

## INTRODUCTION | Track 1

**David Ingram:** Welcome to Business Spotlight Audio 6/2019. 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:** This time, we have a special focus on leadership and decision-making. We also look at the language of finance and at commuting in London.

**Erin Perry:** And for something completely different, we'll hear about the relationship between Buddhism and Industry 4.0.

**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

**David Ingram:** We'll begin with our Names & News section and a story about an attempt to get people to move from Australia to Arranmore, a small island off the coast of Ireland.

**Erin Perry:** And why exactly?

**David Ingram:** Well, as we'll hear in a minute, many people moved from Ireland to Australia in the 19th century to start new lives. But now the people of Arranmore are pointing out the economic opportunities that the island can offer, including high-speed internet and a short commute to work.

**Erin Perry:** Wow, this sounds like my kind of place.

**David Ingram:** Mine, too. So, let's listen now and find out more.

### Come back, come back to Arranmore | Track 3

#### MEDIUM

During the 19th century, many Irish people left the country to make new lives in Australia. Now, a tiny island off the coast of Donegal wants their descendants to come back.

The people of Arranmore have written an open letter to the people of Australia. They write that the island now has high-speed internet connections "as good as any office in Sydney or Melbourne". As the island is only 22 square kilometres, "your commute, wherever you are, will only ever be five minutes".

"The ambition is to stimulate employment and reverse over a century of emigration that has seen the island's population drop to just

commute ➤ Arbeitsweg

descendants

➤ Nachkommen

off the coast ➤ Küste

reverse sth. ➤ etw. umkeh-

ren, rückgängig machen

469 people,” Adrian Begley of the Arranmore Island Community Council told *The Sydney Morning Herald*.

Neil Gallagher, a mobile games developer, has moved back to Arranmore from Australia. “The setup is as good as any city in the world, but the view is so much better,” Gallagher explained.

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## Introduction (II) | Track 4

**Erin Perry:** For our next story, we’ll turn to the topic of younger workers and the expectations they have of their employers.

**David Ingram:** Tell me about it! I know a number of youngsters who seem incredibly pushy. They want everything at once at work.

**Erin Perry:** Quite. And in many cases, that includes being promoted almost as soon as they have started a new job. As you listen to our story now, try to answer this question: according to a survey by the coaching company InsideOut Development, what percentage of Generation Z members believe they should be promoted in their first year? Ready? Listen now.

## Great expectations | Track 5 EASY US

Generation Z is in a hurry. Young people in their late teens and early 20s are radically changing the workplace. For many of them, this means asking for promotions after only a year on the job.

“This generation has been given permission by their parents and teachers and other authority figures to just go for it,” author Julie Jansen told *The Wall Street Journal*. “Go for the gold, ask for whatever you want.”

According to a survey by InsideOut Development, a coaching company, over 75 percent of Gen Z members believe they should be promoted in their first year. Career coach Jill Tipograph says yearly advancement in school is one reason for these expectations. They are also used to getting frequent feedback, Tipograph says, which they do not find in many firms. Recruiter Alex Klein advises young employees to be realistic. “I want to hire people who want to grow,” Klein says. “But you also need to leave the employer with the impression that you want to earn it.”

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### advancement

► Aufstieg; hier: Versetzung

### community council

► Gemeindeverwaltung

### Generation Z

► Nachfolgegeneration der Millennials

go for it ► sich etw. trauen, Ziele unbeirrt verfolgen

### go for sth.

► auf etw. abzielen

grow ► hier: sich weiterentwickeln

### promote sb.

► jmdn. befördern

### promotion

► Beförderung

### recruiter

► Personalvermittler(in)

setup ► Einrichtung;

hier auch: Rahmenbedingungen

survey ► Umfrage

**Erin Perry:** OK? Did you get the answer? According to a survey by the coaching company InsideOut Development, what percentage of Generation Z members believe they should be promoted in their first year?

- ▶ The answer is over 75 per cent. Listen again.
- “According to a survey by InsideOut Development, a coaching company, over 75 per cent of Gen Z members believe they should be promoted in their first year.”

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

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## BUSINESS SKILLS

### Ken Taylor on leadership and decision-making Introduction | Track 6

**David Ingram:** Erin, would you say that you find it easy to make decisions?

**Erin Perry:** You know, David, I used to think that I was very indecisive — but now I'm not so sure.

**David Ingram:** Very amusing. It *was* actually a serious question.

**Erin Perry:** OK, so I find it pretty easy to make decisions. Happy now?

**David Ingram:** Perfectly happy. And lucky you, because decision-making is a key skill in the workplace. This is the topic of Bob Dignen's latest Business Skills article, part of our current

series on leadership. Here's our communication skills expert, Ken Taylor, with some tips and exercises on this subject.

### Exercise: Asking questions | Track 7 MEDIUM

**Ken Taylor:** Hello. This is Ken Taylor from London. In his article on decision-making in the latest issue of *Business Spotlight*, Bob Dignen explores the nature of decision-making and discusses its complexities. He looks at questions you should ask yourself about your decision-making process and gives you some tips on how to improve.

Let's look at some of the questions you might ask your colleagues when you want others to be involved in making a decision. I'll give you a situation in the decision-making process. Then you will hear two alternative questions, a) and b), that you could ask your colleagues. In the pause, choose the question that you think best suits the situation. OK. We'll begin.

- You want to define the meaning and purpose of the decision you are about to take. What do you say?
  - a) What kind of decision do we need to take today?
  - b) What's the point of deciding anything today?

➤ **a)** is the better alternative: “What kind of decision do we need to take today?” The second question form — “What’s the point?” — sounds as though you think everything is pointless.

■ Next one. You want to review the basis for the decision. What do you say?

**a)** Why bother taking this decision?

**b)** What do we need to know in order to take this decision?

➤ **b)** is the better alternative: “What do we need to know in order to take this decision?” The first question form — “Why bother?” — sounds as though you don’t think a decision is worth taking at all.

■ OK. Next one. You want to make the decision.

**a)** So, are we ready to take a decision on this?

**b)** So, are we at all ready to take a decision on this?

➤ **a)** is the better alternative: “So, are we ready to take a decision on this?” The second question form — “Are we at all ready...?” — sounds as though you think your colleagues are unprepared.

■ Next one. You want to check a decision. What do you say?

**a)** So, how do we feel about this decision?

**b)** So, do we think this decision is any use?

➤ **a)** is the better choice: “So, how do we feel about this decision?” The second formulation — “Do we think this decision is any use?” — sounds as though you really don’t think the decision is sensible.

■ OK, last one. You want to reflect on your decision-making process. What do you say?

**a)** Did we decide anything at all useful today?

**b)** What do you think about our decision-making process today?

➤ **b)** is the better alternative as it is an open question: “What do you think about our decision-making process today?” The first question form — “Did we decide anything at all useful today?” — sounds very negative.

**Ken Taylor:** Good, well done. Did you agree with my comments? If you want to optimize your decision-making process, you need to have a clear and positive approach — and ask the right questions at the right time.

pointless ➤ sinnlos  
review sth.  
➤ etw. überprüfen

bother ➤ sich bemühen  
sensible ➤ sinnvoll

**Exercise: Vocabulary** | Track 8 **ADVANCED**

**Ken Taylor:** When you are taking decisions, you are planning future actions. And when you are discussing actions, you need the right verb to clearly define that action. In this next exercise, you will hear a definition of an action. In the pause, say the verb being defined. Then you will hear the correct answer and an example of the verb used in a sentence. There is then a pause for you to repeat the example sentence. Here's the first one.

1. To take away influence and authority from someone.
  - ▶ That is to “disempower someone”. Listen and repeat.
  - Powerful leaders can sometimes disempower their staff. ▶
2. To make someone want to do something.
  - ▶ That is to “incentivize someone”. Listen and repeat.
  - We need to incentivize our managers to achieve their targets. ▶
3. To improve the quality of something by adding something.
  - ▶ That is to “enrich something”. Listen and repeat.
  - These decisions will enrich the work of our sales staff. ▶

4. To cause something to begin.
  - ▶ That is to “initiate something”. Listen and repeat.
  - We are initiating a new customer-care programme. ▶
5. To have an influence on something.
  - ▶ That is to “impact” or “affect something”. Listen and repeat.
  - The latest news could impact our decision. ▶
6. To control and limit something.
  - ▶ That is to “constrain something”. Listen and repeat.
  - We were constrained by limited resources. ▶
7. To reduce something to the lowest possible level.
  - ▶ That is to “minimize something”. Listen and repeat.
  - We need to minimize the risks involved. ▶

**Ken Taylor:** Good, well done. If you found that to be difficult, go back and do the exercise again and learn any words you did not know. They are all useful when talking about future decisions.

**Exercise: Free speaking** | Track 9 **ADVANCED**

**Ken Taylor:** Now, in this next exercise, I'll ask you some questions about your decision-making processes at work. You speak in the pause using full sentences. OK?

- How clear are your decision-making processes in your department or company? ▶
- Who has the most influence over decisions in your department? ▶
- Do decisions in your department often get changed. If so, by whom? ▶
- Do you feel that the decision-making processes in your organization are effective? If not, why not? ▶
- What could be done to improve the decision-making process in your department? ▶
- What steps are you personally going to take to improve decision-making in your department. ▶

**Ken Taylor:** Well done! Try that exercise a few times until you can answer confidently. And remember: it is everyone's responsibility — and not just the boss's — to ensure that decision-making processes are effective. Think

about how you could play a role in helping your organization to take better decisions!

*Business Spotlight 6/2019, pp. 38–45*

**PERSONAL TRAINER****Preparing for a negotiation****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 of 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 was your guest this time?

**Ken Taylor:** Anne Neppure. Anne owns and runs Cognosis. Cognosis is an international business skills training organization based in Stockholm. It specializes in tailor-made training in business negotiation and management. Anne

based in... ▶ mit Sitz in ...

negotiation

▶ Verhandlung

run sth. ▶ etw. betreiben

tailor-made

▶ maßgeschneidert;  
hier: kundenspezifisch

herself has an MA degree from Stockholm University and has studied both at Harvard Business School and INSEAD.

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

**Taylor:** We talked about what makes a good negotiator — and on how to prepare yourself for a business negotiation.

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

**Taylor:** We discussed the characteristics of good negotiators, such as being a good listener, staying calm and being pragmatic. We also looked at some preparation tools, such as the SPIN approach and the preparation triangle. We talked about the importance when you negotiate of having a BATNA — a “**best alternative to a negotiated agreement**”, because this will give you strength in your negotiation and a fallback if the negotiation fails.

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

#### business school

► wirtschaftswissenschaftliche Fakultät

degree ► Abschluss

fallback ► Ersatz(funktion);

hier: Plan B

MA ► Master of Arts

#### negotiator

► Verhandlungsführer(in)

topic ► Thema

triangle ► Dreieck

**Taylor:** All they need do is to write to us, and the email address is: [business.trainer@spotlight-verlag.de](mailto:business.trainer@spotlight-verlag.de)

**Perry:** Thank you very much, Ken.

**Taylor:** Thank you.

*Business Spotlight 6/2019, pp. 46–47*

## SKILL UP!

### The language of corporate finance

#### Introduction | Track 12

**David Ingram:** Let’s “skill up” now on our language, with some terms relating to finance.

**Erin Perry:** Oh, finance. Don’t remind me, David! Not my favourite topic at all. For example, I still need to do my tax return for last year and...

**David Ingram:** Well, you’re not alone there, I can assure you. But we’re not going to be focusing specifically on taxes now, but rather on some idiomatic expressions relating to the area of finance. Is that OK for you?

**Erin Perry:** Absolutely!

**David Ingram:** Good. So, let’s practise these financial expressions now.

#### Exercise: Idioms for finance | Track 13 MEDIUM

**Erin Perry:** In this exercise, we’d like you to explain the meaning of an idiom. First, you’ll hear an idiom and then two suggestions, **a)** and **b)**,

for what it could mean. In the pause, choose the correct suggestion. Then you'll hear the right answer. OK? Let's get started.

■ If you “bootstrap a business”, you...

a) build it using your own resources and with little or no borrowed money.

b) issue shares in order to build your business.

➤ a) is correct. To “bootstrap a business” means to “set up a business using your own resources, with little or no borrowed money”. Next one.

■ If you “cook the books”, you...

a) check your expenses very carefully.

b) change your accounting figures illegally.

➤ b) is correct. Someone who “cooks the books” tampers with the accounts in order to make the results look better. OK, next one.

■ If you are “strapped for cash”, you...

a) were attacked and robbed of all your money.

b) do not have enough money.

➤ b) is correct. Someone who is “strapped for cash” doesn't have the money they need to do something. OK, and the last one.

■ If you “run the numbers”, you...

a) make a calculation.

b) ignore the financial figures.

➤ a) is correct. To “run the numbers” means to “make a calculation”.

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

*Skill Up!*, no. 58, pp. 18–19

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## 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 the area of finance. 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 a situation in which a company has run out of the money it needs to do business and pay its bills. Translate this word, please.

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issue shares

➤ Aktien ausgeben

---

resources

➤ Mittel

---

run out of sth.

➤ von etw. nichts mehr haben

---

tamper with sth.

➤ etw. manipulieren



**German:** Konkurs

**English:** bankruptcy

**David Ingram:** You can't say "concourse" here, as this is a large hall, in particular at an airport or train station. The German word Konkurs is "bankruptcy" in English. Please translate this sentence.

**German:** Die Anzahl der Konkurse ist im letzten Jahr zurückgegangen.

**English:** The number of bankruptcies decreased last year.

**Erin Perry:** Our next word is used for the ratio between two currencies. Please translate this word.

**German:** Kurs

**English:** exchange rate

**David Ingram:** "Course" is wrong here. In the context of education, a "course" is a series of lessons on a specific subject. In a financial context, the German word Kurs is translated as "exchange rate" in English. Translate this sentence now.

**German:** Wird der Kurs des britischen Pfunds gegenüber dem Euro weiter fallen?

**English:** Will the exchange rate of the British pound against the euro continue to fall?

**Erin Perry:** You use our next word when a company increases the number of its shares. Translate this word, please.

**German:** (Aktien-)Emission

**English:** issue of shares

**David Ingram:** Don't say "emission", as this refers to sending out gases, such as carbon dioxide, into the air. The English translation of (Aktien-)Emission is "issue of shares". Please translate this sentence.

**German:** Die nächste Emission ist für Oktober festgesetzt worden.

**English:** The next issue of shares has been scheduled for October.

**Erin Perry:** OK, our last false friend is a phrase. It is used when you want to see whether the expenses are correct. Translate this phrase now.

**German:** die Kosten kontrollieren

**English:** check the costs

**David Ingram:** "Control the costs" is wrong. The English verb "control" can also be translated as kontrollieren in German, but then it means "have power over someone or something" or "make something work in a specific way". The German phrase die Kosten kontrollieren is "check the costs" in English. Translate this sentence, please.

**German:** Wer hat die Kosten kontrolliert?

**English:** Who checked the costs?

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**currency**

• Währung

**ratio** • Verhältnis

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**send sth. out**

• hier: etw. ausstoßen

**share** • Aktie

**Erin Perry:** Well done. If you found these translation exercises difficult, go back and try them again.

Skill Up!, no. 58, pp. 14–15

## CAREERS & MANAGEMENT

### How to give career advice to your kids

#### Introduction | Track 15

**Erin Perry:** David, did your parents ever try to give you any career advice?

**David Ingram:** Oh, yes: get a good stable job, one that's secure and that you can keep for the rest of your life and so on.

**Erin Perry:** And did you take their advice?

**David Ingram:** Um, well, not exactly. I mean, you know, when you're young, you don't necessarily share your parents' view of the world or think much about the future.

**Erin Perry:** Yes, and that can be a problem, not just for kids but also for parents. Giving job advice to your children can be very tricky, and this is the topic of the latest How to... column by our Careers editor Margaret Davis. Margaret's here now to tell us more.

**David Ingram:** OK, great. Let's find out what she has to say on this topic.

### Interview: Margaret Davis | Track 16 MEDIUM

**David Ingram:** Margaret, your latest How to... article is about how parents can give career advice to their children. Why is this so difficult?

**Margaret Davis:** The main reason is that the workplace and job market have changed so much since most parents started their careers in the 70s, 80s and even the early 90s. Today, we all take digitalization for granted, but back then the internet was in its infancy and even computers weren't as ubiquitous as they are today. Also, attitudes to jobs were different.

**Ingram:** Can you give an example?

**Davis:** Yes. Twenty-five or 30 years ago, it was more likely that someone would stay in the same job or at least in the same field for their entire working life. And in some cases, that might mean staying with the same company. There's the cliché about the kid who starts in the mail-room and then works his way up in various jobs to become the CEO. That doesn't happen so much these days. The young entrepreneurial types are more likely to be found in start-ups that they have launched themselves. Also, few-

CEO (chief executive officer) ► Geschäftsführer(in)

entrepreneurial  
► unternehmerisch (denkend)

infancy: be in one's ► noch in den Kinderschuhen stecken

launch sth. ► etw. gründen

take sth. for granted

► etw. als selbstverständlich erachten

ubiquitous

► allgegenwärtig

er people stay in the same career for their entire lives, let alone with the same company. And some jobs have almost entirely disappeared.

**Ingram:** That's true — there aren't so many secretaries these days.

**Davis:** Right, because thanks to computers, even executives know how to type. Although they still need help with organizational aspects of a secretarial position, which is why secretaries are mainly called “personal assistants” or “executive assistants”. Meanwhile, another problem for students and parents is that both university education and housing have become more expensive, especially in North America and the UK.

**Ingram:** What does that mean for young people and their families?

**Davis:** To give you an example, when I got my first full-time job as a journalist, my parents very generously allowed me to live at home while I paid off my student loans. Fortunately, that only took about a year and I was able to move into my own apartment, which I was very eager to do, by the way! These days, very few graduates can afford to pay off their loans so quickly, so even if they have jobs, they're relying on “Hotel Mama” or the “Bank of Mum and Dad”. So they are missing out on an important chance to develop their independence. And their parents

are faced with extra expense at a time when they might also want a bit of freedom.

**Ingram:** True. Something else that's disappearing — the empty-nest syndrome! Many thanks for coming in to talk to us, Margaret.

**Davis:** You're welcome. Thank you!

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## GRAMMAR

### Reflexive and reciprocal pronouns

#### Introduction | Track 17

**Erin Perry:** Now, we can either make this next section easy for each other or...

**David Ingram:** Or what? Make it difficult for each other?

**Erin Perry:** Quite. But we're more likely to enjoy ourselves if we help each other.

#### eager: be ~ to sth.

- ▶ erpicht auf etw. sein

#### empty-nest syndrome

- ▶ durch den Auszug der Kinder bedingte Gefühlslage der Einsamkeit und Trauer

#### executive

- ▶ Führungskraft

#### executive assistant

- ▶ Assistent(in) der Geschäftsleitung

#### expense

- ▶ Ausgaben

#### graduate

- ▶ Absolvent(in)

#### housing ▶ Wohnraum

#### let alone

- ▶ geschweige denn

#### miss out on sth.

- ▶ etw. versäumen

#### mum and dad UK ifjml.

- ▶ Mama und Papa

#### pay off a loan

- ▶ ein Darlehen zurückzahlen

#### you're welcome

- ▶ gern geschehen

**David Ingram:** I have no idea what you're talking about, Erin.

**Erin Perry:** Just practising reflexive and reciprocal pronouns, David, the topic of our grammar exercise. Ready?

**David Ingram:** Sure, but you can present this one all by yourself.

**Erin Perry:** Very good — you're learning fast!

### Exercise: Reflexive and reciprocal pronouns |

#### Track 18 **ADVANCED**

**Erin Perry:** In this exercise, you'll hear a German sentence. In the pause, translate the sentence into English using the right pronoun. Then you'll hear the correct English sentence and an explanation. Ready?

**German:** *Sie sahen sich überrascht an.*

**English:** They looked at each other in surprise.

**Erin Perry:** The reciprocal pronoun “each other” is needed here as each person does something to the other. Next sentence.

**German:** *Wir haben uns gestern Abend köstlich amüsiert!*

**English:** We enjoyed ourselves immensely last night!

**Erin Perry:** Reflexive pronouns, such as “ourselves” here, are used with certain verbs, including “enjoy”. Next sentence.

**German:** *Er schreibt seine Reden gewöhnlich selbst.*

**English:** He usually writes his speeches himself.

**Erin Perry:** Here, the reflexive pronoun “himself” emphasizes that a particular person does something — and not someone else. Next sentence.

**German:** *Sie helfen sich immer gegenseitig.*

**English:** They always help each other.

**Erin Perry:** As in the first sentence of this exercise, the reciprocal pronoun “each other” is used because each person is doing something to the other — or others. OK, last sentence.

**German:** *Stimmt es, dass sie die Präsentation ganz alleine vorbereitet hat?*

**English:** Is it true that she prepared the presentation all by herself?

**Erin Perry:** Here, the reflexive pronoun “herself” is used with “all by” to emphasize that the person did something alone.

How did you do? If you found this exercise difficult, go back and do it again — all by yourself!

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## EASY ENGLISH

### Ken Taylor on short written communication

#### Introduction | Track 19

**Erin Perry:** David, do you communicate a lot by email?

**David Ingram:** Of course, yeah.

**Erin Perry:** And what about instant messaging.

**David Ingram:** Yeah, sure, I use that when I've got something short that I want to communicate quickly. But I must admit, it does annoy me when people bombard you with instant messages, one after another, without giving you the chance to respond. So, by the time you do respond, they don't know which message it is you're responding to and it all just becomes a confusing mess of miscommunication.

**Erin Perry:** Yes, that's just one of the many perils of instant messaging. But, fear not — help is at hand. Our communication skills expert, Ken Taylor, is here again with some exercises and advice on short written communication.

#### Exercise: Strategies | Track 20 EASY

**Ken Taylor:** Many companies have introduced instant-messaging tools to reduce the number of emails and to make team collaboration easier. Instant messaging, or IM for short, requires staff to have a different mindset in order to adapt to this new medium. In this exercise, you will hear a statement about instant messaging.

In the pause, decide whether you agree or disagree with the statement. Then you will hear my opinion, based on Mike Hogan's article in the latest issue of *Business Spotlight*.

- You should write instant messages the same way you speak.
- ▶ I agree. Instant messaging mirrors the spoken word.
  
- Instant messages can be as long or as short as you like.
- ▶ I disagree. Instant messaging is best used for short communication.
  
- You shouldn't be too formal in instant messaging.
- ▶ I agree. An instant-message exchange is like having a conversation.
  
- You should give the other person the chance to respond to your message before writing another one.
- ▶ I agree. As with spoken dialogue, you need to give your partner time to respond.
  
- You should avoid using short forms like "thx" for "thanks".

#### instant message (IM)

- ▶ Sofortnachricht; eine Sofortnachricht versenden

- I disagree. Well-known short forms are perfectly acceptable in instant messages.
- You shouldn't send confidential information in an instant message.
- I agree. Instant-messaging technology tends to be unsecured.
- Correct spelling, punctuation and grammar are not important when instant messaging.
- I disagree. If you disregard these, it looks unprofessional and you risk being unclear to the recipient.
- You should always make it clear that you are ending an IM conversation.
- I agree. Then you can both get back to work without being distracted.

**Ken Taylor:** Good, well done! IM is a quick and efficient way for employees to exchange information and to cooperate in real time. But there are drawbacks, too. IM can be distracting. Employees can waste time using IM for personal conversations. And because of the informal nature of IM, it can sometimes lead to embarrassing mistakes. Moreover, IM technology is often not secure, leaving corporate networks vulnerable to viruses and hacking.

## Exercise: Indirect requests and suggestions |

### Track 21 EASY

**Ken Taylor:** In his article, Mike Hogan talks about direct and indirect requests and suggestions. When you want to make a polite request or suggestion, Mike suggests using one of the following three openings: "Do you think you can...?", "Could you...?" and "Let's...". We'll practise using these now.

First, you will hear a direct request or suggestion. I'll then tell you which of the three openings to use. You speak in the pause. Then you will hear a model version followed by a pause for you to repeat it. OK? We'll start now.

1. Send me the new figures.
  - Use "Do you think you can...?".
  - Do you think you can send me the new figures? ➤
2. We can meet on Friday.
  - Use "Let's...".
  - Let's meet on Friday. ➤
3. Ring me back.
  - Use "Could you...?".
  - Could you ring me back? ➤

confidential ➤ vertraulich

distracted: be ~

➤ abgelenkt werden

punctuation ➤ Interpunktion

recipient ➤ Empfänger(in)

spelling ➤ Rechtschreibung

4. Help me with the report.
  - Use “Do you think you can...?”.
  - ▶ Do you think you can help me with the report? ▶
  
5. We can go for lunch.
  - Use “Let’s...”.
  - ▶ Let’s go for lunch. ▶
  
6. Come next week.
  - Use “Could you...?”.
  - ▶ Could you come next week? ▶

**Ken Taylor:** Good, well done! Even in instant messages, you need to think about politeness — especially if you are asking someone to do something for you.

*Business Spotlight 6/2019, pp. 54–55*

## TECHNOLOGY

### English 4.0: How religion, language and Industry 4.0 interact

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 connection between Industry

4.0, language, Buddhism, religion and...

**David Ingram:** Whoa! How on earth do all those things fit together?

**Erin Perry:** Well, let’s find out, because *Business Spotlight*’s Technology editor, Eamonn Fitzgerald, is here in the studio now to tell us more.

### Interview: Eamonn Fitzgerald | Track 23 **ADVANCED**

**Erin Perry:** Welcome, Eamonn. First, what is the connection between Buddhism and Industry 4.0?

**Eamonn Fitzgerald:** If you had asked me that question a year ago, I would have said there’s no connection or I don’t think there’s a connection. But in the middle of May, I read an article in the online edition of the *Jakarta Post*, which has been described as Indonesia’s leading English-language newspaper. And the headline on the story was: “Buddhism moves to adapt to Industry 4.0”. And it was all about a festival that Buddhists celebrate every year about the birth and life and death of Buddha. And it was held in a pagoda in Vietnam. And Buddhists from all over the world assembled to talk about Buddhism and Industry 4.0, and I found it really fascinating, which is why I devoted my column to the topic.

#### assemble

▶ sich versammeln

#### devote sth. to sth.

▶ etw. etw. widmen

**topic** ▶ Thema

**Perry:** The Fourth Industrial Revolution is causing disruption on a global scale. Can religious belief help people to cope with such dramatic change?

**Fitzgerald:** I don't know, but what I know is that if we go back to Buddhism, which has a history of 2,000 years of meditation, it's obvious that certain activities can help people deal with stress and with change. And we're living through a time of dramatic change, very stressful change. Will robots take my job? Must I learn something completely new? Should I buy the latest smartphone? Or will I look really sexy in this outfit on Instagram? So, how do people cope with such stress? Well, for a long, long time, religions have offered a place where people can go and think and contemplate and pray. And this might be in a church or a mosque or a synagogue or a temple. And in this way, they get away from the world. They have a chance to rest and relax and think. But even if you're not religious, we've seen the growth of yoga, for example, where people try to de-stress. What we know is that this is a time of change. We know that stress is a killer. And whatever helps us to cope with stress must be good.

**Perry:** You begin your story with the *Jakarta Post* and end it with the *Manila Times*. Why?

**Fitzgerald:** On the day I read the article — it was actually a multimedia piece — in the *Jakarta*

*Post*, I read an article in the *Manila Times*, which is a very important English-language newspaper in the Philippines. And this was the first part of a two-part series by a journalist looking at how Industry 4.0 could help the Philippines to industrialize. And in the second part, she travelled to Europe, to Italy, and visited companies that are using the concepts of Industry 4.0 to prepare their businesses for the present and the future. And she visited a company south of Rome, it's 175 years old, and it makes the machines that companies use, restaurants use, to make pasta. And she talked to the owners, and they were using these techniques, these concepts, which really had their origins in Germany in 2011, to make sure that they still will be in business 175 years from now. So, it was quite fascinating to see how a concept can travel around the world and then come all the way back home, as it were.

**Perry:** Thank you very much, Eamonn.

**Fitzgerald:** You're welcome.

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as it were

• sozusagen

cope with sth.

• etw. bewältigen

de-stress

• Stress abbauen

disruption ► Wandel,  
tiefgreifende Veränderung  
(durch Innovation)

scale ► Maßstab

you're welcome

• gern geschehen



## ENGLISH ON THE MOVE

### Ken Taylor on commuting in London

#### Introduction | Track 24

**David Ingram:** Erin, you remember last time, we talked about the black cabs in London?

**Erin Perry:** Sure.

**David Ingram:** Well, obviously, they're not the only way of getting around the city. In fact, the quickest way, especially during the rush hour, is to take the Underground system.

**Erin Perry:** Great system, I love it!

**David Ingram:** Yeah, it is pretty cool. And there's a lot of specific vocabulary relating to the Underground, which is useful to know and which we're going to practise now with Ken Taylor.

**Erin Perry:** Bring it on!

#### Exercise: Vocabulary | Track 25 MEDIUM

**Ken Taylor:** Let's practise some vocabulary that you would need when travelling on the Underground. I'll give you a description. Then you will hear two words or phrases, **a)** and **b)**. In the pause, choose the word or phrase that best matches the description I gave. Afterwards, you will hear the correct answer and an example of how the word or phrase is used in a sentence. There will then be a pause for you to repeat the sentence. Let's start.

- The place where you buy your ticket.
  - The ticket hall.
  - The ticket lobby.
    - a)** is correct. You buy your ticket in the "ticket hall". Listen and repeat.
      - There are ticket machines in the ticket hall. ▶
- OK, next one. A credit-card sized smartcard that can hold tickets.
  - A Rover card.
  - An Oyster card.
    - b)** is correct. An "Oyster card" is a smartcard that can hold tickets. Listen and repeat.
      - I need to top up the money on my Oyster card. ▶
- Next one. London is divided up into these for the purposes of calculating fares.
  - Travel zones.
  - Travel areas.
    - a)** is correct. London Transport divides London into travel zones to calculate the fares. Listen and repeat.
      - It's expensive to travel from Zone 1 out to Zone 6. ▶

fare ▶ Fahrpreis

top up the money  
(on a card) UK

▶ hier: ein (Karten-)Guthaben aufladen

4. OK, next one. A moving staircase.
- An escalator.
  - A traveller.
- ▶ a) is correct. An “escalator” is a moving staircase. Listen and repeat.
  - Stand on the right when using the escalators. ▶
5. And the next one. The warning phrase used to tell passengers to be careful of the opening between the train and the platform.
- “Mind the space.”
  - “Mind the gap.”
- ▶ b) is correct. “Mind the gap” is the warning phrase used to tell passengers to be careful of the opening between the train and the platform. Listen and repeat.
  - “Mind the gap between the train and the platform.” ▶
6. Next one. The place where you show or insert a ticket to get on to the platform.
- The ticket barrier.
  - The ticket gate.
- ▶ a) is correct. You show or insert your ticket at the “ticket barrier”. Listen and repeat.
  - Make sure you have your ticket ready at the ticket barrier. ▶
7. OK, next one. To get off a train.
- To alight.
  - To lighten up.
- ▶ a) is correct. To “alight” is to get off a train or vehicle. Listen and repeat.
  - He was the only passenger to alight from the train. ▶
8. OK, next one. Another word for the Underground.
- The Tunnel.
  - The Tube.
- ▶ b) is correct. Most Londoners call the Underground “The Tube”. Listen and repeat.
  - The Tube is much quicker than the bus. ▶
9. OK, last one. To get on a train.
- To embark.
  - To board.
- ▶ b) is correct. To get on a train is to “board” it. Listen and repeat.
  - I boarded the train at Oxford Circus. ▶

**Ken Taylor:** How did you get on? Did you get most of them right? If not, go back and try them again.

**embark** ▶ an Bord gehen

**insert sth.**

▶ etw. einführen, einstecken

**lighten up** ▶ hell werden;  
lockerer werden

**platform**

▶ Bahnsteig

**staircase** ▶ Treppe

**vehicle** ▶ Fahrzeug

**Exercise: Dialogue | Track 26 MEDIUM**

**Ken Taylor:** Now, listen to this conversation between two friends who are waiting for an Underground train at Oxford Circus. Joe is from the United States and is visiting his friend Louise, a Londoner. Afterwards, I'll ask you some questions about the conversation. Listen carefully for the words and phrases we have just practised.

**Joe:** I was a bit confused in the ticket hall. I didn't know which ticket to get.

**Louise:** As you're staying for a couple of weeks, an Oyster card was your best bet. So, you did the right thing.

**Joe:** And I just press it on the big yellow button at the ticket barrier...

**Louise:** That's right. Both before boarding a train and after you alight.

**Joe:** Alight?

**Louise:** Yes, that just means "get off the train". For some reason, railways use the word "alight" instead of "get off".

**Joe:** That must be a bit confusing for foreign tourists.

**Louise:** Mm, I agree. And having six travel zones can be confusing, too.

**Joe:** Well, London's a big place. At least I don't have to worry about that as long as my Oyster card is topped up.

**Louise:** Right! Oh, just don't drop it on the escalator like you nearly did on the way down!

**Joe:** Ha, I caught it just in time. Travelling by Tube can be quite exciting!

**Louise:** Here's our train.

**Announcer:** Mind the gap. Mind the gap.

**Joe:** I certainly will.

**Ken:** OK, were you listening carefully? I'll now ask you some questions about the conversation. You answer in the pause and try to use the words we practised earlier. Then you will hear a model answer. OK?

- Where was Joe feeling confused about which ticket to buy?
  - ▶ In the ticket hall.
- As Joe is staying for a couple of weeks, which ticket is his best bet?
  - ▶ An Oyster card.
- Where is the big yellow button on which he presses the Oyster card?
  - ▶ At the ticket barrier.

**bet** ▶ Wette;

hier: Option

**board a train**

▶ in einen Zug einsteigen

**escalator**

▶ Rolltreppe

**mind the gap**

▶ etwa: achten Sie auf den Spalt am Bahnsteig

**ticket hall** ▶ Schalterhalle

**topped up** UK

▶ aufgeladen

- When does he do that?
- Before boarding and after alighting from the train.
  
- How many travel zones are there in London?
- There are six travel zones.
- Where did Joe almost drop his Oyster Card?
- On the escalator.
  
- What did the announcer say when the train arrived?
- Mind the gap. Mind the gap.

**Ken Taylor:** Well done! Now you know some key words for travelling on the Underground next time you're in London.

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## INSIGHT

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

**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:** First, we're going to look at whether alcohol should be banned on flights. And we'll

also be looking at the increasing trend of firms buying back their shares from shareholders.

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

### Business news: Alcohol on flights and share buybacks | Track 28 **ADVANCED**

**Erin Perry:** Ian, you said the first topic was whether alcohol should be banned on flights. What are the arguments on either side of this debate?

**Ian McMaster:** OK, well, I think almost everybody will have encountered passengers on planes who have had rather too much alcohol — and this can be not only an unpleasant experience but also potentially a dangerous one. There have been many cases where both passengers and crew have been verbally or sexually harassed. And, in the worse-case scenario, a plane could be forced to make an emergency landing, causing great inconvenience to the other passengers. So that, along with the potential health hazards for passengers of drinking at altitude, is the argument for banning alcohol on planes.

The opposing argument is that the number of such alcohol-related incidents is relatively

**at altitude** ➤ in Höhenlage;  
hier: in großer Höhe

**emergency landing**

➤ Notlandung

**encounter sb.**

➤ auf jmdn. treffen

**harass sb.**

➤ jmdn. belästigen

**hazard** ➤ Risiko

**incident** ➤ Zwischenfall

**inconvenience**

➤ Unannehmlichkeit(en)

small in relation to the number of flights and passengers each year. And that staff are trained to deal with drunken behaviour and are not allowed to sell alcohol to passengers who are drunk. Opponents of a ban on alcohol argue that a better strategy is to educate people on the dangers of excessive drinking. One example of this is the “One Too Many” campaign operating at many UK airports. You can read more about this debate in the Head-to-Head section in the latest issue of Business Spotlight.

**Perry:** For your next topic, you said that you would talk about firms that buy their shares back from shareholders. Why would they do that?

**McMaster:** Well, let’s think about what shares — or “stocks”, as the Americans say — really are. Individuals or institutions purchase a share, literally, in a company. On the one hand, this provides finance to the company. And, on the other hand, it normally gives the shareholders the right to influence the company’s policy, and it also gives them a part ownership of the company. So, if the company is successful, shareholders benefit from a rise in the share price and also, in many cases, from the payment of a dividend from the company’s profits.

So, why might companies buy shares back from their shareholders — so-called “stock buybacks” or “share repurchases” — as many com-

panies have been doing recently. One reason might be to reduce the number of shareholders, to consolidate the ownership of the company. Share repurchases are also an alternative way of giving cash to shareholders, rather than paying dividends. Another reason for share repurchases might be to try to push up the share price. When companies feel their shares are underpriced, they often buy back shares from certain shareholders, pushing the price up and also, at the same time, increasing their earnings per share ratio (EPS), a key financial indicator.

There is, however, strong criticism of share repurchases. Some experts see them as a sign that companies have run out of investment opportunities and don’t know what to do with the cash they have generated. And buybacks can be used by firms as a way of giving their accounts a quick fix, a short-term boost. Particular criticism is levelled at buybacks that are

#### accounts

► Konten; hier: Bilanzen

argue ► den Standpunkt vertreten

boost ► Impuls, Schub

earnings per share ratio (EPS) ► Gewinn/Ergebnis pro Aktie

issue ► Ausgabe

level criticism at sth.

► an etw. Kritik üben

literally ► buchstäblich

purchase sth. ► etw. kaufen

quick fix if/mt. ► schnelle Lösung; hier: kurzfristige

Aufwertung

run out of sth.

► etw. nicht mehr haben

share ► Aktie

share price ► Aktienkurs

shareholder ► Aktionär(in)

short-term ► kurzfristig

financed by extra borrowing. Anyway, this is going to be a topic that we are likely to hear a lot more about in the coming months.

**Perry:** OK, thanks for that explanation, Ian. And finally, as always — this is getting a bit like Groundhog Day — what's the situation with Brexit?

**McMaster:** Yes, Groundhog Day indeed, Erin. Different month, same story. We still don't really have any idea what's going to happen. The UK has a new prime minister, but that doesn't make any difference to the situation in the British parliament, which up to now hasn't been willing to sign off on a Brexit deal with the EU and yet, at the same time, refuses to allow the UK to leave the EU *without* a deal. So, what's going to happen between now and the next deadline of 31 October? Will it be a Halloween horror story for Britain and the EU? Will they finally reach agreement? Or will there have to be new elections in Britain or even a second referendum on EU membership? All we can say is: watch this space!

**Perry:** OK, thanks very much, Ian. That's what we'll do. And we look forward to hearing from you again next time.

**McMaster:** You're welcome!

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## SHORT STORY

### Introduction | Track 29

**David Ingram:** Now, it's time for us to return to London for the first part of a new short story, in which the clothes people wear and the impressions they make play a key role.

**Erin Perry:** This sounds very interesting, David.

**David Ingram:** It certainly is. The story, by James Schofield, is called simply “The Impressions”. Let's listen now.

### The Impressions (I) | Track 30 **ADVANCED**

It was Monday morning and time for work. Felicity Appleby looked in the mirror at the office-suitable clothes she'd bought herself in Oxford Street on Saturday. The grey jacket felt too small and the pockets weren't large enough for anything useful, like a packet of tissues or a phone. The matching skirt was too tight, and the high-heeled shoes pinched her toes.

#### Groundhog Day US

► Marmeliertag; hier: Anspielung auf „Und täglich grüßt das Murmeltier“ (Filmtitel)

#### look forward to doing sth.

► sich darauf freuen, etw. zu tun

#### pinch one's toes ► einem die

Zehen einengen (**pinch**)  
► zwicken, (ein)quetschen

#### sign off on sth.

► etw. absegnen

#### tissue

► Papiertaschentuch

#### watch this space

► hier etwa: wir werden Sie auf dem Laufenden halten

#### you're welcome

► gern geschehen

“How could this be happening?” she wondered.

Felicity had left university with an excellent degree in English literature and found that nobody in London was interested in what she knew about plot development in Charles Dickens’s novels or the economic realities behind marriages in Jane Austen’s novels. After several weeks of being rejected for any positions that sounded interesting, she was forced to take a job at Ruff, Tumble & Bounderby Associates, an investment bank that had been founded in the 19th century and had stayed in the same building near St Paul’s Cathedral ever since.

Although she liked the offices and the location, she was not so impressed with the job. She was called a “director’s assistant”, but the impressive title really meant “secretary”. Pay and status were very unimpressive. As if that wasn’t bad enough, she quickly learned that the clothes she favoured — floral dresses combined with Doc Martens shoes and a black leather jacket with large pockets — were not seen as suitable office wear.

“Now, I don’t mean to be rude,” the office manager Tricia had said, fully intending to be extremely rude, “but our directors expect a certain level of style and elegance from us in the office. I mean, they’re all dressed up in suits, aren’t they? We can’t go around looking like hobos!”

Felicity would like to have walked out of the job at that point, but she had a large student loan to pay back and no alternative sources of finance. So, she had swallowed her pride, studied the others and put together an office wardrobe.

She turned from her mirror with a sigh, put on a respectable raincoat, gave her leather jacket a sad little pat and went down to catch the first of two buses that would take her all the way from north London down to the bank.

It was a long ride and quite pleasant when sunny. She liked sitting upstairs, seeing how the streets changed as the bus approached St Paul’s. She liked imagining the lives of the other passengers or the people who were walking to work. But today, it was rainy, windy and cold, the other passengers smelled damp and the streets were mostly empty. Things didn’t improve when she got to work. Tricia called her and the other two director’s assistants into her office.

“Mr Ripov told me something dreadful this morning, girls. Can you imagine what he discovered when he sat down in his business-class seat on the flight back from Moscow yesterday afternoon?”

**damp** ➤ feucht, klamm

**dreadful** ➤ schrecklich

**floral** ➤ geblümt, mit Blumenmuster

**hobo** US ➤ Penner(in)

**pat** ➤ Klaps

**rude: I don’t mean to be -**  
➤ ich möchte nicht unhöflich sein

**swallow one’s pride**

➤ seinen Stolz überwinden

**wardrobe** ➤ Garderobe

There was a silence as everybody tried to imagine.

“A seat belt?” guessed Felicity finally. Somebody laughed but stopped as Tricia gave them an icy stare.

“No, Felicity, and I’ll thank you all to take this seriously. He found that one of you had booked him a seat next to the toilet. The toilet! Now, I...”

After a 30-minute lecture on the importance of making sure directors were booked seats where they wouldn’t be offended by airplane plumbing, they were allowed to get back to their work.

Felicity had just finished checking a document about the sale and development of some building to Russian investors, when one of the directors, Mr Twobit, put his head out the door of his office.

“Could you pop out and get me a pastry?” he asked. “The usual, please, and make me a coffee when you get back. Here’s a tenner. Get yourself something, too.”

The rain had stopped, and a winter sun made the task quite a pleasant one. She liked the streets around St Paul’s. They were very old, with names like “Blackfriars Lane”, “Wardrobe Hill” or “Puddle Dock”, and walking down them, she could imagine she was a character in one of the Victorian novels she loved.

“Felicity Appleby hurried along Watling Street, her hand firmly pressing her new bon-

net to her head to stop the wind from removing it. The fresh air raised her spirits and, as she entered Madame Hortense’s Patisserie in Garlick Hill, it was with a sparkle in her eye and a smile upon her lips, which did not go unnoticed by the elegant gentleman with the side whiskers and a black frock coat holding the door...”

How strange! There really was a man in an old-fashioned black coat holding the door for her as she went into the pastry shop. He raised his hat (a top hat!) to her before crossing the street.

“Did you see that man in the funny clothes?” she said as she paid for the pastries. “Is he an actor or something?”

“Man? Didn’t notice,” said the man behind the counter. “That will be £8.75, please.”

Back in the office, she delivered pastry and coffee to Mr Twobit and was in the kitchen with

#### Blackfriar

► Dominikanermönch

bonnet ► Haube

counter ► (Laden-)Theke

frock coat ► Gehrock

icy stare: give sb. an

► jmdm. einen eisigen Blick zuwerfen

lecture ► Vortrag

pastry ► Gebäck(stück)

patisserie

► Konditorei

#### plumbing

► sanitäre Anlagen

pop out ► (mal) rausgehen

puddle ► Pfütze

raise sb.’s spirits

► jmdn. aufheitern

side whiskers

► Backenbart, Koteletten

sparkle ► Funkeln

tenner UK ifml.

► Zehner, 10-Pfund-Note

top hat ► Zylinder



one of the other assistants emptying the dishwasher when Tricia walked in.

“Now, that’s enough chatting. You get back to work when you’ve finished in here. And make sure you shut all these top cupboard doors properly. I hit my head on one of them earlier this week. Wouldn’t want that to happen to any of our directors, would we?”

It was a long day. Felicity had a lot to do and nearly everybody had left the office before she was finished. She put some things away in the kitchen and was just bending down to close the dishwasher when...

“Miss Appleby, could you spare a moment? We need your help to...” said a voice.

Felicity jumped up with a little cry of surprise, banged her head on an open cupboard door above her and landed with a crash on the floor.

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## CONCLUSION | Track 31

**David Ingram:** Well, we’ve come to the end of *Business Spotlight Audio 6/2019*. 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](http://www.business-spotlight.de).

**David Ingram:** Yes, and on our website you’ll find details about our latest audio product: *Business Spotlight express*, a 15-minute audio vocabulary trainer, produced twice a month to help you boost your word power for the world of work. So, 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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### Could you spare a moment?

• Hättest du / Hätten Sie  
kurz Zeit?

---

### bang one’s head on sth.

• sich den Kopf an etw.  
anstößen

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