## INTRODUCTION | Track 1

**David Ingram:** Welcome to *Business Spotlight Audio* 2/2018. 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:** And in this recording, we have a special focus on being agile at work.

**Erin Perry:** We also look at how to take part in team meetings, and we have a short story about a special kind of agent — a change agent.

**David Ingram:** And 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 from Canada about the Mounties and a certain animal.

**David Ingram:** The horses, right?

**Erin Perry:** No, in this case, it's not the horses but instead muskrats. The Royal Canadian Mounted Police have decided to go back to using muskrat fur for their winter hats as this offers better protection against the cold. But this decision is highly controversial. As you listen to the story now, try to answer this question: how many muskrats will have to be trapped and killed to make all the fur-lined hats that the Mounties have ordered? Ready? Let's listen now.

### Muskrats for the Mounties | Track 3 ADVANCED

They tried to use wool as a substitute but, in the end, the Royal Canadian <u>Mounted</u> Police (RCMP) have decided that their traditional winter <u>hats</u> <u>lined</u> with <u>muskrat</u> <u>fur</u> offer superior protection against arctic temperatures. The national police force has <u>issued a tender for</u> 4,470 of the fur-lined hats, much to the <u>dismay</u> of some animal rights groups.

CBC News reports that two to three muskrat <u>pelts</u> are needed for a single hat, which means that about 12,000 muskrats will have to be <u>trapped</u> and killed. The RCMP tender specifies that the "fur must be Eastern Canada or New York state spring muskrat … only extra-large <u>skins</u> with the <u>belly</u> <u>trimmed off</u> must be used".

| | | | |
|---|---|---|---|
| **belly** ‣ *hier*: Bauchfell | | **mounted** ‣ beritten | |
| **dismay** ‣ Bestürzung | | **muskrat** ‣ Bisamratte | |
| **fur** ‣ Pelz | | **pelt** ‣ Pelz | |
| **hat** ‣ *hier*: Mütze | | **skin** ‣ *hier*: Fell | |
| **issue a tender for sth.** ‣ etw. ausschreiben | | **trap sth.** ‣ etw. mit einer Falle fangen | |
| **lined** ‣ gefüttert | | **trim sth. off** ‣ etw. abschneiden | |

In 2014, in response to pressure from wildlife protection groups, the <u>Mounties</u> introduced wool hats, but the then Conservative government ordered the force to reintroduce the fur hats. Adrian Nelson, of The Fur-Bearers group, said the tender decision was disappointing. "We knew that they would be keeping some of the [fur] hats for some of their cold weather extremes," Nelson commented. "But it is sad that they're putting out a tender for such a large amount."

<u>Trappers</u>, on the other hand, are pleased. "It's nice to see that recognition of Canadian <u>heritage</u>," said Alan Herscovici of the Fur Council of Canada. "Trappers in Canada have to take training courses to learn how to use the new humane trapping methods before they get their trapping licences, and it is extremely well regulated by the provincial and territorial wildlife <u>departments</u>," Herscovici added.

The RCMP says, however, that individual officers can decide for themselves whether they prefer to wear wool or fur hats.

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**Erin Perry:** OK? Did you get the answer? How many muskrats will have to be trapped and killed to make all the fur-lined hats that the Mounties have ordered?
- The answer is about 12,000. Listen again.
- "CBC News reports that two to three muskrat pelts are needed for a single hat, which

means that about 12,000 muskrats will have to be trapped and killed."
**Erin Perry:** If you didn't get the answer the first time, go back and listen to the text again.

### Introduction (II) | Track 4
**David Ingram:** Next, we'll turn to a story about a woman in London whose job is to help people when they're separating from their spouse.
**Erin Perry:** Oh, you mean like a therapist?
**David Ingram:** Well, not quite. Although Sandra Davis does say that her job demands a lot of softer skills, she's actually one of London's top divorce lawyers. Let's hear more.

### Breakup strategist | Track 5 MEDIUM
Sandra Davis regularly appears on lists of London's top <u>divorce lawyers</u>, with clients including Jerry Hall and Princess Diana. And thanks to <u>fees</u> of over £610 (about €690) an hour, you may have to be married to a rock star or a prince to be able to afford her.

Davis is a partner and head of family law in the <u>prestigious</u> London <u>firm</u> of Mishcon de Reya, where she started as a <u>trainee</u> in 1979.

**department** N. Am.
➤ Ministerium
**divorce lawyer**
➤ Scheidungsanwalt/-anwältin
**fee** ➤ Honorar
**firm** ➤ hier: Kanzlei

**heritage** ➤ Erbe
**Mountie** ifml. ➤ berittene(r) Polizist(in) der RCMP
**prestigious** ➤ renommiert
**trainee** ➤ hier: Referendar(in)
**trapper** ➤ Pelztierjäger(in)

"It was very much <u>sink or swim</u>," she told the *Financial Times* about her career progress. Two years after her trainee contract ended, she was made <u>partner</u>.

Unlike in other <u>branches</u> of the legal profession, female divorce lawyers are often more successful and better paid than their male colleagues. Davis says this is because women normally have good <u>soft skills</u>. "Clients are emotional, they're under stress, they need support," she explains. "So the skills you require are not just strategic legal skills, they're softer skills as well — how to communicate difficult messages, how to support people when they're breaking down."

But Davis <u>points out</u> that there's a limit to those soft skills. "I'm a very expensive <u>shoulder</u> to cry on," she says. "I'm not trained as a therapist and I shouldn't act as one. I'm a strategist."

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# BUSINESS SKILLS

## Ken Taylor on agile communication
## Introduction | Track 6

**David Ingram:** Erin, how agile would you say you are?
**Erin Perry:** Agile, David? Well, that depends on what you mean. I'm a pretty good mover on the stage when I sing, I can tell you.

**David Ingram:** I'm sure you are, Erin, but that's not exactly the sort of agility I meant.
**Erin Perry:** No? Whatever!
**David Ingram:** No, I was thinking more of agile project management at work — and agile communication. To look at these topics in more detail, here's our communication skills expert, Ken Taylor, with some tips and exercises.

## Exercise: Strategies | Track 7 MEDIUM

**Ken Taylor:** Hello. This is Ken Taylor from London. Agile project management is an innovative approach to project teamwork. It was started by a group of software developers in the US. Its aim is to provide an approach that is better suited to our rapidly changing business world. In the latest issue of *Business Spotlight,* Bob Dignen looks at the principles behind agile project management and at how it can be applied in the workplace.

Let's first look at some of these principles. You'll hear a statement about agile project management. In the pause, decide whether the

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**branch**
☛ *hier*: Bereich
**partner**
☛ Teilhaber(in)
**point sth. out**
☛ auf etw. hinweisen

**shoulder: a ~ to cry on**
☛ eine Person, bei der man sich ausweinen kann
**sink or swim**
☛ Vogel, friss oder stirb!
**soft skills**
☛ soziale Kompetenzen

statement is true or not. Afterwards, I'll give you some feedback. OK, here's the first statement.

1. Regular feedback sessions are important in agile project management.
➤ True. A key part of the agile approach is <u>reviewing</u> progress regularly and <u>adjusting</u> decisions accordingly. OK, next one.

2. In the agile approach, the team leader decides the mechanism by which decisions should be taken in the team.
➤ False. In the agile approach, the team agrees on how to communicate and how to take decisions. Next one.

3. Short, clear progress reports are a key part of the agile approach.
➤ True, the agile approach <u>emphasizes</u> short comments from team members, rather than long reports. OK, next one.

4. Team members are encouraged to <u>challenge assumptions</u> and also challenge the team leader.
➤ True. One of the aims of the agile approach is to encourage an atmosphere of open communication in which people feel free to challenge opinions, even those of the leader. OK, last one.

5. The aim of the agile approach is to avoid mistakes.
➤ False. In the agile approach, mistakes are seen as a learning opportunity on the road to success.

**Ken Taylor:** How was that? The agile approach to project management aims to create open and flexible communication and to avoid project delays by getting small packages of work done as quickly as possible.

### Exercise: Vocabulary | Track 8 MEDIUM
**Ken Taylor:** Now, let's practise some words that you might use when talking about project management and teamwork. You'll hear a sentence followed by the repetition of one of the words from the sentence. Then you will hear two terms, **a)** and **b)**. In the pause, choose the term that means the same or is similar to the word that you heard repeated. Then you will hear the correct answer. OK, let's start now.

1. The modern business <u>environment</u> is becoming increasingly complex. "Complex". Does this mean…

**adjust sth.** ➤ etw. anpassen;
*hier auch:* korrigieren

**assumption** ➤ Annahme

**challenge sth.**
➤ etw. infrage stellen

**emphasize sth.**
➤ etw. hervorheben

**environment**
➤ *hier:* Umfeld

**review sth.** ➤ etw. überprüfen

**5**

**a)** fast-moving?
**b)** complicated?
➤ **b)** is correct. Something that is "complex" is complicated. OK, next one.

**2.** It's important that team members collaborate closely with each other. "To collaborate". Does this mean…
**a)** to cooperate?
**b)** to communicate?
➤ **a)** is correct. "To collaborate" is to cooperate. Next one.

**3.** We should have a pragmatic approach to the situation. "Pragmatic". Does this mean…
**a)** principled and theoretical?
**b)** <u>sensible</u> and realistic?
➤ **b)** is correct. A "pragmatic" approach is sensible and realistic. Next one.

**4.** You can integrate agile ideas with your own approach to project management. "To integrate". Does this mean…
**a)** to combine?
**b)** to compare?
➤ **a)** is correct. "To integrate something with something else" means "to combine the two things". OK, last one.

**5.** The team needs to make joint decisions. "Joint". Does this mean…

**a)** practical?
**b)** shared?
➤ **b)** is correct. A "joint" decision is one that is shared by everyone involved.

**Ken Taylor:** Well done. Go back and check any of those words that you got wrong. You'll find them useful for your teamwork and project management.

### Exercise: Dialogue | Track 9  ADVANCED

**Ken Taylor:** Listen now to this short conversation between Elsa and Jim, two members of a team that has started using the <u>agile</u> approach to project management. As you listen, try to answer the following three questions. You might want to make a note of these questions before continuing.

- Who is the more positive about the agile approach — Elsa or Jim?
- Which aspect of agile project management do both Elsa and Jim really like?
- Which aspect of agile project management causes the most disagreement between Elsa and Jim? OK? Here's the conversation.

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**agile** ➤ *hier*: das agile Projektmanagement betreffend

**sensible** ➤ vernünftig

**Jim:** So what do you think about this agile stuff then?

**Elsa:** It's kind of interesting. It's certainly a very dynamic approach.

**Jim:** You can say that again! It's fun, too. But it can feel a bit chaotic.

**Elsa:** Hmm. Perhaps, but I really like the very short meetings and the visualization of our progress on that Kanban board on the wall.

**Jim:** The short meetings are a real bonus, I must say. And I quite like the visualization, too, although I find it a bit of a hassle to keep checking the board to see where we are. I prefer written reports.

**Elsa:** Also, I think the way we are encouraged to have new ideas and to disagree with each other — and with our team leader — helps our decision-making.

**Jim:** That may be true. I just find the approach a bit short-term.

**Elsa:** What do you mean?

**Jim:** We concentrate on these two-week blocks of work and maybe we lose the bigger picture sometimes.

**Elsa:** Oh, I don't think that's right. We've got our overall goals stated very clearly to keep us on track.

**Jim:** Well, it just seems like that to me. That's all I'm saying.

**Elsa:** But generally, you like the approach, don't you?

**Jim:** Yes, I do. I think our short, sharp meetings are great. It's just the overall control of the project that worries me.

**Ken Taylor:** OK, let's go through the three questions and see if you agree with my answers. The first question was, who is the more positive about the agile approach — Elsa or Jim? In my opinion, both of them accepted the approach but Elsa seems more positive than Jim, who has a couple of criticisms. The next question was, which aspect of agile project management do both Elsa and Jim really like? And the answer is that they both agreed that they really like the short, sharp meetings. OK, and the third question was, which aspect of agile project management causes the most disagreement between Elsa and Jim? I think the main disagreement was over Jim's worry that the agile approach is too concerned with short-term results and that there is a danger of losing the bigger picture. Elsa didn't agree with this. So, did you agree with my answers? You might like to go back and listen to the dialogue again. Agile project

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**bigger picture: the ~**
➥ größerer Zusammenhang

**bit of a hassle: be a ~**
➥ etwas lästig sein

**Kanban board**
➥ Kanban-Tafel

**kind of** *ifml.* ➥ ziemlich

**on track** ➥ auf Kurs; *hier*: im Plan

**overall** ➥ Gesamt-

**sharp**
➥ *hier*: klar strukturiert

**You can say that again!**
➥ Das kann man wohl sagen!

management is an interesting approach to teamwork. If you want to learn more about the approach, read Bob Dignen's article in the latest issue of *Business Spotlight*. You might find agile project management and agile communication useful in your workplace.

## PERSONAL TRAINER

### Interview with Ken Taylor
### Introduction | Track 10

**David Ingram:** We'll stay with Ken Taylor now and move on to the 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. Here's Ken to tell us more about his latest interview partner.

### Interview: Ken Taylor | Track 11 EASY

**Erin Perry:** Welcome, Ken. Tell us, who is your guest this time?

**Ken Taylor:** Oliver Schmidt works at KIT (Karlsruhe Institute of Technology). He's the deputy director at the Regional Strategy and Information Department at the International Affairs business unit.

**Perry:** And which topics did you discuss with Oliver?

**Taylor:** We discussed negotiating cross-culturally when setting up international research projects.

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

**Taylor:** We talked about the role of the cultural interpreter or moderator, about differences between the German and the Chinese approach to cooperation, and about the benefits of international cooperation in research projects. Anyway, you can read the full interview in the latest issue of *Business Spotlight*.

**Perry:** What can listeners do if they would like to ask you questions related to their 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.

| | |
|---|---|
| **approach**<br>➤ Herangehensweise | **issue** ➤ Ausgabe |
| **department** ➤ Abteilung | **research**<br>➤ Forschung |
| **deputy**<br>➤ stellvertretende(r,s) | **topic**<br>➤ Thema |

## PREPOSITIONS

### Introduction | Track 12

**David Ingram:** Erin, tell me, when do you work most efficiently? In the morning? In the afternoon? At night?

**Erin Perry:** David, you're up to something. I know it. You don't care when I work most efficiently. Let me think, let me think: in the morning, in the afternoon, at night…OK, I got it. You're practising prepositions, right?

**David Ingram:** Spot on! Prepositions are the subject of our special grammar booklet that comes with the current issue of *Business Spotlight*. So shall we do an exercise?

**Erin Perry:** Why not?

### Exercise: The correct prepositions | Track 13
#### MEDIUM

**Erin Perry:** In this exercise, you'll first hear two prepositions and then a sentence in which the correct preposition is missing and has been replaced by a ping sound. In the pause, repeat the sentence with the correct preposition. Then you'll hear the full sentence again and an explanation. OK? Let's get started. Here's the first pair of prepositions and the first sentence.

1. **at / on**
   I usually start work … nine o'clock.
   ‣ I usually start work at nine o'clock.

**David Ingram:** "At" is used with clock times. OK, next one.

2. **on / at**
   Sometimes, he has to work… the weekend.
   ‣ Sometimes, he has to work at the weekend.

**David Ingram:** In British English, we say "at the weekend". In US English, on the other hand, you say "on the weekend". OK, next one.

3. **on time / in time**
   He finished the report… for the negotiation.
   ‣ He finished the report in time for the negotiation.

**David Ingram:** If you do something "in time" for something, you do it early enough. If you're "on time", for example for a meeting, you're punctual. OK, next one.

4. **in / at**
   There are no longer any buses… night.
   ‣ There are no longer any buses at night.

**David Ingram:** If you were listening carefully to our introduction to this section, you'll have had no problem with that one. We say "at night", but "in the morning" or "in the afternoon". OK, here's the last one.

5. **in / at**
   She joined the company… last month.
   ‣ She joined the company last month.

**David Ingram:** OK, that was a trick one! No preposition is used before "last" and a time word, such as "month", "year" or "week". This rule also applies to "this" and "next". So, for example, we simply say "this week" or "next year". And if you found this exercise on prepositions difficult, you might like to try it again next week — in the morning, in the afternoon or maybe even at night.

<div align="right"><i>Business Spotlight booklet: Prepositions</i></div>

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# DON'T CONFUSE...

**David Ingram:** OK, let's continue with some more language exercises — this time, from our "Don't confuse..." section.

**Erin Perry:** Yes, we're going to do an exercise based on words that are very similar in English and therefore easy to confuse. You'll hear the beginning of a sentence and then two suggestions of how to finish the sentence, **a)** and **b)**. In the pause, choose the correct suggestion. Then you'll hear the correct answer. OK? Let's get started.

**1.** If a dishwasher does not use much energy, it is…
**a)** economical.
**b)** economic.

➤ **a)** is correct. A <u>device</u> or machine that does not need much energy for its operation is "economical". OK, next one.

**2.** The finance ministry likes to employ people who have studied…
**a)** economy.
**b)** economics.

➤ **b)** is correct. The <u>academic subject</u> that deals with the economy is called "economics". And someone who works in this area is called an "economist". OK, next one.

**3.** People who do not mind telling lies are said to be…
**a)** economical with the truth.
**b)** economic with the truth.

➤ **a)** is correct. A diplomatic way of saying that someone is a <u>liar</u> is to say that they are "economical with the truth". OK, the last one.

**4.** The country's <u>GDP</u> increased by three per cent last year as a result of the government's successful…
**a)** economic policy.
**b)** economical policy.

| | |
|---|---|
| **academic subject** ➤ Studienfach | **GDP (gross domestic product)** ➤ Bruttoinlandsprodukt |
| **device** ➤ Gerät | **liar** ➤ Lügner(in) |

➤ **a)** is correct. "Economic" is the adjective that is used to describe things that have to do with the economy. For example, we talk about "economic growth", "economic problems" and an "economic policy".

**Erin Perry:** Well done! Did you get all those words right? If not, go back and practise them again.

## CAREERS & MANAGEMENT

### How to survive a nasty colleague
#### Introduction | Track 15

**Erin Perry:** David, have you ever had to work with someone you found to be very unpleasant? You know, a really nasty colleague, a total jerk? David! Why are you smirking?

**David Ingram:** Sorry, Erin, I couldn't help it. No, no, no, you're a complete delight to work with…

**Erin Perry:** Yeah, and you don't know how lucky you are. Anyway, have you worked with jerks in the *past*?

**David Ingram:** Certainly have — in fact, I've worked with more than my fair share of them.

**Erin Perry:** Yeah, me, too. Well, dealing with such people is the topic of our "How to…" section in the latest issue of *Business Spotlight*. And our Careers & Management editor Margaret Davis

is here in the studio now. So, here's your chance to ask her for some advice — not, of course, that you need it at the moment.

**David Ingram:** OK, I'll do that now.

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

**David Ingram:** Welcome, Margaret. Working with difficult people can take the fun out of your job. Is there any way you can turn the situation to your advantage?

**Margaret Davis:** Well, one way is to try to see it as a learning experience. For example, Australian <u>career coach</u> Margie Warrell says that you can learn from difficult bosses. And one of the things you learn from them is how *not* to manage other people. This can help you develop your own leadership style. Warrell also says that you can deal with a difficult boss better if you concentrate on "<u>managing up</u>".

**Ingram:** What exactly does "managing up" involve?

**Davis:** Warrell says this means that you think of your boss as if he or she were a difficult client that you have to work with if you want to <u>get ahead</u>. So, you need to understand what moti-

**career coach**
➤ Karriereberater(in)
**get ahead**
➤ vorwärtskommen

**manage up** UK ifml.
➤ eine gute Beziehung zu Vorgesetzten aufbauen

vates your boss, and to do this, you should try to <u>put yourself in their shoes</u> — to think about how *they* see the world and the workplace. She suggests that you ask yourself questions like, "What does my boss care about?", "What keeps him up at night?", "What frightens him?" Warrell also says that there is nothing to be gained from making your boss look bad, so you should try to support them and <u>work around</u> their natural strengths and weaknesses.

**Ingram:** How might that work in practice?
**Davis:** Well, if you know that your boss is disorganized or forgetful, help to make things run more smoothly by documenting your meetings so you can tactfully remind him of deadlines. Or, to take another example, if you know that your boss takes a long time to respond to your questions, keep working at projects while you wait to hear back from her. Another important point, Warrell says, is not to use your boss's poor behaviour as an excuse for being <u>slack</u> yourself. So just because your boss comes in late or takes a long <u>lunch break</u>, that doesn't mean you should do the same.

**Ingram:** At what point should you <u>cut your losses</u> and just leave?
**Davis:** Of course, that is a personal decision. Some things are unacceptable, like racial discrimination or <u>sexual harassment</u>. But if you

are thinking about leaving, Warrell says that you should <u>voice</u> your concerns and give your boss a chance to respond. Approach your boss with respect "and a <u>genuine</u> desire to make things work better", she says. This may result in new levels of trust and <u>collaboration</u> — which definitely will not happen if you don't give your boss a chance. And finally, be sure to <u>do your research</u> before accepting a job with a different company. Talk to people who work there to find out what the <u>environment</u> is like. You don't want to <u>wind up with</u> another difficult boss or colleague!

**Ingram:** Certainly not! Many thanks for the good advice, Margaret!
**Davis:** <u>You're welcome</u>. Thank you!

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**collaboration**
➤ Zusammenarbeit

**cut one's losses**
➤ *hier:* einen Schlussstrich ziehen

**do one's research**
➤ die erforderlichen Recherchen anstellen

**environment**
➤ Umfeld; *hier auch:* Atmosphäre

**genuine** ➤ echt

**lunch break**
➤ Mittagspause

**put oneself in sb.'s shoes**
➤ sich in jmdn. hineinversetzen

**sexual harassment**
➤ sexuelle Belästigung

**slack**
➤ nachlässig

**voice sth.** ➤ etw. äußern

**wind up with sb.**
➤ bei jmdm. landen

**work around sth.**
➤ etw. umgehen

**you're welcome**
➤ gern geschehen

# GRAMMAR

## Using "would"
### Introduction | Track 17

**David Ingram:** OK, time for some grammar! This time, we're going to look at how to use the word "would".

**Erin Perry:** Well, David, you could start by asking me this question: "Erin, would you like a cup of coffee?"

**David Ingram:** Very amusing. But yes, we do indeed use "would" to ask questions politely. But there are lots of other usages of this little word. So, let's practise some of them now. OK? Let's get started.

### Exercise: "Would" | Track 18  ADVANCED

**Erin Perry:** In this exercise, you'll hear a German sentence. In the pause, translate the sentence into English using "would". Then you'll hear the correct answer and an explanation of why "would" is used. Don't worry if your translation isn't exactly the same as ours. Ready? Here's the first sentence.

**German:** *Ich würde den ersten Flug nach London nehmen.*
**English:** I would take the first flight to London.
**David Ingram:** Here "would" is being used to give advice. Note that "I would" is often shortened to "I'd". Listen:

**English:** I'd take the first flight to London.
OK, next sentence.

**German:** *Würdest du die Firma kaufen, wenn du das Geld hättest?*
**English:** Would you buy the company if you had the money?
**David Ingram:** Here, "would" is being used to talk about hypothetical situations. Next sentence.

**German:** *Als Studentin hat sie an der Rezeption eines Hotels gearbeitet.*
**English:** As a student, she would work at the reception of a hotel.
**David Ingram:** In this case, "would" is being used to talk about past habits. OK, here's the next sentence.

**German:** *Sie sagten, dass sie auf mich warten würden.*
**English:** They said that they would wait for me.
**David Ingram:** In this example, "would" is being used to report what someone said. Next sentence.

**German:** *Hätten Sie etwas dagegen, wenn ich heute früher nach Hause ginge?*
**English:** Would you mind if I went home earlier today?
**David Ingram:** In this case, "would" is being used to ask someone for permission. OK, last sentence.

**German:** *Ich wünsche, sie akzeptierten unser Angebot.*
**English:** I wish they would accept our offer.
**David Ingram:** In this case, "would" is being used after the expression "I wish…" to describe what you would like to happen.

**Erin Perry:** How did you do? If you found the exercise difficult, I would suggest that you go back and do it again.

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## EASY ENGLISH

### Ken Taylor on team meetings
**Introduction** | Track 19

**David Ingram:** Erin, how do you feel about team meetings?
**Erin Perry:** How do I feel? Are you serious?
**David Ingram:** OK, I guess you're not a great fan.
**Erin Perry:** You could say that. Complete waste of time, most meetings are. Nobody listens, a few people speak too much, others don't get the chance to say anything at all. Shall I continue?
**David Ingram:** No, no I think I've got the picture. But it doesn't have to be like that. Here's our communication skills expert, Ken Taylor, once again with some exercises and advice on how to make sure you get your say in international team meetings.

### Exercise: Filler phrases | Track 20 **EASY**

**Ken Taylor:** When we are working in a second language, it's not always easy to speak spontaneously. So what can you do to help the situation? You can use a "filler" phrase that gets the meeting's attention and also gives you some time to think about and formulate exactly what you want to say.

Let's practise some of these phrases now. Listen to each phrase and then repeat it in the pause. Ready? Let's start.

- Excuse me, but could I just interrupt here?
- Excuse me, but could I just say something here?
- Excuse me, but can I just add something to that?
- Excuse me, but I'd like to comment on that if I may.
- Excuse me, but I have some further information on that point.

**Ken Taylor:** Now, let's put these phrases into practice. First, you will hear John making a statement. I'll then give you some key words from one of the phrases that we've just practised. In the pause, say the full filler phrase. Then you will hear a model version. Don't worry if your version is slightly different to ours. OK? Shall we begin?

**John:** We should invest in more online advertising.
- Use "add something to that" in your filler phrase.
- Excuse me, but can I just add something to that?

**John:** We could make some short online videos of our products.
- Use "comment on that if I may" in your filler phrase.
- Excuse me, but I'd like to comment on that if I may.

**John:** It wouldn't cost too much.
- Use "just interrupt here" in your filler phrase.
- Excuse me, but could I just interrupt here?

**John:** The benefits would be enormous.
- Use "further information on that point" in your filler phrase.
- Excuse me, but I have some further information on that point.

**John:** There are lots of companies doing this already.
- Use "say something here" in your filler phrase.
- Excuse me, but could I just say something here?

**Ken Taylor:** How did you get on? Could you use the filler phrases correctly? Practise this exercise a couple of times until you can use the phrases without any hesitation. This will help you to get your ideas across in international meetings.

### Exercise: Dialogue | Track 21 EASY

**Ken Taylor:** It's also important in international meetings that you understand what the other participants are saying. So you need to be able to slow speakers down and ask for repetition and clarification. Listen to the way in which Marie does this in a meeting in which John is speaking.

**John:** Not only do we need to update our website but we also need to make it more interactive.
**Marie:** Sorry, John, but could you <u>take it more slowly</u>, please?
**John:** I was just saying we need to update the website.
**Marie:** Update? Do you mean to make it up-to-date?
**John:** That's right. And it should be highly interactive with videos on how to use our products.
**Marie:** So customers can see our products in action. Is that it?

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**take it more slowly**
- etw. ruhiger angehen;
*hier*: langsamer sprechen

**John:** It needs to be <u>cutting-edge</u> with plenty of <u>bells and whistles</u>.

**Marie:** Ah, sorry, John, but I didn't understand that. Bells and what?

**John:** Sorry, I just mean that it needs to be the latest technology with lots of interesting <u>features</u>.

**Marie:** Ah, right. I agree.

**Ken Taylor:** Let's look at the strategies that Marie used here to control the conversation. First, she asked John to speak more slowly:

**Marie:** Sorry, John, but could you take it more slowly, please?

**Ken Taylor:** Next, Marie checked the meaning of a word she didn't understand:

**Marie:** Update? Do you mean to make it up-to-date?

**Ken Taylor:** Next, Marie rephrased something that John said:

**Marie:** So customers can see our products in action. Is that it?

**Ken Taylor:** Marie also told John she didn't understand something.

**Marie:** Sorry, John, but I didn't understand that.

**Ken Taylor:** Now, you try. You take the part of Marie. First, you will hear John. I'll then tell you what to say. You speak in the pause. Then you will hear Marie's version again. Good. Let's start.

**John:** Not only do we need to update our website but we also need to make it more interactive.

■ Ask him to take it more slowly. ☛

**Marie:** Sorry, John, but could you take it more slowly, please?

**John:** I was just saying we need to update the website.

■ Check the meaning of the word "update". ☛

**Marie:** Update? Do you mean to make it up-to-date?

**John:** That's right. And it should be highly interactive with videos on how to use our products.

■ Rephrase what John just said. ☛

**Marie:** So customers can see our products in action. Is that it?

**John:** It needs to be cutting edge with plenty of bells and whistles.

■ Say that you didn't understand that. ☛

**Marie:** Sorry, John, but I didn't understand that. Bells and what?

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**bells and whistles** *ifml.*
☛ Schnickschnack;
*hier:* Extras

**cutting-edge**
☛ hochmodern, topaktuell
**feature**
☛ Merkmal, Funktion

**John:** Sorry, I just mean that it needs to be the latest technology with lots of interesting features.
**Marie:** Ah, right. I agree.

**Ken Taylor:** Well done. With these phrases, you should be able to understand everything in your next international meeting.

# TECHNOLOGY

## English 4.0: The brave new colourful world of work
### Introduction | Track 22

**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 this time, we're going to be looking at the different types of workers that are needed for different types of jobs at different times in history.
**David Ingram:** Indeed. And *Business Spotlight's* technology editor, Eamonn Fitzgerald, is here in the studio now to tell us more about this topic.

## Interview: Eamonn Fitzgerald | Track 23 ADVANCED
**Erin Perry:** Welcome, Eamonn. Your English 4.0 column is about the Fourth Industrial Revolution and how this is changing tomorrow's world of work. But if we go back to previous industrial revolutions, we can see that they created some jobs that people did with their hands and other jobs that people did with their heads. How were these workers distinguished?
**Eamonn Fitzgerald:** Well, it's a good idea, in fact, to go back to the beginning, to the First Industrial Revolution and we see this simplistic description of the world of work emerging. And on one side, we have the fat capitalist smoking his cigar, the factory owner, and on the other side, we have the workers, all dressed badly and undernourished and living in terrible conditions. This picture changed in the middle of the 19th century, when the Second Industrial Revolution brought about a world in which work was divided and defined and, on one side again, we had the workers who did physical work and they often wore a uniform of a simple fabric, often coloured blue. And, on the other side, we had the technocrats, the managers, the planners, who wore suits and worked in offices and wore shirts, invariably white, and these became known as the "white-collar workers". And then, in the middle of the last century, when more

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**bring sth. about**
➤ etw. herbeiführen
**distinguish sb.**
➤ jmdn. unterscheiden
**emerge** ➤ entstehen
**fabric** ➤ Stoff

**previous** ➤ frühere(r,s)
**undernourished**
➤ unterernährt
**white-collar worker**
➤ Büroangestellte(r)
(**collar** ➤ Kragen)

and more women joined the <u>workforce</u>, they became known as "<u>pink-collar workers</u>".

**Perry:** If blue and white and pink are the colours of the collars in the "Old Economy", what colours will the collars have in the "New Economy"?

**Fitzgerald:** The New Economy will be driven by many new industries. One of them, one very important one, is the whole area of renewable energy. So we have people making <u>solar panels</u>, people managing <u>wind-turbine farms</u>. We have people designing batteries for e-cars. And these workers wear green collars, these are the "green-collar workers". And then we have another sector in the economy of people who don't want to retire at 60 or 63 or 65 or 67, whatever the limit is. They want to continue working or their employers want them to continue working. And then we have people who simply cannot afford to retire, their pensions are too small. All these are the "grey-collar workers". And then we have again another segment in many of today's factories — car-making factories but also in the logistics area — we see more and more robots working alone or with humans, and these robots are the "virtual-collar workers".

**Perry:** Gina Rometty, the CEO of IBM, says that new kinds of workers will be needed for the new kinds of jobs in the digital era. What colour collars will these people wear?

**Fitzgerald:** An important part of the information economy are what are called "server farms". The big, big companies, which collect so much information, need so much storage capacity. And a person will have a job there, for example, of ordering servers and then <u>unboxing</u> them when they arrive. And then physically <u>attaching</u> them to the network. Then powering them up, running security routines and maybe configuring the environment using languages such as Ruby or Python. And this is the idea of a kind of job which has a certain amount of study required but doesn't require a <u>doctorate</u> or an MA. And Gina Rometty's definition for this kind of worker is the "new-collar worker".

**Perry:** Thank you very much, Eamonn.
**Fitzgerald:** <u>You're welcome</u>.

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**attach sth. to sth.**
➤ etw. an etw. anschließen

**doctorate** ➤ Doktortitel

**pink-collar worker**
➤ Person, die in einem typischen „Frauenberuf" tätig ist

**solar panel**
➤ Sonnenkollektor

**unbox sth.**
➤ etw. auspacken

**wind-turbine farm**
➤ Windpark

**workforce**
➤ Erwerbsbevölkerung

**you're welcome**
➤ gern geschehen

## ENGLISH ON THE MOVE

### Ken Taylor on troubleshooting
### Introduction | Track 24

**Erin Perry:** David, could you help me with a little problem I've got?

**David Ingram:** Yes, of course, in principle. But I guess it depends a bit on…

**Erin Perry:** Oh, David, what's the matter with you? I'm not playing the awful colleague and I'm not asking for personal advice. It's just that my laptop seems to have frozen. Are you any good with computers?

**David Ingram:** Hmm. Probably not much better than you are, but let's try a little troubleshooting, shall we?

**Erin Perry:** Perfect! Because troubleshooting is the subject of our latest English on the Move exercises. You can look at my laptop later, David. First, here's Ken Taylor once again.

### Exercise: Vocabulary | Track 25 MEDIUM

**Ken Taylor:** A <u>troubleshooter</u> often has to deal with difficult technical problems whilst being under pressure to get them fixed quickly. But before starting to try to fix the problem, the troubleshooter needs to find out as much as possible about the background to the situation. In this exercise, we'll practise some of the vocabulary you need when discussing such problems. First, you will hear a word. Then you will hear two definitions, **a)** and **b)**. In the pause, choose the definition that best matches the word. Afterwards, you will hear the correct answer and an example of how the word could be used in a sentence. OK. We'll begin.

1. "To detect" something. Does this mean…
a) to notice something even if it is not obvious?
b) to solve a problem?
➥ a) is correct. "To detect" something is to notice something even if it is not obvious. Here's an example.
■ The troubleshooter detected the electrical fault.
  OK, next one.

2. "To liaise". Does this mean…
a) to work together and keep each other informed?
b) to communicate clearly?
➥ a) is correct. "To liaise" means "to work together and keep each other informed". Here's an example.
■ The police and ambulance services liaise closely when there is an accident.
  Right, next one.

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**troubleshooter** ➥ Person, die eine Störung beseitigt

**3.** "To brief" somebody. Does this mean…
**a)** to ask somebody to do something quickly?
**b)** to give someone the information they need?
➤ **b)** is correct. "To brief" somebody is to give them the information they need. Here's an example.
■ The <u>technician</u> was <u>briefed on</u> the problem with the equipment.
Right, next one.

**4.** A "procedure". Is this…
**a)** a way of doing something?
**b)** a description of a problem?
➤ **a)** is correct. A "procedure" is a way of doing something. Listen.
■ We need to follow the correct procedure when checking the equipment.
OK, last one.

**5.** "To monitor" something. Does this mean…
**a)** to discover what went wrong with it?
**b)** to check how it is progressing or working?
➤ **b)** is correct. "To monitor" something is to check how it is progressing or working. Here's an example.
■ The technicians monitored the temperature of the equipment to prevent it from <u>overheating</u>.

**Ken Taylor:** Well done. How did you get on? If there were some words you didn't know, try

to learn them. All these words are very useful when talking about technical problems.

## Exercise: Dialogue | Track 26 **ADVANCED**

**Ken Taylor:** Now, let's put some of these words into a context. Listen to this conversation between Graham Keen, a customer support technician, and Ingrid Lang, a maintenance manager. Ingrid is briefing Graham on a problem they have with a production line. Listen out for the words we just practised.

**Ingrid:** I'm glad you responded <u>promptly</u> to my urgent message.
**Graham:** No problem. I could see it was an <u>emergency</u>.
**Ingrid:** Let me <u>brief you about</u> the situation.
**Graham:** That would be good.
**Ingrid:** We've <u>detected</u> some problems with <u>production line</u> two. The <u>filling procedure</u> is not being carried out correctly.
**Graham:** Is it the <u>sequencing</u>?

| | |
|---|---|
| **brief sb. about sth.**<br>➤ jmdn. über etw. informieren | **overheat** ➤ überhitzen |
| | **production line**<br>➤ Fertigungsanlage |
| **brief sb. on sth.**<br>➤ jmdn. über etw. instruieren | **promptly**<br>➤ unverzüglich |
| **detect sth.** ➤ etw. ausfindig machen, feststellen | **sequencing**<br>➤ Ablaufsteuerung |
| **emergency** ➤ Notfall | |
| **filling procedure**<br>➤ Füllvorgang | **technician**<br>➤ Techniker(in) |

**Ingrid:** Yes. We <u>monitored</u> the whole process. We were trying to eliminate the problem. But we had no luck. We've had to shut the line down.

**Graham:** I'll start it up again using the checklist I have for <u>troubleshooting</u>.

**Ingrid:** Could you <u>liaise with</u> my people? It would be good to know what solution you come up with. Then they can <u>update</u> me.

**Graham:** I'll do that.

**Ingrid:** We have a deadline for the <u>batch</u> we're making on line two. So I hope you can <u>fix</u> the problem <u>ASAP</u>.

**Graham:** Absolutely!

**Ken Taylor:** OK, now let's practise some of the key phrases that Ingrid used to tell Graham about the situation. I'll tell you what to say. You speak in the pause. Then you will hear Ingrid again. Good. We'll begin.

■ Say that you will tell Graham about the situation. Use the word "brief".

**Ingrid:** Let me brief you about the situation.

■ Tell Graham that you have found some problems with production line two. Use the word "detected".

**Ingrid:** We've detected some problems with production line two.

■ Say that you checked the whole process. Use the word "monitored".

**Ingrid:** We monitored the whole process.

■ Ask Graham if he could work with your people. Use the word "liaise".

**Ingrid:** Could you liaise with my people?

**Ken Taylor:** Good. Did you use all the words correctly? If you had a problem putting the words in the sentences, go back and try the exercise again until you feel comfortable with your answers. I hope you don't need to brief a troubleshooter soon, but if you do, you now have some key words to help you in that process.

## INSIGHT

### Business news with Ian McMaster
**Introduction** | Track 27

**David Ingram:** Welcome now to our Insight section, in which *Business Spotlight* editor-in-chief

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**ASAP (as soon as possible)**
➤ so schnell wie möglich

**batch** ➤ Charge

**fix sth.** ➤ etw. lösen

**liaise with sb.** ➤ mit jmdm. zusammenarbeiten

**monitor sth.**
➤ etw. überprüfen

**troubleshooting**
➤ Störungsbeseitigung

**update sb.** ➤ jmdn. auf den aktuellen Stand bringen

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're going to look at whether we really need yearly staff performance appraisals. We're also going to talk about cryptocurrencies and about the outlook for the dollar.

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

### Business news: Performance appraisals, cryptocurrencies and the dollar | Track 28
**ADVANCED**

**Erin Perry:** So, Ian, you said the first topic was whether we really need yearly staff performance appraisals. What exactly is the debate here?

**Ian McMaster:** Most employees are used to having some kind of annual performance discussion with their boss, in which one looks back at how the previous year went, looks forward to the coming year, sets targets and so on. Sometimes, these discussions are highly formalized, with detailed forms that have to be filled in. In other organizations, they may be more informal discussions.

But the question is, how useful are annual performance appraisals? Those in favour of them argue that, done properly — with clear goals and effective two-way communication

— they can play an important role in producing better management of performance and also increased motivation. Those who oppose such appraisals argue that they belong to a world of traditional, hierarchical organizations and are not compatible with the more fluid organizational structures that we have today, with more emphasis on shared goals, rather than individual targets. They also say that we need a process of continual, perhaps daily, feedback — for example from colleagues or clients — rather than one big annual event with the boss. Anyway, you can read more about this debate in the Head-to-Head section of the latest issue of *Business Spotlight*.

**Perry:** For your next topic, you said you were going to talk about cryptocurrencies? I guess you mean bitcoins?

**McMaster:** Well, not only bitcoins. There are already well over 1,000 other cryptocurrencies — sometimes called "altcoins" — including

| | |
|---|---|
| **annual** ► jährlich | **goal** ► Ziel(setzung) |
| **argue** ► den Standpunkt vertreten | **issue** ► Ausgabe |
| | **previous** |
| **cryptocurrency** ► Kryptowährung | ► vorherige(r,s) |
| | **staff performance appraisal** |
| **emphasis** ► Betonung | ► Leistungs-, Mitarbeiter- beurteilung |
| **fluid** ► *hier:* Veränderungs- prozessen unterworfen | **target** ► Ziel(vorgabe) |
| | **topic** ► Thema |

ethereum, ripple (otherwise known as XRP), dash, litecoin and many others. These cryptocurrencies, which are a form of digital cash, have generated a lot of interest recently, mainly because of their dramatic increase in value. A year or so ago, bitcoins were trading at around $1,000 dollars each. Then just before Christmas 2017, their value had rocketed to around $20,000 before falling back to around half that level by the end of January 2018. So you could certainly have made lots of money with bitcoins if you had bought them early enough, but you could also have lost a lot of money.

Now, "crypto" means "hidden" or "secret", and one of the attractions of these cryptocurrencies is their anonymity. This is why governments are worried about them being used to finance illegal activities, such as drug dealing or terrorism, or being used as a way of earning money and avoiding taxes.

The technology behind such cryptocurrencies — the so-called blockchain technology — is certainly very interesting as a way of transferring money without needing banks. But I would advise anybody thinking of buying bitcoins or other crytocurrencies to be very careful indeed. You could get rich, but the market could also implode at any moment, particularly if governments around the world decide to regulate the cryptocurrencies much more strictly.

**Perry:** OK, thanks for the warning! Finally, you mentioned the outlook for the dollar. So how are things likely to develop this year?

**McMaster:** The dollar, the world's leading *real* currency, certainly is the one to watch this year. Traditionally, US governments have either claimed that a strong dollar is good for the world economy or refused to comment on whether they wanted to see the dollar rise or fall. But at the World Economic Forum in Davos in Switzerland in January, Treasury Secretary Steven Mnuchin said that a weaker dollar is good for trade. The markets reacted immediately and the value of the dollar fell.

The next day, President Donald Trump said the opposite, that he thought the US currency is "going to get stronger and stronger" and that he wanted to see a "strong dollar". And Mnuchin himself said his comments had been misunderstood. But the impressions remained that the US government would not be sorry to see a lower dollar, which would give a boost to US exports and increase the value of profits earned by US companies abroad.

The problem is that once a currency starts to fall, that decline is often difficult to control.

**decline** ➤ Rückgang, Verfall
**give a boost to sth.**
➤ etw. ankurbeln
**outlook**
➤ Aussichten, Prognose

**rocket**
➤ in die Höhe schnellen
**Treasury Secretary** US
➤ Finanzminister(in)

So, it will be fascinating to watch the dollar this year and I expect it to end the year considerably lower than where it started, when the euro was worth about $1.20.

**Perry:** OK, thanks very much, Ian. We'll see if you're correct. And we <u>look forward to</u> hearing from you again next time.

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## SHORT STORY

### Introduction | Track 29

**Erin Perry:** David, if I said "secret agent", who you would think of?

**David Ingram:** Well, that's easy for me as a Brit: James Bond, of course.

**Erin Perry:** Otherwise known as…?

**David Ingram:** …um, um, oh, yeah — 007.

**Erin Perry:** Exactly! But our latest short story, by James Schofield, is about a different kind of agent. And he also has a different number, which is in the title of the story: "Change agent 001". Let's listen now and find out more.

### Change agent 001 | Track 30 MEDIUM

I may have just come back from an outdoor survival training in Alaska, but I still knew a <u>bad guy</u> when I saw one. The man delivering coffee to Jane Bly's office at the headquarters of BeSoft

Toilet Tissue in Stoke Poges had two <u>chips of cold granite</u> for eyes and I knew that if I had to kill him, the world would be a better place.

Jane Bly was drinking her coffee and looking at my <u>file</u> as I came in. The <u>pussycat bow</u> round her neck tried to <u>meow</u> <u>office professional</u>, but the body inside her cream silk blouse <u>screamed</u> another story.

"Pleased to meet you — do sit down." To most people, her voice probably sounded like a glass of sherry in an English country house after a day of fox hunting, but my training told me there was something foreign in her accent.

"Born in Moscow, studied French literature at the Sorbonne, followed by an MBA at Harvard," I said. "Am I right?"

She looked surprised.

"Er … no, I'm from Wimbledon. And I studied personnel management at Braintree College in Essex."

"Close enough," I said, sitting down and crossing my legs. "I <u>understand</u> you're looking

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**bad guy** *ifml.*
► Bösewicht

**chip of granite**
► Granitsplitter

**file** ► Akte

**look forward to doing sth.**
► sich darauf freuen, etw. zu tun

**meow** ► miauen; *hier*: ein Bild vermitteln

**office professional**
► *hier*: kompetente(r) Manager(in)

**pussycat bow** UK
► (Blusen-)Schleife

**scream** ► schreien; *hier*: unmissverständlich signalisieren

**toilet tissue** ► Toilettenpapier

**understand**
► *hier*: gehört haben

for a <u>change agent</u> for your business transformation programme. Tell me everything you know." I was about to offer her a cigarette when a sixth sense warned me not to. In the <u>secret service</u>, we're trained to notice tiny details, but the no-smoking sign on the wall was a <u>clue</u> that many of my colleagues might have missed.

"Umm … that's my chair, actually. Could you take the other one?"

She was smart. I looked her up and down with new respect. She was going to be a challenge.

"What should I call you?" she asked. "There's no name given in the file I have."

"You can call me 001," I said, moving to the other side of the desk. "If we're going to work together, we should be open with each other." I looked into her warm brown eyes as I said that, trying to <u>gauge</u> her reaction.

"Right … Mr … Mr Double-oh-one. Now, I understand that since the country left the European Union last year, your organization has been told to find new ways to cover their costs."

It was true. In 2019, we had cut ourselves off from the rest of Europe, which had caused huge financial problems for the country. The new <u>Home Office minister</u> had ordered the various secret services to cut their budgets by half. They had orders either to <u>downsize</u> or to find additional work on the external market. This was my first job that wasn't for Her Majesty.

"Our company is digitalizing internal processes," Jane continued, "to <u>respond</u> more efficiently to customer needs. The thing is, a lot of these processes are currently run by people. When we automate them, they lose their job or they need to learn a new one. We need change agents because there's a lot of resistance to what the company is trying to do."

"So you want me to handle that. Who are my <u>targets</u>? And what should happen to them? Broken legs, arms, necks?"

She looked at me in surprise. "No, no. We want you to win over our employees to the change. Not hurt them!"

"Ah! A <u>hearts-and-minds</u> operation. Like in Afghanistan."

"Did that work?" she asked doubtfully.

"<u>Official Secrets Act</u>," I answered, <u>tapping my nose</u>.

"Right … well, we want you to be an enthusiastic change agent and help make it happen. It's

**change agent** ► Berater(in) in der Organisationsentwicklung

**clue** ► Hinweis

**downsize** ► den Personalbestand verringern

**gauge sth.** ► etw. ab-, einschätzen

**hearts-and-minds** ► auf Herzen und Köpfe abzielend

**Home Office minister** UK ► Innenminister(in)

**Official Secrets Act** UK ► *hier*: Geheimvereinbarung

**respond** ► *hier*: reagieren

**secret service** ► Geheimdienst

**tap one's nose** ► *hier*: Geheimhaltung andeuten

**target** ► Ziel; *hier*: Zielperson

a little different from what you've done before, but I'll be here to advise you."

Only she wasn't. That evening, she had an accident with her bicycle, which put her in hospital with a broken leg. The question I asked myself was: was it really an accident or did someone want her out of the way?

I started work. I couldn't do everything myself, so I set up a network of change agents throughout the company, similar to the one I ran in Shanghai. Everything was working well. The objections to the organizational changes quickly stopped and the <u>unions</u> said they were satisfied with what was happening. So when I got a phone call from the <u>CEO's</u> secretary asking me to come upstairs, I expected a pat on the back from him and maybe several pats from her as well.

To my surprise, Jane had come to the office from the hospital for the meeting.

"Jane," the CEO began, "could you describe the role of a change agent in a transformation programme?"

A change agent, she explained, was a kind of cheerleader. They should talk positively about the transformation with other members of the company, find people who supported it, publish success stories and arrange training courses if people wanted reskilling.

"Right. What about <u>bugging</u> union meetings?" asked the CEO.

"No…"

"Mysterious phone calls to people threatening <u>blackmail</u>?"

"No…"

"Kidnapping someone's dog and flying it in an <u>unmarked</u> plane to Libya to be <u>questioned</u> by the local police?"

"Definitely not."

The CEO turned towards me.

"Not only have you and your little team done all of these things over the past few weeks, you have also been personally responsible for three women complaining about your unsuitable behaviour.

"That includes my secretary, to whom you sent this <u>text message</u>: 'If I said you had a beautiful body, would you <u>hold it against me</u>?'"

He looked at me in surprise. "What century are you living in? Who do you think you are?" the CEO asked.

To say I was shocked is an understatement. After all I had done for them and they treated me like this! I would leave, but I had to have the

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**blackmail** ➤ Erpressung
**bug sb./sth.** ➤ jmd./etw. abhören
**CEO (chief executive officer)** ➤ Geschäftsführer(in)
**hold sth. against sb.** ➤ jmdm. etw. übelnehmen; *hier:* Wortspiel mit „etw. an jmdn. drücken"

**question sb.** ➤ jmdn. verhören
**text message** ➤ Kurznachricht, SMS
**union** ➤ Gewerkschaft
**unmarked** ➤ *hier:* Zivil-

last word. Then I remembered a little tip from one of my colleagues, 007. Oh, yes! That would show them!

"I have to go," I said. "In Kazakhstan there's a <u>nuclear missile</u> that somebody is trying to steal and I have to stop them."

I walked towards the door, then turned dramatically and stopped.

"And to answer your question: the name's Pickle. Humphrey Pickle."

*Business Spotlight* 2/2018, pp. 58–59

## CONCLUSION | Track 31

**David Ingram:** Well, we've come to the end of *Business Spotlight Audio* 2/2018. 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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**nuclear missile** ➤ Atomrakete

**SPRECHER:**
**David Ingram** (UK): Anmoderation
**Erin Perry** (US): Anmoderation
**Doug Bolduc** (US): Names & News, Business Skills, Prepositions, Don't Confuse..., Grammar, Easy English, English on the Move
**Margaret Davis** (CAN): Careers & Management
**Eamonn Fitzgerald** (IRE): Technology
**Tania Higgins** (UK): Names & News, Business Skills, Prepositions, Don't Confuse..., Grammar, Easy English, English on the Move
**Hildegard Rudolph** (GER): Grammar
**Ian McMaster** (UK): Insight, Grammar
**Ken Taylor** (UK): Business Skills, Personal Trainer, Easy English, English on the Move, Short Story

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