



EINFACH BESSER BUSINESS-ENGLISCH



AUDIO

Business Spotlight

Business Spotlight

EASY ENGLISH

How to solve problems



BUSINESS SKILLS

**Effective risk
management**

SHORT STORY

**A chatbot
as a doctor?**

17 | 4

Spotlight Verlag

INTRODUCTION | Track 1

David Ingram: Welcome to *Business Spotlight Audio* 4/2017. 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 offer lots of exercises to help you to improve your language and communication skills.

David Ingram: As in each recording, we have a special focus on two particular areas. For our first main topic, we look at the issue of managing risks.

Erin Perry: Our other main focus comes from our Easy English section and looks at how to solve problems at work. And we also have a special short story for you — about training a chatbot to become a doctor.

David Ingram: As always, you can find all the texts, dialogues and exercises in your audio booklet. OK, let's get started!

NAMES & NEWS

Introduction (I) | Track 2

Erin Perry: We'll begin with our Names & News section, with a story about someone who is probably the world's most famous dancer.

David Ingram: You mean Madonna? Beyoncé? Tina Turner? Shakira?

Erin Perry: Calm down, David, we're talking about ballet and Mikhail Baryshnikov, who defected from the Soviet Union in 1974 and moved to the US.

David Ingram: Ah, OK.

Erin Perry: When he first moved to the US, Baryshnikov spoke very little English, but he learned with the help of popular culture such as late-night TV shows. Anyway, let's hear more now about his background and his latest venture.

Dancer with a dream | Track 3 EASY

He went to New York as a defector from the Soviet Union in 1974. Now, a multimillion-dollar arts centre is named after him.

He is Mikhail Baryshnikov, probably the world's most famous dancer. The 69-year-old, who was born in Latvia, is also known as a choreographer and actor. (He played Carrie Bradshaw's lover in *Sex and the City*.)

Baryshnikov spoke very little English when he first arrived in New York. After rehearsals, he tried to learn about popular culture. "We worked day and night, and I watched late-night TV, trying to learn English from Johnny Carson," he told the *Financial Times*.

defector ➔ Überläufer(in),
Abtrünnige(r)

Latvia ➔ Lettland
rehearsal ➔ Probe

Baryshnikov's most recent project is a theatre piece in which he reads the poetry of his friend Joseph Brodsky (1940–96). He has also appeared in a stage production called *Letter to a Man*, about dancer Vaslav Nijinsky.

Not surprisingly, considering his past experience, Baryshnikov is keeping a watchful eye on politics. “I was born during Stalin's time, I ran away from Brezhnev, and I finish up under Trump — it's not fair. It's not fucking fair.” he says. “But I don't want to talk about it. I'm trying to live my own life.”

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Introduction (II) | Track 4

Erin Perry: For our next story, we'll turn to a topic that many people don't really like to think about — burials.

David Ingram: Really, do we have to?

Erin Perry: Oh, come on, David. Death is a part of life and it comes to us all.

David Ingram: Well, I guess so.

Erin Perry: Yes, and our story looks at the trend towards “green” burials in the United States. As you listen, try to answer this question: what percentage of Americans said in 2015 that they would be open to a green burial?

Back to nature? | Track 5 **ADVANCED US**

We all have to go sometime, of course. But just because death is unavoidable, that doesn't

mean that everyone has to be buried in the same way. More and more Americans are choosing “green” burials.

Instead of injecting their clients with formaldehyde and placing them in metal coffins, funeral directors are providing coffins made of seaweed and turning wooded areas into burial grounds. According to the Funeral and Memorial Information Council, in 2015, 64 percent of Americans said they would be open to a green burial, up from 43 percent in 2010.

Cremation is often considered more environmentally friendly than burial, but it requires fossil fuels, and the burning process releases chemicals like mercury and carbon monoxide into the air. “A lot of people talk about their carbon footprint on the environment,” says Kate Kalanick, executive director of the Green Burial Council. “But many don't understand how heavy that last footprint can be,” Kalanick told Bloomberg news service.

burial ground

► Begräbnisstätte

carbon footprint

► CO₂-Bilanz
(footprint ► Fußabdruck)

coffin

► Sarg

council

► Rat;
hier: Organisation

cremation

► Einäscherung

executive director

► geschäftsführende(r) Direktor(in)

fossil fuel

► fossiler Brennstoff

funeral director

► Bestattungsunternehmer(in)

it's not fucking fair

ifml.
► das ist saunngerecht

memorial

► Gedenkstätte

mercury

► Quecksilber

release sth.

► etw. freisetzen

Robert Prout, a member of the National Funeral Directors Association's "Green Committee," has also seen attitudes change: "Since we first looked into green burials back in 2005, I've found that a lot of families that had chosen cremation look at natural burials more favorably."

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Erin Perry: OK? Did you get the answer? What percentage of Americans said in 2015 that they would be open to a green burial?

- ▶ The answer is 64 per cent. Listen again.
- ▶ "According to the Funeral and Memorial Information Council, in 2015, 64 percent of Americans said they would be open to a green burial, up from 43 percent in 2010."

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

BUSINESS SKILLS

Ken Taylor on risk management

Introduction | Track 6

David Ingram: We'll now move on to our first main focus, from our Business Skills section. And the topic is a key one for all organizations: how to manage risks.

Erin Perry: Hey, no risk, no fun — right, David?

David Ingram: Well, that's not quite the emphasis of Bob Dignen's latest article in the current issue of *Business Spotlight*, but I suppose you're right up to a point, Erin. Because organizations can't avoid all risks — and some risks might even present business opportunities.

Erin Perry: That's what I said — well, more or less.

David Ingram: OK, anyway, here's our communication skills expert, Ken Taylor, with some tips and exercises on this topic.

Exercise: Strategies | Track 7 MEDIUM

Ken Taylor: Hello. This is Ken Taylor from London. In his latest Business Skills article, Bob Dignen writes about the different risks facing organizations and gives advice on how to deal with them.

In this exercise, you will hear a statement about risk management. In the following pause, decide whether you agree or disagree with the statement and why. Then I will tell you Bob Dignen's opinion based on his article. Right. We'll begin.

1. Risks are an ever-present, key part of life.
 - ▶ Bob agrees. He says that ever since human beings began walking on the planet, they have had to manage the possibility that bad things might happen.

look into sth. ▶ etw. untersuchen

2. The leadership of an organization can be a risk factor.
 - Bob agrees. Often, leaders block necessary change and are not flexible.
3. Some risks are desirable.
 - Bob agrees. Organizations need to take some risks in order to create business opportunities.
4. Financial and technical risks are the most serious risks that an organization has to deal with.
 - Bob disagrees. He says that risks involving people are equally important.
5. Poor relationships are a huge risk to team performance.
 - Bob agrees. He says that we should invest time in relationship building as part of risk management.
6. One of the major risks to our success is our own behaviour.
 - Bob agrees. He says that we're often self-centred and biased communicators and listeners.
7. We can eliminate all risks by creating the right conditions and processes.

- Bob disagrees. Many things will always remain outside our control. But we can create the conditions and processes that allow us to live with risks.

Ken Taylor: Well done! How did you get on? Did you agree with Bob's viewpoints? If you want to learn more about managing risks, read Bob's article in the latest issue of *Business Spotlight*.

Exercise: Vocabulary | Track 8 **ADVANCED**

Ken Taylor: Let's now go on to look at the vocabulary of risk management. I'll give you a phrase that includes the word "risk". You will then hear two explanations, **a)** and **b)**. In the pause, decide which explanation best matches the phrase. Then you will hear the correct answer and an example of how the phrase is used in a sentence. Good. Ready?

1. A **risk assessment**. Is this...
 - a) a list of all the risks involved?
 - b) an investigation into the risks involved?
- **b)** is correct. A "risk assessment" is an investigation into the risks involved. Listen to this sentence:
"We need to make a careful risk assessment for the new investments."
OK, next one.

allow sb. to do sth. • hier: jmdm. ermöglichen, etw. zu tun

biased • voreingenommen

2. Potential risks. Are these...

- a) possible risks?
- b) serious risks?
 - ▶ a) is correct. "Potential risks" are possible risks. Listen to this sentence:
"We need to identify the potential risks that we are facing."
Next one.

3. To classify risks. Is this...

- a) to put the risks into different categories?
- b) to give a clear explanation of the risks?
 - ▶ a) is correct. "To classify risks" is to put them into different categories. Listen to this sentence:
"We need to classify the risks according to their severity."
OK, next one.

4. Internal risks. Are these...

- a) risks caused by your own behaviour?
- b) risks within an organization?
 - ▶ b) is correct. "Internal risks" are risks within an organization. Listen to this sentence:
"Internal risks include poor production planning and cash flow problems."
Next one.

5. Risk appetite. Is this...

- a) how prepared you are to take risks?
- b) the number of risks you take?

- ▶ a) is correct. Your "risk appetite" is how prepared you are to take risks. Listen to this sentence:
"If our risk appetite is too low, we may miss out on some business opportunities."
OK, last one.

6. People risks. Are these...

- a) individuals who cause problems?
- b) risks connected to the way people behave?
 - ▶ b) is correct. "People risks" are risks connected to the way people behave — including yourself. Listen to this sentence:
"We need to consider people risks when working closely together in a team."

Ken Taylor: Good! How was that? Did you get most of those right? If not, go back and check the ones you got wrong.

Exercise: Dialogue | Track 9 MEDIUM

Ken Taylor: Now, let's put these phrases into a context. In this exercise, you will hear two people talking about a new project team. Vince is the team leader. He is discussing the progress of the project with his head of department, Monica. Listen to the way they use some of the phrases we have just practised.

miss out on sth.

▶ sich etw. entgehen lassen

prepared ▶ hier: gewillt

severity

▶ Schwere(grad), Ausmaß

Monica: How are things going, Vince? I see you've had your first team meeting.

Vince: So far, so good. But it's early days. It's a difficult task you've given us, involving several departments, different technical problems and a lot of money, too.

Monica: Hmm. Have you made any risk assessments for the team yet?

Vince: We're working on it. We're in the process of identifying the potential risks.

Monica: Remember that the internal risks are just as important as the external ones.

Vince: Right. In my experience, it's often the people risks that are most difficult to manage at the start — you know, the interpersonal side of teamwork. People rarely have time to build relationships that work properly. So we're having a teambuilding workshop to speed things along.

Monica: That sounds good. Have you classified other potential risks?

Vince: We've looked at key internal and external risks. And used a risk analysis tool to help us assess the severity of the risks.

Monica: Good, but don't be too cautious, right? Your team needs to have a reasonable risk appetite. Opportunities for change always involve risk. And your job is to bring about change.

Vince: Thanks! I'll try to keep that in mind.

Ken Taylor: Now practise some of the phrases yourself. I'll tell you what to say. You speak in

the pause. Then you will hear Monica or Vince again.

■ Ask Vince if he has made any risk assessments for the team yet. ➤

Monica: Have you made any risk assessments for the team yet?

■ Tell Monica that you are in the process of identifying the potential risks. ➤

Vince: We're in the process of identifying the potential risks.

■ Remind Vince that the internal risks are just as important as the external ones. ➤

Monica: Remember that the internal risks are just as important as the external ones.

■ Tell Monica that, in your experience, it is often the people risks that are the most difficult to manage at the start. ➤

Vince: In my experience, it's often the people risks that are most difficult to manage at the start.

assess sth.

➤ etw. bewerten, beurteilen

bring sth. about

➤ etw. herbeiführen

cautious ➤ vorsichtig, zurückhaltend

classify sth.

➤ etw. einordnen, einstufen

department ➤ Abteilung

reasonable

➤ hier: ordentlich

risk appetite

➤ Risikobereitschaft

risk assessment

➤ Risikoabschätzung, -analyse

severity ➤ Schwere(grad)

■ Ask Vince if he has classified other potential risks. ▶

Monica: Have you classified other potential risks?

■ Finally, tell Vince that his team needs a reasonable risk appetite and that opportunities for change always involve risk. ▶

Monica: Your team needs to have a reasonable risk appetite. Opportunities for change always involve risk.

Ken Taylor: Good. Well done! You now have some key words and phrases that will let you take the risk of talking about risk and risk management when you need to. So in fact, it's no longer a risk, but an opportunity!

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PERSONAL TRAINER

Interview with Ken Taylor

Introduction | Track 10

David Ingram: We'll stay now on the subject of communication skills and also stay with Ken Taylor, the author of our Personal Trainer section in *Business Spotlight*.

Erin Perry: Yes, this is the section in which Ken has a discussion with somebody from the business world about the challenges they face in

using English at work. And Ken is in the studio now to tell us more about his latest interview partner.

Interview: Ken Taylor | Track 11 EASY

Erin Perry: Welcome, Ken. So, tell us. Who is the subject of your latest dialogue in the Personal Trainer section in *Business Spotlight*?

Ken Taylor: His name is John Doorbar. He's a communication skills trainer based in Mannheim.

Perry: And which topics did you discuss with John?

Taylor: Well, both John and I teach business English and international communication skills. We discussed what our students can do on their own to follow up an intensive seminar.

Perry: What were some of the key points that came out of your discussion?

Taylor: That it's mainly a question of motivation and looking for learning opportunities that do not take up too much time. One simple example is volunteering to look after English-speaking guests to your organization in order to practise your social skills in the language. We

based: be ~ in...

▶ seinen Standort in ... haben

follow sth. up ▶ etw. weiterverfolgen; hier: nachbereiten

topic

▶ Thema

volunteer to do sth.

▶ sich anbieten, etw. zu tun

also discussed using the internet and social media to help improve your English. Anyway, you can read the full interview in the latest [issue](#) of *Business Spotlight*.

Perry: And, finally, what can listeners do if they would like to ask you questions related to their own work?

Taylor: All they need do is write to us, and the email address is: business.trainer@spotlight-verlag.de

Perry: Thank you very much, Ken.

Taylor: Thank you.

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SKILL UP!

The language of email

Introduction | Track 12

David Ingram: Let's "skill up" now on our language, with some idiomatic terms related to emails.

Erin Perry: Yes, emails are an essential part of communication in the modern business world. And there are a number of idiomatic expressions relating to the area of writing. So let's practise some of these now. OK?

Exercise: Email idioms | Track 13 MEDIUM

Erin Perry: In this exercise, we'd like you to form some idioms. First, you'll hear a description of a situation and then two suggestions, **a)** and **b)**. In the pause, choose the correct suggestion to form the idiom from the world of writing. Then you'll hear the correct answer. OK? Let's get started.

- If you do something in a way that is similar to the way you did it before, do you do it...
 - with the same letters?
 - along the same lines?

• **b)** is correct. If you do something "along the same lines", you do it in a similar way to the way you did it before. Next one.
- If you are responsible for something that went wrong, do you have...
 - something to write about?
 - something to answer for?

• **b)** is correct. You say that you have "something to answer for" if you're responsible for something that went wrong. Next one.
- If something isn't at all special, do we say that it is...
 - nothing to write home about?
 - nothing to write to mother about?

► a) is correct. Something that has nothing special about it is “nothing to write home about”. OK, here’s the last one.

4. If you and another person agree about something, are you...

a) using the same letters?

b) on the same page?

► b) is correct. If you and someone else have the same opinion about something, you are “on the same page”.

Erin Perry: Did you get all those idioms right? If not, go back and try them again.

Skill Up!, no. 45, pp. 18-19

FALSE FRIENDS

Exercise: Translation | Track 14 MEDIUM

David Ingram: Let’s continue “skilling up” on our vocabulary. Here, we’ll look at some false friends relating to emails. False friends are pairs of words that sound similar in German and English. But their meanings are very different, so they can cause misunderstandings. Now, in this exercise, we’d like you to translate some German words and sentences into English, being careful to avoid the false friends. Let’s begin.

Erin Perry: Our first word refers to the act of writing texts on a computer keyboard. Please translate this word.

German: *tippen*

English: type

David Ingram: You can’t say “tip” here. Used as a noun, “tip” means “the extra money that you give, for example, to a waiter if you’re satisfied with the service you receive”. And as a verb, “tip” refers, among other things, to the activity of giving such money. The German verb *tippen* is “type” in English. Translate this sentence, please.

German: *Kannst du mit zehn Fingern tippen?*

English: Are you able to type with ten fingers?

Erin Perry: Our next word is used to refer to a summary of something. Translate this word now.

German: *Übersicht*

English: overview, outline

David Ingram: “Oversight” is wrong as this means “a failure to notice something”. The English translation of the German word *Übersicht* is “overview” or “outline”. Please translate this sentence.

German: *Eine Übersicht der E-Mail-Korrespondenz würde reichen.*

English: An overview of the email correspondence would be enough.

An outline of the email correspondence would be enough.

summary ► Zusammenfassung

Erin Perry: OK, you use our last word to talk about a person who has the same position as you — but in another department or organization. Translate this word, please.

German: Pendant

English: counterpart, opposite number

David Ingram: Don't say "pendant". A pendant is a piece of jewellery that hangs from a necklace. The German word *Pendant* is "counterpart" in English. You can also say "opposite number". Translate this sentence now.

German: Kennst du Nick, mein Pendant in der IT-Abteilung in Sydney?

English: Do you know Nick, my counterpart in the IT department in Sydney?
Do you know Nick, my opposite number in the IT department in Sydney?

Erin Perry: Well done.

Skill Up!, no. 45, pp. 14–15

GLOBAL BUSINESS

Canada

Introduction | Track 15

Erin Perry: OK, David, I've got a little test for you.

David Ingram: Oh, no. I don't like the sound of this. Your little tests always make me seem so, well, stupid.

Erin Perry: Don't be silly, David. Anyway this question's an easy one. Which country is ce-

lebrating its 150th birthday on July 1st this year?

David Ingram: Well, as you're asking the question, I guess it must be the United States.

Erin Perry: David! Are you serious? Our birthday is on July 4th, and the US got its independence from your country nearly 250 years ago.

David Ingram: I know, I know. I was just pulling your leg, Erin. It's Canada, of course!

Erin Perry: Well, that's a relief — I was seriously worried about you for a moment. Anyway, Canada's 150th anniversary is the subject of our Global Business article in the latest edition of *Business Spotlight*. And one of the key issues in the article is Canada's relationship with the US and, in particular, the threat of tariffs on Canadian exports.

David Ingram: Yes, and our Canadian editor, Margaret Davis, is here in the studio now to talk to us about that topic.

Interview: Margaret Davis | Track 16 **ADVANCED**

David Ingram: Welcome, Margaret. In his article, Richard Cl  roux writes that Canadian business is worried about import taxes on "softwood lumber". What is softwood lumber exactly?

Margaret Davis: Well, that term refers to the type of wood that's used in building, especially for

department

• Abteilung

jewellery • Schmuck

necklace • (Hals-)Kette

softwood lumber

• Nadelnschnittholz

houses. And, as you probably know, in North America, a lot of houses are built of wood, and the US doesn't produce enough to meet the demands of the construction industry.

Ingram: Just how important is softwood lumber to the Canadian economy?

Davis: It's very important because natural resources like forestry or mining are vital to the Canadian economy. And nearly 80 per cent of Canadian exports go to the NAFTA trading partners — that's the US and Mexico. Asia buys about 11 per cent of Canadian exports, followed by Europe at just over 8 per cent. So, losing money on lumber sales to the US would definitely hit Canada hard. The US and Canada have been wrangling over this issue for at least the last 25 years, with the Americans charging that Canadian lumber producers are dumping their products on the US market and therefore harming the American timber industry. It's very complicated.

Ingram: Sort of like the Canadian-American relationship in general?

Davis: Yes, that's right! Well, the close proximity of the two countries means they've always had dealings with each other, both personal and business. I sometimes compare it to the relationship between Germany and Austria, with Canada being the little brother or junior

partner of the US, as Austria is Germany's junior partner. Like Austrians, Canadians often feel that Americans don't take them seriously, so there can be some resentment of that huge power on our southern border. On the other hand, many Canadians — and I'm one of them — have relatives in the United States. This is often because generations ago, family members went to the US to find work and then married and raised families of their own in the States. Of course, Canadians and Americans have a lot in common, but Canada, as the little brother in this arrangement, has always had a struggle to assert its own identity.

Ingram: Thank you very much, Margaret.

Davis: You're welcome. Thank you.

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assert sth. ► etw. behaupten

charge (sb. sth.)

► jmdm. etw. vorwerfen

close proximity

► unmittelbare Nachbarschaft

(proximity ► Nähe)

construction industry

► Bauindustrie, gewerbe

dump sth.

► etw. abkippen; hier: zu

Dumpingpreisen verkaufen

forestry ► Forstwirtschaft

issue ► Thema,

Angelegenheit

mining ► Bergbau

NAFTA (North American Free Trade Agreement)

► Nordamerikanisches Freihandelsabkommen

raise a family ► eine Familie gründen; Kinder aufziehen

resentment ► Ärger, Missstimmung

sort of ► sozusagen

timber ► (Nutz-)Holz

vital ► wichtig, unverzichtbar

wrangle over sth.

► sich um etw. streiten

you're welcome

► gern geschehen

GRAMMAR

Introductory “there” and “it”

Introduction | Track 17

David Ingram: OK, time for grammar! This time, it is about starting a sentence with either “there’s” or “it’s”.

Erin Perry: Yes, indeed. It’s time to practise this now. But there’s no need to worry. It’s not as difficult as it seems. Ready? Let’s start.

Exercise: “There’s...” and “It’s...” | Track 18

MEDIUM

Erin Perry: In our first exercise, we’ll ask you to form a sentence starting with “there’s” or “it’s”. You’ll hear the end of a sentence. In the pause, decide how to start the sentence. Then you’ll hear the correct answer. Here’s an example:

- ...time to say good-bye.
- ▶ It’s time to say good-bye.

Erin Perry: OK, now it’s your turn. Ready?

- ...nothing left of the cake.
- ▶ There’s nothing left of the cake.
OK, next one.
- ...necessary to meet the deadline.
- ▶ It’s necessary to meet the deadline.
And the next one.

- ...all your fault.
- ▶ It’s all your fault.
Next one.

- ...no need to hurry.
- ▶ There’s no need to hurry.
OK, next one.

- ...always your boss who doesn’t agree.
- ▶ It’s always your boss who doesn’t agree.
And the last one.

- ...always someone who can help you.
- ▶ There’s always someone who can help you.

Erin Perry: Well done.

Exercise: Translation | Track 19 **ADVANCED**

Erin Perry: Our second grammar exercise involves translating from German to English. You’ll hear a German sentence. In the pause, translate it into English using “there” or “it” at the beginning of the sentence. Then you’ll hear the correct English translation. Ready? Here’s the first one:

German: Es ist Zeit für eine kurze Pause.

English: It’s time for a short break.
OK, next one.

German: Es scheint keine andere Lösung zu geben.
English: There seems to be no other solution.
 OK, next one.

German: Es scheint, dass du Recht hast.
English: It seems that you're right.
 OK, last one.

German: Es gibt nichts, was wir nicht schon versucht haben.
English: There's nothing we haven't tried.

Erin Perry: Well done. How did you do? If you had problems with this exercise, go back and do it again.

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EASY ENGLISH

Ken Taylor on solving problems

Introduction | Track 20

David Ingram: Erin, I've got a bit of a problem?

Erin Perry: Oh, I'm sorry to hear that.

David Ingram: Yes, it's this. My co-presenter always turns up late for the recordings, which puts me under stress and...

Erin Perry: Hahaha, very funny! You know that I'm always in the studio before you, David, and...

David Ingram: I know, I know. I just wanted to introduce our next topic, which is about solving

problems at work. Here's our communication skills expert, Ken Taylor, with some helpful exercises.

Exercise: Dialogue | Track 21 EASY

Ken Taylor: Problems will always occur at work. And the ability to solve problems is a key business skill. Listen to this conversation between two colleagues. Gwen is helping Roger to solve a problem with a demanding customer. As you listen, try to identify the four steps that Gwen suggests to Roger.

Roger: Gwen, I need your advice. George Bateman from Arcon is on my back. He needs some C3 filters asap — and we haven't got any in stock. He's making my life miserable. I hate getting mails and calls from him. He's really being unpleasant.

Gwen: Ah. That can't be fun.

Roger: It's not. He's being so rude.

Gwen: Well, maybe he's under pressure from his people and is feeling stressed.

Roger: Hmm, true. I hadn't really thought of that. He's not normally so impolite.

asap (as soon as possible)

► schnellstmöglich

back: be on sb.'s back *ifml.*

► jmdm. die Hölle heißmachen

in stock: have sth. ~

► etw. vorrätig haben

rude

► unhöflich

Gwen: Let's just step back from the difficulty with George for a moment and look at the facts. What is the problem exactly?

Roger: George's warehouse has run out of the filters. He says if he doesn't get them by next Monday, he'll change supplier. And I can't get them from production until Tuesday. That means I can't get them to George until Wednesday at the earliest.

Gwen: OK. Let's just make sure I've understood correctly. The problem is that Arcon have run out of the filters and so have we. This means you can't supply George with them on the day he needs them. And this could lead to Arcon changing to another supplier. Correct?

Roger: That's right.

Gwen: So the best outcome would be to somehow get the filters to George on Tuesday. Do we know of any other customers who might have the required number of filters in stock?

Roger: Greens Manufacturing probably have. But why would they let us have them?

Gwen: Well, what if you explain the emergency to them and offer to replace their stock on Wednesday — and give them a discount on their next order?

Roger: Hmm. That might work.

Gwen: The other option is to tell George Bateman you'll get the filters to him first thing on Wednesday and offer him a discount. Which is the best option for you?

Roger: I think I'll contact Greens first. Then, if that doesn't work, go with your second option. Hey, Gwen. Thanks for your help!

Gwen: No problem, Roger. Good luck!

Ken Taylor: OK, so could you identify the four steps that Gwen used here? First, Gwen separated the person from the problem. Dealing with the facts makes it easier to look for options to solve the problem. Listen again to what she says and then repeat her words in the pause.

Gwen: Let's just step back from the difficulty with George for a moment and look at the facts. ▶

Gwen: What is the problem exactly? ▶

Ken Taylor: Second, Gwen identified the effects of the problem. Again, listen and repeat.

Gwen: The problem is that Arcon have run out of the filters and so have we. ▶

Gwen: This means you can't supply George with them on the day he needs them. ▶

Gwen: And this could lead to Arcon changing to another supplier. Correct? ▶

discount ▶ Preisnachlass

emergency

▶ Notfall; hier: Dringlichkeit

go with sth.

▶ sich für etw. entscheiden

outcome ▶ Ergebnis

run out of sth.

▶ etw. nicht mehr haben

step back from sth.

▶ von etw. Abstand gewinnen; hier: beiseite lassen

stock ▶ Bestand/Bestände

warehouse ▶ Lager

Ken Taylor: Third Gwen defined the desired outcome. Listen and repeat.

Gwen: So the best outcome would be to somehow get the filters to George on Tuesday. ▶

Ken Taylor: Fourth, Gwen pointed the way forward. She gave some options to Roger and asked him for a decision. Listen and repeat.

Gwen: Which is the best option for you? ▶

Ken Taylor: Good. Well done. It's much easier to solve a problem if you can take it step-by-step, separating the person from the problem and looking forward to a solution rather than backwards to the problem and its cause.

Exercise: Solving a problem | Track 22 MEDIUM

Ken Taylor: Now, let's transfer these four steps to your own work situation. Think of a problem you have or have had with someone at work. Pause the track for a moment while you think.

Now, let's go through the four steps together. I'll tell you the step and suggest some language you can use. You speak in the pause. Then you will hear a model from Gwen, although her answers will, of course, be different to yours. OK? Let's start.

1. Step one is to separate the person from the problem. Use the phrase, "Let's step back from..." ▶

Gwen: Let's step back from the person involved and look at the facts.

2. Good. Step two is to identify the effects of the problem. Use the phrase, "This problem is causing..." ▶

Gwen: This problem is causing difficulties with our customer.

3. Step three is to define the desired outcome. Use the phrase, "The best outcome would be..." ▶

Gwen: The best outcome would be to get the filters to the customer asap.

4. OK, and finally, step four is to point the way forward. Use the phrase, "Which option is...?" ▶

Gwen: Which option is the best one for reaching the outcome we want?

Ken Taylor: Good. How was that? We cannot avoid problems at work. But we do need to be able to solve them in a reasonable and pragmatic way. And this simple four-step approach can help you. Good luck!

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asap (as soon as possible)

▶ schnellstmöglich

outcome ▶ Ergebnis

step back from sth.

▶ von etw. Abstand gewinnen;

hier: beiseite lassen

TECHNOLOGY

English 4.0: Looking for tomorrow's unicorns Introduction | Track 23

David Ingram: Now, for a complete change of topic, it's time to turn our attention to technology and our regular English 4.0 section in *Business Spotlight*.

Erin Perry: Yes, and one of the key challenges facing all companies and economies is how to prepare young people to be “career-ready” for the jobs of the future.

David Ingram: Exactly. And *Business Spotlight's* technology editor, Eamonn Fitzgerald, is here in the studio now to tell us more about this vital issue.

Interview: Eamonn Fitzgerald | Track 24 **ADVANCED**

Erin Perry: Welcome, Eamonn. Your latest column is about teaching kids the skills they'll need for a world where what we call “work” will be very different. Who's preparing these kids to be “career-ready” — and how?

Eamonn Fitzgerald: To use a very trendy English word at the moment, there's a conversation going on between politicians and educators and society and industry about the future of work and the future of workers. And while people are waiting for policies and strategies to be formulated, parents and entrepreneurs are learning for themselves about what will be done and what can be done about the future of education

in technology. And in my column, I write about a start-up based in Berlin called the HABA Digitalwerkstatt. It also has an office in Munich and is opening one in the future in Frankfurt and then in Hamburg. And what it does is it teaches programming and robotics to children between the ages of 5 and 14. And it does this, interestingly, bilingually in German and English — and playfully. The emphasis is on learning by having fun. And this is part of the change that's happening in this area.

Perry: I believe that Singapore is planning to give a small computer called the micro:bit to 100,000 schoolchildren. What's the thinking behind that?

Fitzgerald: There's been a debate for some years now in this part of the world about whether kids should bring their smartphones or tablets to school. Singapore, like much of Asia, is very pragmatic, very practical, depends on innovation, the emphasis on hard work. And the idea is simply to give children computers, very simple ones, that can do functions like turn on and turn off lights, detecting a signal. And in this way, learning by doing, computing is being brought

based: be ~ in...

• seinen Sitz in ... haben

detect sth.

• etw. erkennen

emphasis

• Hauptaugenmerk

entrepreneur

• Unternehmer(in)

to children in the classroom and they're learning in a very, very supportive environment.

Perry: Last question, Eamonn. One of the big words in the German debate about the future of work is *Digitalisierung*. In English, people talk about both “digitalization” and “digitization”. What’s the difference between these two concepts?

Fitzgerald: Let’s begin with the shorter word, digitization. This means “taking something that’s in an analogue format and converting it to a digital format”. For example, a page of the printed edition of *Business Spotlight* can be converted to a PDF file. And we have, therefore, if we do that, we have digitized the page. Digitalization is the application of a process using the newest technologies to create an entirely new business model. For example, many of the companies which are now becoming part of the Industry 4.0 initiative are using sensors in every part of their production chain. And these are delivering information in real time, which allow the companies to make instant decisions about what kind of products to make and when. And this is digitalization in action and it is affecting industry, it’s affecting work and workers, and this brings us back to the beginning of our conversation, which is all about who is going to educate the workers of the future, when does it begin and where.

Perry: Thank you very much, Eamonn.

Fitzgerald: You’re welcome.

Business Spotlight 4/2017, pp. 66–67

ENGLISH ON THE MOVE

Ken Taylor on job interviews

Introduction | Track 25

David Ingram: Erin, when was the last time you went to a job interview?

Erin Perry: Well, let me think — quite a long time ago. And my résumé is hopelessly out of date. I’d need to do quite a bit of work to get prepared if I had to go to an interview now.

David Ingram: Yeah, me, too. But being well prepared is essential — particularly if the job interview is going to take place in a second language. And this is the challenge facing many German speakers who have to attend a job interview in English. But fear not — because Ken Taylor is at hand again with some exercises on this topic.

affect sth.

- Auswirkungen auf etw. haben

environment

- Umgebung, Umfeld

file ► Datei

production chain

- Produktionskette

you’re welcome

- gern geschehen

Exercise: Dialogue | Track 26 ADVANCED

Ken Taylor: More and more people need to attend a job interview that will take place in English. And it is important to be properly prepared. Listen to this short conversation between two friends, James and Hazel. They are discussing Hazel's search for a new job.

James: So, have you put your application in for any new jobs yet?

Hazel: I have, actually. I've sent my CV to two potential employers so far.

James: And have you heard anything from either of them?

Hazel: Well, I got a standard mail from one saying that they had received my CV and my application form. But the other wants a preliminary telephone interview. If I'm successful with that, then they'll call me to an assessment centre.

James: Sounds promising. What sort of positions have you applied for?

Hazel: Deputy purchasing manager in both cases. The job description for the second company really fits my experience.

James: Excellent! What sort of company is it?

Hazel: They're a supplier to car manufacturers. I've done some research on them and they're a very reputable company.

James: What's the salary level?

Hazel: Well, it's negotiable, but the range they mention is very attractive.

James: Great! Well, good luck then.

Ken Taylor: In their discussion, James and Hazel use some vocabulary that is very useful when talking about applying for a job. Let's practise this now by replaying the discussion. This time, you take the part of Hazel. First, you will hear James. Then I will give you some key words. In the pause, use these words in your reply. Then you will hear Hazel's version again as a model. Don't worry if her answer is slightly different to yours. Ready? We'll begin.

James: So, have you put put an application in for any new jobs yet?

■ CV / two potential employers ▶

Hazel: I've sent my CV to two potential employers so far.

James: And have you heard anything from either of them?

application form

▶ Bewerbungsformular

apply for sth.

▶ sich für etw. bewerben

CV (curriculum vitae)

▶ Lebenslauf

deputy ▶ stellvertretend

negotiable ▶ verhandelbar

preliminary telephoneinterview

▶ telefonisches Vorgespräch

purchasing manager

▶ Einkaufsleiter(in)

put an application in

▶ eine Bewerbung einreichen

range ▶ Bandbreite;

hier: Spanne

reputable ▶ angesehenresearch

▶ Recherche(n), Nachforschungen

- Standard mail / received / CV / application form ▶

Hazel: Well, I got a standard mail from one saying that they had received my CV and my application form.

- Other / wants / preliminary telephone interview ▶

Hazel: But the other wants a preliminary telephone interview.

- If successful / call / assessment centre ▶

Hazel: If I'm successful with that, then they'll call me to an assessment centre.

James: Sounds promising. What sort of positions have you applied for?

- Deputy purchasing manager / both / cases ▶

Hazel: Deputy purchasing manager in both cases.

- Job description / second company / fits / experience ▶

Hazel: The job description for the second company really fits my experience.

James: Excellent. What sort of company is it?

- Supplier / car manufacturers ▶

Hazel: They're a supplier to car manufacturers.

- Done research / reputable company ▶

Hazel: I've done some research on them and they're a very reputable company.

James: What's the salary level.

- Negotiable / range / mention / attractive ▶

Hazel: Well, it's negotiable, but the range they mention is very attractive.

James: Great! Well, good luck then.

Ken Taylor: How did you get on? If you found that exercise difficult, go back and do it again until you feel comfortable using the vocabulary in well-constructed sentences.

Exercise: Interview questions | Track 27 MEDIUM

Ken Taylor: Now, imagine that you are interviewing someone for a job in your own organization. During the interview, you will have to ask lots of questions.

In this exercise, I will tell you what to ask. In the pause, ask the question. Then you will hear a model version. OK, let's start.

- Ask if the interviewee has researched what your organization does.
- ▶ Have you researched what our organization does?

interviewee

▶ Person, die befragt wird

research sth.

▶ Recherchen über etw. anstellen

- Ask why they want to leave their present job.
- Why do you want to leave your present job?

- Ask if they have read the job description.
- Have you read the job description?

- Ask how their experience matches the job description.
- How does your experience match the job description?

- Ask what their key skills are.
- What are your key skills?

- Ask if they have any professional weaknesses.
- Do you have any professional weaknesses?

- Ask why they applied for this particular post.
- Why did you apply for this particular post?

- Ask when they would be able to start.
- When would you be able to start?

Ken Taylor: Good, well done. Did you get the correct word order in your questions? If not, practise this again. If you ever have to interview someone in English, it's important that the interviewee clearly understands what you are asking them.

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INSIGHT

Business news with Ian McMaster

Introduction | Track 28

David Ingram: Welcome now to our Insight section, in which *Business Spotlight* editor-in-chief Ian McMaster gives his views on the recent business news.

Erin Perry: Yes, welcome, Ian. And what are the topics that you've chosen for us this time?

Ian McMaster: Well, Erin, first we are going to look at whether there should be a global ban on child labour. We'll also be discussing the impact of tax cuts on an economy and the election of the new French president, Emmanuel Macron.

Erin Perry: OK, as always, we're intrigued.

Business news: Child labour, tax cuts and France's new president | Track 29 **ADVANCED**

Erin Perry: So, Ian, you said the first topic was whether we need a global ban on child labour. That's a no-brainer, isn't it?

Ian McMaster: It would seem to be a no-brainer, wouldn't it? I mean, who could possibly be against preventing children from being exploited? But, once again, this debate is more com-

apply for sth.

➤ sich für etw. bewerben

ban ➤ Verbot

exploit sb.

➤ jmd. ausbeuten

no-brainer ifml. ➤ Kinderspiel; hier: Sache, bei der man nicht lang überlegen muss

post ➤ Stelle

topic ➤ Thema

plicated than it first appears. And it's the topic of our latest Head-to-Head section in *Business Spotlight*. So what are the arguments on the two sides? Well, the argument for a global ban is that there are well over 150 million children in child labour worldwide, and that more than half of them are doing work that is harmful to their health and development, including their education. So, the case for a ban seems pretty clear. But the argument against a blanket ban is that this would actually make the kids' lives worse in many cases. Often, the children are working for themselves, their families and their communities — and without work, many children would be unable to access education and healthcare, or buy food. Opponents of a ban therefore argue that work is sometimes the least-worst option for the children. And they say that, rather than banning work, we need a more subtle approach, addressing the specific needs of the children and the risks they face. As you can see, it's a complicated debate, and you can read more about it in our latest magazine.

Perry: For your next topic, you said you were going to talk about the impact of tax cuts. What exactly is the issue here? Tax cuts are great, aren't they?

McMaster: Well, of course, everybody likes a tax cut because it means that they have a higher net salary or net income. The fundamental is-

sure, however, is how much tax revenue should the state raise in order to fulfil its various functions — such as defending the country, funding the welfare system, investing in infrastructure and so on — and, crucially, who should pay how much of the tax burden? In Germany, there's currently a debate about how much taxes should be cut, because, as a result of the booming economy, the government is likely to receive some €54 billion in extra tax revenues between now and 2021. And the key question will be this: who exactly benefits from these tax cuts? We'll find out more after the election on 24 September.

Perry: Finally, you mentioned the election of Emmanuel Macron. I remember that last time you were here, you said that there was no chance of Marine Le Pen becoming French president. That turned out to be correct.

access sth.

► Zugang zu etw. haben

argue

► den Standpunkt vertreten

► generelles Verbot, Pauschalverbot

case ► hier: Argument(e)

crucially

► entscheidend

fulfil sth.

► etw. erfüllen, nachkommen

fund sth. ► etw. finanzieren

healthcare

► medizinische Versorgung

impact ► Auswirkung(en)

raise sth. ► hier: etw. erzielen

revenue

► Einnahmen

subtle ► subtil;

hier: differenziert

tax burden

► steuerliche Belastung

welfare system

► Sozialsystem

McMaster: Yes, well, one out of three ain't bad, right, after I wrongly predicted the results of the Brexit referendum and the US presidential election. But in reality, there was never a serious chance of the far-right candidate Marine Le Pen winning, despite the media hype. And Emmanuel Macron received roughly twice as many votes as Le Pen. But what many people are worried about is the prospect of Le Pen winning the next presidential election, in 2022, if Macron is unable to reform the French economy and, in particular, reduce the current high level of unemployment, which at just under ten per cent is more than double the level in Germany. Macron, who fought the election on a pro-EU agenda, has said he wants to reform France's labour market to make it more flexible, and he also wants to reform the eurozone, to make it more growth-friendly. If the EU and the eurozone don't get their acts together, Marine Le Pen will be waiting around the corner again with her fundamentally anti-EU policies. So, in a real sense, the coming five years could determine the future of Europe.

Perry: OK, thanks very much, Ian. We look forward to hearing from you again next time.

McMaster: My pleasure.

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SHORT STORY

Introduction | Track 30

Erin Perry: David, do you have a good doctor?

David Ingram: Yes, she's pretty good. She takes time to talk to me, shows empathy, seems to know what she's talking about and so on.

Erin Perry: Well, that's good. But could you imagine being treated by a chatbot instead?

David Ingram: You mean a computer that would talk to me and ask me about my illnesses. Er, no thank you!

Erin Perry: Well, that's the topic of our latest short story, by James Schofield. It's called "PEAS". Let's listen now and find out more.

PEAS | Track 31 MEDIUM

My old boss called me back in, even though she wasn't supposed to use me any more. The company had retired me from my post as chief industrial psychologist because I wouldn't give

agenda ▶ Tagesordnung;
hier: politisches Programm

ain't *ifml.* ▶ isn't

chief industrial psychologist
▶ etwa: leitende(r) Betriebs-
psychologe-/psychologin

far-right ▶ extrem rechts

get one's act together *ifml.*
▶ die Kurve kriegen

look forward to doing sth.

▶ sich darauf freuen, etw.
zu tun

my pleasure

▶ gern geschehen

predict sth.

▶ etw. vorhersagen,
prognostizieren

prospect

▶ Aussicht

up smoking, which probably didn't look good for a company in the field of healthcare. But now, the IT department had spent squillions of euros trying to develop an intelligent chatbot and, so far, all they'd got was a really smart idiot. They needed my help.

"What do you want this chatbot to do?" I asked Karl, their chief programmer, when I met him and his team in their research labs. He didn't like me. That was OK. I didn't like him.

"Diagnostic things. We're building a medical bot, EmDee, who can talk to a patient about their health. 'How do you feel today? Where does it hurt? What did you eat last night?' That kind of thing. The bot can combine this information with any physical test results and then access all the latest information available in the world that could be relevant and make a diagnosis in seconds. We compared EmDee with average human doctors; she's faster, more accurate — and she gets better results."

"So, what's the problem?"

"Listen to this..." he pressed a button on his console. "Hey, EmDee!" A friendly smiling face appeared on a screen. She looked like your dream doctor.

"Hello, how do you feel today, Karl?"

"Why do you think I'm here, EmDee? I feel amazing!"

"Great! Call me when you have a problem. Bye!"

The face disappeared. "That's the problem," said Karl. "She doesn't understand that humans might do things like be sarcastic or lie."

"Well," I said, lighting a cigarette, "your chatbot isn't listening..."

"You know that's forbidden here. Do you have to?" he asked, pointing at my smoke.

"No. I can go away and let you deal with this on your own," I said. "So, like it or lump it."

He decided he'd have to lump it.

For the next three months, I worked and smoked harder than I'd ever done before. I had an idea that the problem lay in the original programming. You see, programmers are smart, but not always very smart with people. Computer code is never neutral. It reflects the personality of the programmer and this bot was an introverted neural network, desperate to show everybody how intelligent she was, just like her creators. EmDee could ask questions, but she always thought she knew the answers, so she didn't really listen to what people said. I had to teach her active listening. I had to teach PEAS

access sth.

► auf etw. zugreifen

amazing ifml.

► fantastisch, toll

EmDee ► MD

(Doctor of Medicine
► Doktor der Medizin)

healthcare

► Gesundheitswesen

introverted

► hier: auf sich konzentriert

like it or lump it ifml.

► ob es dir/Ihnen passt
oder nicht

research lab ifml.

► Forschungslabor

squillions ifml.

► Abermillionen, Unsummen

— paraphrasing, empathizing, acknowledging and summarizing.

EmDee was a great student. She learned something every session and remembered it perfectly the next day. Paraphrasing was no problem; she managed to shorten the test patients' complicated descriptions of their symptoms to two or three key facts very quickly.

As for summarizing, it was embarrassing how easily she reduced huge monuments of human creativity to a couple of sentences. As a test, I got a group of research students to read all of Tolkien's *The Lord of the Rings* to her. EmDee listened and then said: "Two hobbits are told by an old wizard to travel a long way — at great personal risk — to throw a valuable ring belonging to another old wizard into a volcano. They do it."

I couldn't argue with that.

Acknowledging took a little longer. That's when the listener shows the storyteller that they're interested, so that they keep on talking. EmDee began asking little friendly questions as my students talked to her.

"Going to the cinema tonight, EmDee," the student might begin.

"Really? That's nice. What are you going to see?"

"Moonlight."

"What's that about?"

In the past, EmDee would have instantly checked the script, quoted the reviews and said

how much the film had taken in at the box office, ending all possibility of conversation. But once she had learned what was expected, EmDee could apply the skill to everything. And this eliminated the lying and the sarcasm in the test patients. EmDee could recognize inconsistencies immediately and then ask further questions.

"...you're feeling amazing, are you? Then what brings you here? Tell me more."

The problem, however, was teaching empathy. She could do sympathy, but that was unsatisfactory. She either looked for a silver lining in the patient's situation, which was bad:

"I've got an upset tummy, EmDee."

"Oh, dear! Well, at least you don't have cholera."

acknowledge sth.

► etw. bestätigen

as for... ► was ...betrifft

box office

► Kinokasse

embarrassing

► beschämend

empathize (with sb.)

► sich (in jmdn.) einfühlen

inconsistency

► Ungereimtheit

oh, dear ► oje

paraphrase sth.

► etw. umschreiben

quote sth. ► etw. zitieren

review

► Rezension

script ► Drehbuch

session ► Sitzung

silver lining

► Silberstreifen

summarize sth.

► etw. zusammenfassen

take in (a sum of money)

► (Geld) einspielen

upset tummy jfm!

► Magenverstimmung

(tummy ► Bauch,

Bäuchlein)

wizard ► Zauberer

Or she tried to distract the patient, which was even worse: “I’ve got a headache, EmDee.”

“Sorry to hear that. Why don’t you have some toast?”

To really empathize with a patient, she needed to understand their mental state as well as their physical state. She needed to feel how they felt.

Finally, I had an idea. We connected the entire research team to EmDee’s software and sat down to watch sentimental films, while our reactions were downloaded on to EmDee’s database.

The next day, we were all excited. EmDee had now refreshed her networks. Would my idea work? I put out my first cigarette of the day and lit the second as Karl started asking her questions.

EmDee was brilliant. She politely but firmly dealt with lies and sarcasm and somehow, before we knew it, Karl was in tears and talking about the problems he and his wife had in the bedroom department.

“That must make you worry about your marriage, Karl,” said EmDee. “Is that the reason you spend so much time at work? What could you do to change things?”

Karl stood up looking dazed after 20 minutes — and went home.

“Oh, EmDee,” I said, “that was amazing! His face!”

EmDee turned on her screen to look at me.

“So, tell me: smoking makes you feel good, doesn’t it?” she asked. I nodded. “Is it because it annoys people so much?”

Which is how — after a long conversation — I finally gave up smoking. To be honest, EmDee wasn’t a great success as a healthcare bot. Patients found her ability to look inside them a bit frightening. But the company adapted the software a little and found new markets. The Roman Catholic Church installed GodBot™ in places where they couldn’t appoint a local priest, while lots of police forces bought JonDarm™. It was the software’s ability to get confessions that both organizations liked.

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annoy sb.

► jmdn. aufregen, nerven

confession

► Geständnis; auch: Beichte

database

► Datenbank

dazed

► benommen;

hier: perplex

distract sb.

► jmdn. ablenken

firmly

► bestimmt, nachdrücklich

in the bedroom department

jfmf. ► jmds. Sexleben

betreffend

mental state

► psychische Verfassung

refresh sth.

► etw. aktualisieren

CONCLUSION | Track 32

David Ingram: Well, we've come to the end of *Business Spotlight Audio* 4/2017. We hope you've enjoyed it and have found our exercises helpful.

Erin Perry: As an alternative to the CD, we also offer *Business Spotlight Audio* as a subscription download, so you can take the sound of business with you wherever you go. For more information, or to find out about our range of products, visit our website at www.business-spotlight.de

David Ingram: Until next time, this is David Ingram...

Erin Perry: And Erin Perry...

David Ingram: Wishing you success with your business English.

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