer ex-

ecutive consultants, but she also admits that some companies are paying Gen Z students and interns with experiences and gifts rather than money.

- Doug questions whether established brands really need to make such a big effort to adapt to Gen Z customers.
 - This statement is true. Doug is not convinced that “heritage brands” need to “bend over backwards” to please Gen Z customers. A “heritage brand” is a long-standing brand that uses its history for marketing purposes. If you “bend over backwards”, then you make a very big effort to do something.
- According to Michelle, heritage brands already have established clientele, so she doesn’t see why they should bother with Gen Z.
 - This statement is false. Michelle questions who will buy their products once their established client base is “six feet under”, or in other words, dead.

Kenji: Well done. Did you get all of those answers right? If not, go back and listen to the dialogue again.

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brand whisperer

► Markenflüsterer/-flüsterin

appoint sb. ► jmdn. ernennen

executive ► leitend;
Führungskraft

appealing ► ansprechend,
attraktiv

audience ► Publikum;
hier: Zielgruppe

cheers (UK *ifml.*) ► danke

pick sb.'s brains (*ifml.*)

► jmdn. (nach Ideen) anfragen

appeal to sb. ► bei jmdm.
Anklang finden

keep afloat

► sich über Wasser halten

previous ► vorherig

read up on sth. ► sich
Kenntnisse über etw. anlesen

ZEO ► etwa: ein(e) der
Generation Z angehörende(r)
Firmenchef(in) (Anspielung
auf „CEO“)

give sb. sth. on a plate

► jmdm. etw. auf dem silbernen
Tablett servieren

compensation ► Vergütung

exploitative ► ausbeuterisch

storyboard ► Szenenbuch,
Storyboard

fine-tooth comb: go through

sth. with a ~
► etw. gründlich untersuchen

outspoken

► direkt, unverblümt

confrontational

► konfliktfreudig, streitlustig

purchasing power

► Kaufkraft

disposable income

► verfügbares Einkommen

heritage brand

► Traditionsmarke mit be-
kannten Produkten

bend over backwards (*ifml.*)

► sich zerreißen

six feet under: be ~ (*ifml.*)
► sich die Radieschen von
unten ansehen

put one's money where

one's mouth is (*ifml.*)
► seinen Worten Taten folgen
lassen

cringy (*ifml.*) ► peinlich

side with sb.

► auf jmds. Seite sein

peer ► Gleichaltrige(r)

cusp: be on the ~ of sth.
► an der Schwelle zu etw.
stehen

intern ► Praktikant(in)

FOOD INDUSTRY

[9] Interview: Joseph Yoon, edible insect ambassador

Kenji: This interview is based on the article “Anyone for cricket?”. Can you imagine having a mealworm kebab or starting the day with avocado toast sprinkled with black ants? Business Spotlight correspondent Melita Cameron-Wood spoke to chef Joseph Yoon, the founder of

Brooklyn Bugs, who has made it his life's mission to educate the general public about edible insects.

Melita Cameron-Wood: What are people's reactions generally to your job when you tell them that you're an edible insect ambassador?

Joseph Yoon: What are you talking about? What do you do? Edible insects? Do people actually eat that? Is that food for the end of the world? No way. I would never eat insects. Oh, I heard that insects are a nutritious and sustainable form of protein. I would maybe try it if you cook it for me. And so you could see the range of reactions are really broad.

Melita: Yeah.

Joseph: And it goes from the idea of their understanding of edible insects to also hearing a term that they've never heard before because no one has ever proclaimed themselves as an edible insect ambassador before me. And what I thought was, like, really important is that while I started as a chef cooking with insects, after my first event and reaching out to different stakeholders and partners, and now people who are now my sponsors, I realized that we needed someone more than just someone who can cook with insects because we already have some of the world's leading chefs cooking with insects, like René Redzepi at Noma and Alex Atala and José Andrés, and we have all these super megastar chefs that cook with insects

already. But that hasn't really moved forward the idea of transforming the perception around eating insects. And so, what I realized is that we need somebody that can talk to policymakers and legislators. We need someone who can work in outreach and education, go into universities and museums.

It takes a certain temperament. It takes a certain conviction and a drive and belief to really be successful and to be a pioneer, with great respect to all the indigenous people and the history of human evolution. Now, we're talking about really not just the two billion people that are eating insects around the world, but for this to really be normalized globally, and so that's among the goals that we have.

Melita: One of the things I wanted to ask was how can we make insects more mainstream? How do you think that can be achieved, say, over the next sort of 10–20 years?

Joseph: So, I think one of the big challenges is how do we create behavioral change? When people get very comfortable with a certain idea, it's very difficult to introduce a new idea, and so it requires outreach and education. We're not eating insects that you see in your house. We're not eating insects that are just in your backyard. We're talking about responsible, sustainable farming of insects for human consumption. We need to be able to effectively communicate to policymakers, be able to create incentives

for cricket farmers, be able to create incentives and policies that help support insect agriculture. We need to think about new ways to communicate what this food is. We need new ingredients that are ready to eat and new sorts of foods that are in supermarkets. But the great news with this is that, in the past five years, we have hyper-accelerated and smashed the needle towards the acceptance of eating insects far greater than anybody could have imagined. Now, you might talk to some people like, “Oh, it’s going a lot slower than we were hoping!” I think that they’re optimistic and they want to see big money in their bank accounts and all that. But truly, if you think about the number of journal articles in the mainstream, the people that are eating it...

Another challenge that we have is not having this be a novel act, where it’s like, “OK, I ate my cricket. Check mark, off my bucket list.”

Melita: Yeah, exactly.

Joseph: We need to be able to give people the tools, the assets, the language to be able to actually incorporate this into their diet. I have programs with the U.S. Department of Education. I’m working with the New York City Department of Education to try to identify ways for us to change some of these ideas at a younger age. And so, I’m really just so happy and thrilled with the progress that we’re seeing collectively as an industry.

Melita: Amazing. Well, who knows, we may all be eating insects in a few years from now. Thank you so much for taking the time to talk to me. I really appreciate it. It’s been really interesting.

Joseph: You are so very welcome. And if, yeah, if for some reason you should find yourself on the other side of the Atlantic in New York, please feel free to reach out. I do not have a restaurant, but you know, I’m more than happy to cook something for us if you have the curiosity to try some edible insects. Maybe it’ll coincide at a time when I’m doing a public event. I’m booking a lot of dates right now.

Melita: That sounds great. Thank you. What a cool offer! Brilliant.

Joseph: OK, thanks, Melita. Take care.

Melita: OK. Bye-bye!

Joseph: Bye!

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mealworm ▶ Mehlwurm

sprinkled ▶ bestreut

ant ▶ Ameise

chef ▶ Koch/Köchin

founder ▶ Gründer(in)

bug ▶ Käfer; hier: Insekt

edible ▶ essbar

ambassador ▶ Botschafter(in)

nutritious ▶ nahrhaft

sustainable ▶ nachhaltig

proclaim oneself as sb./sth.

▶ sich selbst zu jmdm./etw. ernennen

reach out (US)(/fml.)

▶ sich (bei jmdm.) melden

stakeholder

▶ Interessensgruppe

perception ▶ Wahrnehmung

policymaker ▶ politische(r) Entscheidungsträger(in)

legislator

▶ Gesetzgeber(in)

outreach ▶ soziales Engagement; hier: Öffentlichkeitsarbeit

indigenous ▶ indigen

billion ▶ Milliarde(n)

mainstream: make sth. ~

► hier: etw. normal machen

farming ► Landwirtschaft;

hier: Produktion

incentive ► Anreiz

cricket ► Grille

ingredient ► Zutat

accelerate sth.

► etw. beschleunigen

smash the needle towards

sth. (jfm.) ► etwa: eine große

messbare Auswirkung auf

etw. hin erzeugen

novel ► neuartig

check mark (US)

► Häkchen

bucket list (jfm.)

► Löffelliste

assets ► Vermögenswerte;

hier: Kapital

diet ► Ernährung

department of education

► Bildungsministerium

appreciate sth.

► etw. (zu) schätzen (wissen)

coincide

► (mit etw.) zusammenfallen

brilliant

► genial, fantastisch

a (white) member of the coaching staff compared with the less formal greeting he gave to one of the (Black) players. This is a famous example of “style-shifting”, which is also called “code-switching” or “code-mixing”.

Even if they’re not aware of it, everyone engages in style-shifting. The way you speak to your boss’s boss, for example, is probably different to the way you speak to your mum or your best friend.

It includes the many (big and small) changes in communication style and behaviour to suit a particular situation.

This often happens unconsciously, but it is a skill that can be learned and is very handy in intercultural communication. For example, when Japanese businesspeople speak to each other, their communication style is usually more indirect and formal compared with that of most Europeans or Americans. So, an enthusiastic, direct and fast speaker might try to slow down, be less flamboyant and more patient, and soften their voice when speaking with Japanese business partners.

My style, your style

Style-shifting is also important when it comes to individuals with personal styles that are very different to our own. Imagine two business partners who have to work together. One is meticulous, logical and structured; the other spontaneous, flexible and mainly interested in the

BUSINESS SKILLS

[10] Style E

Kenji: When you hear the word “style”, you probably immediately think of clothes and people’s appearances, but there is more to style than you might think! When we communicate, we also use different communication “styles”, and we often change these styles several times a day. After all, you wouldn’t talk to your doctor in the same way that you’d talk to a five-year-old child, would you? Let’s listen to Ken Taylor’s article on the subject of communication styles.

[11] A question of style M

When he was still US president, Barack Obama met the American men’s basketball team, and people noticed how differently he greeted

big picture. It's easy to imagine that these differences in style might lead to misunderstandings and conflict if the people involved are not able to adapt to each other's **approach**.

Of course, we cannot change our personalities completely, but we frequently **adjust** our behaviour — to make a good impression on someone, for example, or if we are trying to sell an idea.

Conscious style-shifting takes a bit of practice. It means stepping out of your comfort zone in order to build a better relationship with another person. In doing so, we can find a temporary, neutral basis for cooperation. By moving towards the other person's style, we create empathy.

Improve your skills

Try a few simple exercises to practise style-shifts — you'll need a partner:

Shake hands with a very soft **grip**. Then, with a very firm grip. Ask your partner which handshake they prefer. Adapt your handshake to their preferred approach.

Avoid direct eye contact during a conversation. Then, keep strong eye contact. How does this **affect** the **rapport**? Decide on the best approach together.

Use lots of **gestures** while talking. Then, sit on your hands. How did that affect the conversation?

While your partner is speaking, make lots of listening noises and **nod**. Then, be silent and

still as you listen. Which did you and your partner prefer?

Become familiar with the reactions these exercises produce — what feels wrong and what feels right? Practice will make you more aware of the effects certain behaviours have on others. That includes how your own style is **perceived**.

Then, you need to consider the styles of the people you want to build a relationship with. Thomas Erikson's international bestseller *Surrounded by Idiots* can help you with that. This easy-to-read book teaches you how to **assess** and **approach** people with different personal styles to your own.

Getting along

Is style-shifting a form of manipulation? Some people do not like the idea of changing their personal style to suit others. But it's something we all do unconsciously anyway.

In our professional and social interactions, we try to **get along with** other people as best we can to have a positive effect on the cooperation. Style-shifting is simply a way of making this adaptation more systematic and effective.

style-shifting ► Änderung des Stils; hier etwa: kontextbedingte soziale Anpassung

engage in sth.

► etw. praktizieren

handy ► nützlich

flamboyant: be less ~

► hier: sich weniger in den Mittelpunkt stellen

meticulous ► akkurat, äußerst genau

big picture: the ~ (jfm.)

► das große Ganze

approach	► Herangehensweise, Methode
adjust sth.	► etw. anpassen
grip	► Griff; hier: Händedruck
affect sth.	► etw. beeinflussen
rapport	► (vertrauensvolle) Beziehung
gesture	► Geste, Gebärde

nod	► nicken
perceive sb./sth.	► jmdn./etw. wahrnehmen
assess sb./sth.	► jmdn./etw. einschätzen
approach sb.	► auf jmdn. zugehen
get along with sb.	► mit jmdm. auskommen

[12] Essential phrases for style-shifting

Kenji: In this exercise, you practise some phrases that you can use when talking about shifting style. I'll tell you what to say and give you some of the words that 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 **emphasize** the importance of style-shifting when dealing with people.
 - Use "style-shifting", "important", "interacting" and "different people".
 - Style-shifting is important when interacting with different people.
2. You ask someone about the style they'd like best in a specific situation.
 - Use "what", "would be", "preferred", "approach" and "this situation".
 - What would be your preferred approach in this situation?

3. You think about how you should behave towards another person.

- Use "how", "I", "approach" and "this person".
- How do I approach this person?

Kenji: Excellent. Well done!

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emphasize sth.	► etw. betonen
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CAREERS

[13] Dialogue comprehension: Different accents

Kenji: This dialogue is inspired by the article "How your accent affects your career". In this conversation, you will hear an Irishman and an Indian man having a conversation about accent **bias** at work. Listen carefully, because we will test your understanding of what you have heard afterwards.

Raj: I'm sick and tired of people asking me to repeat everything I say when I make phone calls. I refuse to believe that my accent is that hard to understand.

Sean: That must be really frustrating. I can understand you perfectly.

Raj: I imagine you don't have as many **issues** with your Irish accent. After all, you're a native speaker of English. I grew up speaking Gujarati at home, so English is my second language.

Sean: No, I've never experienced problems at work because of my accent. It'd make me **un-**

ious every time I opened my mouth if I thought someone was going to mock my accent.

Raj: Well, that's the way it is for me. When recruiters hear my accent, they sometimes slow down their speech and ask me if I have understood everything. Just because I have an accent, that doesn't make me an idiot.

Sean: Absolutely not! Sorry you've had to go through all this, Raj!

Raj: A friend of mine went to elocution lessons to make his accent sound more American than Indian, but my accent is part of my identity. I don't see why I should be forced to speak differently.

Kenji: OK, now it's time to test your understanding of what you have just heard. Listen to the following statements based on the dialogue and decide whether they are true or false. You will hear the answer after the beep that follows each sentence. Ready? Let's go!

- Raj is frequently asked to say things again when speaking to people on the phone.
 - This statement is true. People often ask Raj to "repeat" things on the phone.
- Raj doesn't think his accent is that hard to understand and Sean agrees with him.
 - This statement is true. Raj "refuses to believe that his accent is that hard to understand". If you "refuse to believe something", then you do not believe it to be true. Sean says that he can understand everything Raj says.

3. Sean thinks he would feel nervous about speaking if he thought people would make fun of his accent whenever he spoke.

- This statement is true. Sean says he would feel "anxious" if he thought people would "mock" his accent whenever he said anything.

4. Raj appreciates recruiters' efforts to be more inclusive.

- This statement is false. Raj is annoyed that recruiters often slow down their speech when they talk to him because of his accent. He doesn't like being treated like he is stupid.

5. Raj is thinking of taking elocution lessons like his friend.

- This statement is false. Raj doesn't see why he should have to change his accent. Elocution lessons focus on changing the way you speak.

Kenji: Did you get all of those right? If not, listen to the dialogue once more and try the exercise again.

Business Spotlight 10/2023, pp. 34–37

bias ▶ Vorurteil

issue ▶ Problem

anxious ▶ ängstlich,
verunsichert

mock sth.

▶ sich über etw. lustig machen

recruiter

▶ Personalreferent(in)

elocution lessons

▶ Sprechunterricht

appreciate sth.

▶ etw. schätzen, für etw.
dankbar sein

annoyed

▶ verärgert

CAREER COACH

[14] Reacting to new ideas

Kenji: Have you ever presented an idea to your boss or colleagues and received the response “Yes, but...”? Let me guess — I bet you weren’t too happy about this reply. This article by Career Coach Frank Peters considers this short reaction to new ideas and possible alternatives to it.

[15] Please don’t “Yes, but...” me!

Imagine a business meeting. Let’s assume you have an idea that is quite well thought out and, what’s more, you are prepared to suggest this idea to everyone in the meeting. What is the response likely to be?

There’s a standard reaction to ideas that are brought up in meetings or conversations. I’m sure you’ve heard it before. First, let me say what this reaction is not. It is not genuine excitement about a great idea, nor is it a sincere thank you for your contribution. It’s not an inclusive question that asks what everybody else thinks. And it isn’t an offer to expand on your idea either.

Instead, the most common response to an idea is: “Yes, but...” It might be “Yes, but have you considered the costs?” or “Yes, but we don’t have the resources for that right now” or “Yes, but... [insert objection here]”.

A three-letter word

This is not to say that objections may not be valid — perhaps the costs really would be too high or resources aren’t available. People should be able to express their concerns freely, and yet, that one word at the beginning — B-U-T — can make the sentence toxic. Those three letters have the power to crush the tiny seed of an idea.

Let’s say you suggest to your best friend that the two of you go to the open-air cinema tonight, and she responds with: “Yeah, but what if it rains?” Does that spark joy and motivate you to convince her to go out? Does it make you look forward to a great evening? Or are you more likely to forget the idea and watch Netflix on the couch (again)?

When I explain the “Yes, but...” effect in team workshops, people are sometimes sceptical and look puzzled. They may even dismiss the whole idea: “If I have concerns, what else can I say except ‘but’?” In such cases, there’s an activity that can demonstrate the “Yes, but...” effect.

Put sceptics in pairs. Let’s call our pair Alice and Ben. In each round, one of them makes a suggestion. Examples could be: “Let’s have a party” or “Let’s have an offsite”. Play three rounds.

Round 1: the “No” round

In the first round, Alice begins with “Let’s do...”. Ben has the easiest job in the world — all he needs to do is say no to everything. No explana-

tion is needed. So, Alice has to come up with alternative ideas but, every time, Ben's answer is no. Let this continue for two or three minutes, then have them switch roles.

When asked how they felt during this exercise, people give answers from both ends of the spectrum. Some describe it as frustrating and demotivating to hear no all the time, while others enjoy coming up with new and better ideas each time. And still others say it was a relief (even a pleasure) to be able to say no.

If people are aware of how they feel and how they react to this first part of the exercise, they (and you) will learn a lot about their inner motivation and how they react to stress. If you're working together, it's very helpful to know this about your colleagues.

You can, of course, ask for a quick summary of everyone's experience of saying and hearing no all the time — or (as I prefer to do) have more detailed feedback at the end.

Round 2: the “Yes, but...” round

Note: Make sure you move quickly from one round to the next. If you notice that some couples are distracted or chatting, move on to the next round. Keep it dynamic. Again, Alice starts by making suggestions. Now, however, Ben's task is to find a more or less reasonable argument against it, saying “Yes, but...” — for example “Yes, but we have so much work to do”. Now, choose one of these two options:

Option A: Ben keeps going as described above. Alice has to come up with new ideas. After a while, they change roles.

This may not seem different from the previous round, but in this case, the sentence starts with “Yes” — suggesting that my partner has listened carefully and agrees, in principle, with what I've said. Then, this feeling of cooperation is destroyed by the word “but”.

If you don't think the word is powerful, consider that people can often sense the word “but” before it's actually spoken. Think about this example: “I think you are doing a great job, BUT in your presentation yesterday, you looked quite insecure.” Do you think anyone will remember, or care about, the first part of that sentence? Everything before the “but” becomes meaningless.

Option B: Ben starts with “Yes, but...” and states his argument. Then, it's his turn to make an alternative suggestion, and Alice will respond with “Yes, but...” and so on. In this case, they change roles each time.

Compared to option A, this evenly distributes the responsibility for coming up with ideas, and everyone experiences being “yes-butted”. Here, too, when asked how they felt about this round, people give a variety of responses.

Round 3: the “Yes,...and...” round

If you think this round is going to work better, you're right. Alice makes her suggestion for

something they could do as a team. Now, Ben responds with “Yes,... and...”. He paraphrases what Alice says (“Yes, let’s have a team offsite AND...”) and then expands on the idea (“...let’s do it somewhere where we can spend some time outdoors” or “let’s make sure everyone can join in”).

You might be wondering if I expect you to agree with every suggestion one of your colleagues comes up with. I would only say that it’s helpful to show others that you’re really listening and taking their input seriously. This is reinforced by paraphrasing what you have just heard. Look at these two examples:

The “Yes, but...” version:

“We should have a team offsite.”

“Yes, but who’s going to do all our work while we’re there?”

The “Yes,... and...” version:

“We should have a team offsite.”

“Yes, let’s consider having a team offsite and see how we can make it fit everyone’s schedule.”

The second example doesn’t necessarily mean the offsite is really going to happen. Perhaps, ultimately, it won’t be practical. Starting with “Yes,... and...” means you’re thinking together and not against each other, building upon other people’s ideas, and that’s the basis for working together in a team.

I recommend doing this little exercise with your team. It takes only 15 minutes. And prac-

tising this together will help improve cooperation in your team and beyond. Maybe the most common beginning to a sentence will change to “Yes,... and...”.

genuine ► echt

sincere ► aufrichtig

expand on sth.

► auf etw. näher eingehen

resources

► hier: (Finanz-)Mittel

insert sth. ► etw. einfügen

objection ► Einwand

crush sth.

► etw. zerquetschen;
hier: im Ansatz vernichten

seed ► Samen, Keim

spark sth. ► etw. auslösen

puzzled ► verwirrt

dismiss sth. ► etw. abtun

offsite ► Zusammenkunft
außerhalb der gewohnten
Arbeitsumgebung

summary

► Zusammenfassung

distracted ► abgelenkt

previous ► vorausgegangen

suggest sth. ► etw. suggerieren, vermuten lassen

insecure ► unsicher

evenly ► gleichmäßig

yes-butted: be ~ (jfmL.)

► die Antwort „ja, aber“
erhalten

paraphrase sth.

► etw. umformulieren

input ► Beitrag

reinforce sth.

► etw. verstärken

schedule ► Terminplan

ultimately

► letztendlich

[16] Useful phrases for making suggestions

Kenji: This exercise is based on the essential phrases featured in the Career Coach article. You can use these expressions to make suggestions. Some of them are followed by the infinitive and others by the gerund of a verb. First, you’ll hear the infinitive — with or without “to” — and the gerund of a verb. Then you’ll hear a

sentence with a beep. In the pause, choose the right form of the verb. Then you'll hear the correct sentence. Are you ready? Let's begin!

1. "organize" OR "organizing"

I think we should [beep] a meeting so we can discuss the changes.

- ▶ I think we should organize a meeting so we can discuss the changes.

2. "to start" OR "starting"

Perhaps we ought [beep] a webinar series.

- ▶ Perhaps we ought to start a webinar series.

3. "run" OR "running"

How about [beep] some A/B tests?

- ▶ How about running some A/B tests?

4. "go" OR "going"

Paul suggested [beep] to the Indian restaurant for lunch.

- ▶ Paul suggested going to the Indian restaurant for lunch.

5. "have" OR "having"

Why don't we [beep] an offsite with everyone?

- ▶ Why don't we have an offsite with everyone?

6. "postpone" OR "postponing"

I'd recommend [beep] the launch until spring.

- ▶ I'd recommend postponing the launch until spring.

7. "to look" OR "looking"

My first suggestion is [beep] at your target group closely.

- ▶ My first suggestion is to look at your target group closely.

8. "pitch" OR "pitching"

Have you thought about [beep] the idea to the board?

- ▶ Have you thought about pitching the idea to the board?

9. "to increase" OR "increasing"

Why don't we try [beep] sales in the next quarter?

- ▶ Here, you can use both forms, depending on what you want to express. You use "to increase" if you do not know if it's possible but are going to give it a try – *versuchen* in German: "Why don't we try to increase sales in the next quarter?"
- ▶ Or you use "increasing" if you can do it but do not know if it will be effective – *ausprobieren* in German: "Why don't we try increasing sales in the next quarter?"

Kenji: Well done. Did you get all the words right? If not, go back and try this exercise again.

Business Spotlight 10/2023, pp. 38-41

A/B test ▶ Vergleichstest zweier Versionen

offsite ▶ Zusammenkunft außerhalb der gewohnten Arbeitsumgebung

launch

▶ Markteinführung

postpone sth.

▶ etw. verschieben

board ▶ Vorstand, Geschäftsführung

pitch sth.

▶ etw. präsentieren, vorstellen

quarter ▶ Quartal

ENGLISH FOR...

[17] Banking: Tricky translations 

Kenji: This vocabulary exercise on false friends is based on the box “What’s *Lohn* in English?” in the English for... section. 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.

Kenji: This word is used for the money you get paid in return for your work. Translate the following German word.

German: *Lohn*

English: wage

Kenji: Don’t say “loan”, as this refers to an amount of money that you borrow from your bank and then pay back with added interest. The German word *Lohn* is “wage” in English. Please, translate this sentence.

German: *Seine Bank wird ihm kein Darlehen gewähren.*

English: His bank won’t grant him a loan.

interest ▶ Zins(en)

[18] Exercise: Don’t confuse 

Kenji: In this exercise, we’ll practise the use of false friends. The German word *Lohn* is “wage”

in English. It is not “loan” which is *Darlehen* in German. First, you’ll hear a sentence with a beep. In the pause, decide whether you need “loan” or “wage” instead of the beep. Then, you’ll hear the correct sentence again. Ready?

1. Have they started paying her a higher [beep] since her promotion?
 - ▶ Have they started paying her a higher wage since her promotion?
2. How much interest do you have to pay on the [beep]?
 - ▶ How much interest do you have to pay on the loan?

There are two beeps in the next sentence.

3. If he wasn’t on minimum [beep], he wouldn’t need to take out a [beep] to buy a new car.
 - ▶ If he wasn’t on minimum wage, he wouldn’t need to take out a loan to buy a new car.

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

Business Spotlight 10/2023, pp. 42–43

promotion ▶ Beförderung

interest ▶ Zins(en)

take out a loan

▶ ein Darlehen aufnehmen

SKILL UP!**[19] Dialogue comprehension: Presentations** 

Kenji: This dialogue is based on the “In context” dialogue in the Skill Up! section. Lily is

giving her colleague Pat some feedback on his unsuccessful online presentation. Listen to the dialogue. Then we'll test your understanding of it with a few comprehension exercises. Ready? Let's go!

Pat: Apart from the technical glitch with the video, what else went wrong? How can I make sure my next presentation is better?

Lily: Well, I'd start off by checking your equipment beforehand. It was difficult to hear you at first. The sound improved a lot when you put on the headset instead of using the built-in microphone. And next time, maybe you could try blurring the background, too.

Pat: That's a good tip, thanks. I was so relieved that I had a stable Wi-Fi connection.

Lily: I also think it'd be a good idea to have fewer slides. It felt like you had to rush through some of them — especially the flow charts and the graphs.

Pat: Yes, I probably tried to pack in too much information. It was quite difficult to get it all across.

Lily: Maybe you should add an overview slide at the beginning. And at the end, after you sum up the main points, try to round off the presentation by giving the audience one or two takeaways.

Pat: I had planned to do that, but with all the interruptions, I ran out of time.

Lily: You could try asking people not to interrupt and allow time for a short Q & A session at the end.

Pat: I'll do that next time. Thanks very much for your feedback. I'm already feeling more positive.

Lily: You're welcome. Oh goodness, is that the time? I'm attending another presentation in ten minutes!

Kenji: OK, now listen to the following statements based on the dialogue that you have just heard. Then decide whether they are true or false.

- Lily thinks that Pat should tidy up the area visible behind him next time he gives an online presentation.
 - This statement is false. Lily suggests “blurring the background”. If you “blur” an image, then you make it unclear so viewers cannot identify any details.
- Lily suggests including more content in the presentation to make it easier to follow.
 - This statement is false. Lily recommends using “fewer slides” so that Pat doesn't have to speed things up to finish everything. Slides are countable nouns, so she uses the word “fewer” rather than “less”, which is used for uncountable nouns.
- Pat tells Lily that he thinks he tried to include too much information.
 - This statement is true. Pat admits that he probably tried to “pack in too much informa-

tion". If you try to "pack something in", then you try to fit something in even if there isn't enough time or space for it.

4. Pat found he didn't have enough time because people kept on saying things during his presentation.

■ This statement is true. He says that he "ran out of time" because of all the "interruptions". In this context, an "interruption" is an unexpected comment or question in the middle of the presentation. If you "run out of time", then you do not have enough time to complete what you started.

Kenji: Well done! Did you get all of those right? If not, go back and listen to the dialogue again.

glitch (ifml.) ▶ Panne

start off by doing sth.

▶ mit etw. anfangen

beforehand ▶ vorher

blur sth. ▶ etw. unscharf stellen

relieved ▶ erleichtert

slide ▶ Folie

rush through sth.

▶ durch etw. hetzen

pack sth. in

▶ etw. reinpacken

get sth. across

▶ etw. rüberbringen

overview

▶ Übersicht, -blick

sum sth. up

▶ etw. zusammenfassen

round sth. off

▶ etw. abrunden

audience

▶ Zuhörer(innen)

takeaway ▶ Kernpunkt

run out of time

▶ in Zeitnot geraten

allow time for sth.

▶ Zeit für etw. einplanen

You're welcome.

▶ Gern geschehen.

tidy sth. up

▶ etw. aufräumen

visible ▶ sichtbar

[20] Exercise: Essential words and phrases for presentations **M**

Kenji: This language exercise is based on the "Word bank" at the start of the Skill Up! section. We'll practise some words and phrases that can be used to talk about presentations. First, you'll hear a definition of a word or phrase. Then, you'll hear two suggestions for the word or phrase that is being defined: **a)** and **b)**. In the pause, choose the correct option. OK? Here's the first one.

1. Words used in informal situations are...

a) colloquial. **b)** talkative.

▶ **a)** is right. The language that people use in conversation or informal situations is called "colloquial". Someone who is "talkative" likes talking a lot.

2. Someone who is able to use language well, in particular when talking in public, is...

a) pretentious. **b)** eloquent.

▶ **b)** is right. If someone is "eloquent", they are able to use language well to express their opinion. The word "pretentious" is used to describe someone who tries to appear important to impress other people.

3. If you deal with something very quickly, you...

a) sit through it. **b)** rush through it.

▶ **b)** is right. If you "rush through something", you get it done more quickly than you usually would. If you "sit through something",

- then you stay until the end of something (for example a presentation which is very long and boring).
4. If you pay complete attention to one specific subject, then you...
 - a) focus on it. b) sum it up.
 - a) is right. If you “focus on something”, you concentrate on it and do not think about any other topic. If you “sum something up”, then you summarize the main points in a short, clear and concise way.
 5. A key fact that you remember from a meeting is called a...
 - a) take-out. b) takeaway.
 - b) is right. A “takeaway” is a key fact, point or idea that you take away with you and remember. The expression “take-out” is used in American English to refer to food that you buy from a restaurant but eat elsewhere. In British English, this food is called a “take-away”.
 6. A small technical problem or fault that prevents a device from working successfully is a technical...
 - a) gig. b) glitch.
 - b) is right. A “glitch” is a sudden malfunction of something. “Gig” refers to a job that is carried out on demand on a temporary or freelance basis. A “gig” is also an informal way of referring to a concert where musicians typically play rock, pop or jazz music.
 7. A circular graph which is divided into sections that represent a portion of a whole is a...
 - a) pie chart. b) bar chart.
 - a) is right. The term “pie chart” comes from the idea of cutting a pie into pieces. A “bar chart” is a graph in which numerical values are represented by bars of different heights or lengths.
 8. A device that takes images from a smaller screen and displays them on a larger screen or wall is a...
 - a) projector. b) beamer.
 - a) is right. However, this is a false friend. You use a “projector” or a “data projector” to project pictures from a computer on to a screen — *Beamer* in German. The English word “Beamer” refers to a BMW car.
- Kenji:** Well done. Did you get all those words right? If not, go back and try the exercise again.

concise ► kurz, präzise

device ► Gerät

[21] Text and exercise: Collocations for presentations M

Kenji: This collocations exercise is based on the box on collocations in the Skill Up! section. Collocations are words that frequently go together to form word partnerships. Listen carefully to these tips to help you make your next presentation a memorable one. Then, we’ll do an exercise on it.

Nobody wants to sit through yet another dull presentation, so follow these tips to keep your audience's attention:

- Be thorough in your research, plan well and prepare well. Nothing beats a well-prepared presentation.
- Provide new and interesting information. An informative presentation shows you really understand your topic.
- Include polls or quizzes for an interactive presentation.
- To hold an engaging presentation, share a story or anecdote that your audience can relate to.

Kenji: In this exercise, you'll hear the beginning of a sentence describing a situation. In the pause, complete the sentence using the matching collocation from the text that you have just heard. Then, you'll hear the correct answer. OK, here's the first sentence.

1. A presentation that bores the audience is a...
 - **dull presentation.** A presentation that bores the audience is a dull presentation.
2. A presentation that keeps the audience attentive is an...
 - **engaging presentation.** A presentation that keeps the audience attentive is an engaging presentation.
3. A presentation that provides people with useful information is an...

- **informative presentation.** A presentation that provides people with useful information is an informative presentation.
- 4. A presentation that involves the audience is an...
 - **interactive presentation.** A presentation that involves the audience is an interactive presentation.
- 5. A presentation in which everything goes according to plan is a...
 - **well-prepared presentation.** A presentation in which everything goes according to plan is a well-prepared presentation.

Kenji: 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 10/2023, pp. 44-47

sit through sth.

• etw. über sich ergehen lassen

audience ▶ Publikum, Zuhörerschaft

thorough ▶ gründlich

research ▶ Recherche(n)

topic ▶ Thema

poll ▶ Umfrage, Befragung

relate to sth.

• etw. nachvollziehen, nachempfinden

attentive ▶ aufmerksam

involve sb.

• jmdn. einbeziehen

QUIZ

[22] Coffee break ☑

Kenji: A feature of almost any workplace is a humble, hard-working coffee machine. Two in three Americans enjoy coffee on a daily basis.

Europeans alone guzzle a third of the global supply. Now, test your knowledge of one of the world's favourite drinks.

- In 1971, the first Starbucks coffee shop opened in which US city?
a) Savannah b) San Francisco c) Seattle
• The correct answer is **c)**, Seattle.
- Seventy-seven per cent of US coffee-drinking employees say they need [beep] cup(s) of coffee to feel productive.
a) one b) two or more c) four
• The correct answer is **b)**, two or more, and 24 per cent said Monday was the day of the week when they needed the most coffee.
- Nearly two-thirds of the world's coffee comes from Brazil. True or false?
• This statement is true. The top five producers (Brazil, Vietnam, Colombia, Indonesia and Ethiopia) make about 75 per cent of the world's coffee.
- Which of these is NOT the name of a coffee bean?
a) Hojicha b) Robusta
c) Liberica d) Arabica
• The correct answer is **a)**. Hojicha is a type of green tea.
- The world throws away about 50 billion disposable coffee cups a year. True or false?
• This statement is false. More than 50 billion coffee cups a year are thrown away in the US alone.
- According to a 2020 study, which country is “most addicted” to coffee?
a) Lebanon b) Peru
c) the Netherlands d) Finland
• The correct answer is **c)**, the Netherlands. The Netherlands has the highest average per-capita coffee consumption, followed by Finland, Sweden, Norway and Canada.
- Which city has the best claim to Europe's oldest working café?
a) Venice b) Paris
c) Vienna d) London
• The correct answer is **b)**, Paris — a potentially controversial question, but we're going with Le Procope, in Saint-Germain-des-Prés, which has been in business since 1686.
- Botanically speaking, coffee is a [beep].
a) herb b) vegetable
c) flower d) fruit
• The correct answer is **d)**, fruit. Coffee grows on trees and is called a “coffee cherry”. Inside the cherry are two coffee beans, which are actually seeds.

9. A popular device for making coffee is a French [beep].

- a) press b) squash
c) push d) squeeze
➤ The correct answer is a), press.

10. About how many coffee beans are required to make one cup of espresso?

- a) 12 b) 22
c) 32 d) 42
The correct answer is d), 42.

Kenji: Did you get all of those right? If not, make yourself a cup of coffee and try the quiz again!

Business Spotlight 10/2023, p. 50

feature ➤ Merkmal, Besonderheit

humble ➤ bescheiden, einfach

guzzle sth. (jfm.)
➤ etw. schlürfen

billion ➤ Milliarde(n)

disposable ➤ Einweg-

addicted: be ~ to sth.

➤ nach etw. süchtig sein

per-capita ➤ pro-Kopf-

working ➤ hier: noch in Betrieb

go with sth. ➤ hier: etw. für das Richtige halten

herb ➤ Kraut

cherry ➤ Kirsche

seed ➤ Samen

CONCLUSION

[23] **Until next time...** 🇬🇧

Kenji: Thanks so much for joining us and taking the time to practise your business English. We hope you enjoyed our selection of articles, dialogues, exercises and interviews. Keep up the good work!

IMPRESSUM

Chefredakteurin:

Judith Gilbert (Vi.S.d.P.)

Geschäftsführende Redakteurin

(CvD): Maja Sirola

Audiodirektion:

Melita Cameron-Wood (Autorin,

Produktion, Redaktion; frei),

Hildegard Rudolph (frei)

Gestaltung: Georg Lechner,

Christiane Schöffner (frei)

Fachredaktion:

Anja Giese (frei),

Michele Tilgner (frei)

Produktion: Dorle Matussek

Tonstudioaufnahmen (Verlag):

Matthieu Rouil

Druck und Vervielfältigung:

optimal media GmbH,
D-17207 Röbel/Müritz

SPRECHER

Melita Cameron-Wood (UK):

Names and News, Innovation, Metropolitan Mayhem, Food Industry, Business Skills, Career Coach, English for..., Skill Up!

Owen Connors (IRE): Names and News, Innovation, Metropolitan Mayhem, Careers, Skill Up!

Kenji Kitahama (US):

Anmoderation, Quiz

Ranjit Madgavkar (IND): Names and News, Careers, Skill Up!

Joseph Yoon (US): Food Industry

Produktion und Ton:

Karl Braun

Tonstudio: Cebra Studio,
82194 Gröbenzell

GEMA

Verlag und Redaktion

ZEIT SPRACHEN GmbH

Kistlerhofstr. 172,

81379 München

Tel. (089) 8 56 81-0

www.business-spotlight.de

Kundenservice:

abo@zeit-sprachen.de

Redaktion:

business-spotlight@zeit-sprachen.de

Einzelverkaufspreis:

Deutschland € 14,50

Abonnementpreis:

Deutschland € 12,90

Geschäftsführer:

Ulrich Sommer

Amtsgericht München

HRB 179611

USt-IdNr. DE 265 973 410

ZEIT SPRACHEN ist ein

Tochterunternehmen der

Zeitverlag Gerd Bucerius GmbH

& Co. KG