

INTRODUCTION | Track 1

David Ingram: Welcome to Business Spotlight Audio 7/2019. 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 team performance. We'll also be looking at how to break bad news to colleagues and at the language of storytelling.

Erin Perry: And for something completely different, we're heading to London for the second part of our special short story, "The Impressions".

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 from Scotland about water.

Erin Perry: Water? Not whisky, David? That would be a lot more fun.

David Ingram: Well, actually, this story is about both water and whisky.

Erin Perry: I knew it!

David Ingram: Yes, but it's not really a fun story, Erin. It's about the threat to the Scottish whisky industry from climate change and its impact on the supply of water. As you listen to our story now, try to answer this question: when did whisky-making begin in Scotland? Ready? Listen now.

No water, no whisky | Track 3 EASY

The word "whisky" comes from Gaelic and means "water of life". Water is essential to the production of nearly everything, and whisky is no exception. Glenfarclas whisky distillery takes its water from a natural spring that temporarily went dry during last year's heatwave. The distillery had to close for a month, causing production to drop by 300,000 litres.

"We lost the whole of September," Callum Fraser, from Glenfarclas, told *The Guardian*. Many other distilleries are also having water-supply problems during the summer months.

The decrease in whisky production threatens an important part of Scotland's cultural identity. Scotland began making whisky at least 500

distillery

► Brennerei, Destillerie

Gaelic ► Gälisch

go dry ► versiegen

heatwave

► Hitzewelle

spring

► Quelle

years ago. Today, 109 distilleries rely on springs and rivers for the water they use. Some say these water sources are running lower from year to year because of Scotland's increasing heatwaves and dry spells.

If steps are not taken to fight climate change, Scotland could suffer water shortages every other year by 2050, according to some estimates. Such shortages could put the production of whisky permanently "on the rocks".

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David Ingram: OK? Did you get the answer to our question? When did whisky-making begin in Scotland?

- The answer is "at least 500 years ago". Listen again.
- "Scotland began making whisky at least 500 years ago."

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

Introduction (II) | Track 4

Erin Perry: For our next story, we'll turn to the US to look at, well, another substance that some people are rather too fond of.

David Ingram: OK, my turn to guess. We're talking about "pot", are we?

Erin Perry: "Pot"? David? Oh, dear me, you really are showing your age.

David Ingram: I beg your pardon!

Erin Perry: No need to get offended. It's just that certain words are very much associated with particular eras — and "pot" is just so 1960s and 1970s. And, as we'll hear in our story, companies that are selling marijuana legally prefer a more, well, neutral term for their product.

What's in a name? | Track 5 ADVANCED US

What do you call the plant consumed for its psychoactive properties that was recently legalized in several U.S. states? Your answer may show what generation you belong to and how you feel about the plant.

New businesses hoping to profit from the \$10 billion (about €9 billion) marijuana industry have chosen what they hope is the most neutral word for the plant, its scientific name: cannabis. "Businesses don't want to call it 'weed,'" Shirley Halperin, author of the book Pot Culture: The A-Z Guide to Stoner Language and Life, told The New York Times.

dry spell

- Trockenperiode

estimate ➤ Schätzung

every other year ➤ alle zwei Jahre, jedes zweite Jahr

on the rocks; put sth. ~ ifml.

- etwa: ernsthaft in Schwierigkeiten bringen (Wortspiel mit „on the rocks“ = mit Eiswürfeln)

pot ifml. ➤ hier: Marihuana

property ➤ Eigenschaft

rely on sth.

- auf etw. angewiesen sein

run low ➤ knapp werden

shortage ➤ Knappheit, Mangel

source ➤ Quelle

stoner ifml. ➤ Kiffer(in)

weed ifml. ➤ Unkraut; hier: Gras, Marihuana

What's in a name?

- Name ist Schall und Rauch

The many slang words for cannabis are associated with certain eras in history and often carry negative connotations. Words such as “tea” and “reefer” evoke the hedonism of the Jazz Age. The hippie counterculture of the 1960s and 1970s gave rise to the “stoner” image and the words “grass” and “pot.” In recent years, young people have tended to call it “weed.”

Attitudes to cannabis are changing with the rise of legal recreational cannabis use in the U.S. Businesses hope a new label will help shake off the plant’s stoner image, making it more attractive to millennials.

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BUSINESS SKILLS

Ken Taylor on leadership and performance

Introduction | Track 6

David Ingram: Erin, what would you say is the most important function that a team leader needs to perform?

Erin Perry: Well, we’ve already covered quite a few areas in our leadership series: making decisions, motivating people, managing change, dealing with people from different cultures...

David Ingram: Indeed, but if you had to pick just one key aspect of leadership, what would you say?

Erin Perry: I guess I’d have to say helping teams to perform effectively, to get their jobs done as well as possible.

David Ingram: Exactly. And performance is the topic of Bob Dignen’s latest Business Skills article in our leadership series. Here’s our communication skills expert, Ken Taylor, with some tips and exercises on this important subject.

Exercise: Principles | Track 7 MEDIUM

Ken Taylor: Hello. This is Ken Taylor from London. In his article on promoting performance in the latest issue of *Business Spotlight*, Bob Dignen describes seven key performance principles. So, what are these principles and what do they mean? I’ll tell you each of the principles. Then you will hear two explanations, **a)** and **b)**. In the pause, decide which explanation you think best matches that principle. Then you will hear a model answer based on what Bob suggests in the article. You can then compare your opinion with his. OK. We’ll begin.

1. The first performance principle is that you should focus on the potential of others. What does this mean?

carry a negative connotation

► einen negativen
Beigeschmack haben

evoke sth. ► etw. wachrufen,
an etw. erinnern

recreational

► hier: zu Genusszwecken

reefer *ifml.* ► Joint;
hier auch: Marihuana

tea *ifml.* ► hier: Marihuana

- a) You should concentrate on the performance of each of the team members.
- b) You should concentrate on improving the performance of weaker team members.
- a) is the better match. Focusing on the potential of others means concentrating on the performance of the whole team, starting by recruiting people with the right skills and talents.
2. OK, the second performance principle is that you need to define the scope of performance. What does this mean?
- a) Define clearly what someone is expected to do.
- b) Define clearly what the working hours are.
- a) is the better match. Defining the scope of someone's performance means defining clearly what they have to do — and also what is not part of their job.
3. OK, the third performance principle is to align tasks and people. What does this mean?
- a) Decide clearly who should do what.
- b) Connect the tasks to an individual's strengths and values.
- b) is the better match. Aligning tasks and people means connecting someone's tasks to their strengths and values. This will improve their motivation and performance.
4. OK, the fourth performance principle is “support to enable”. What does this mean?
- a) You should tell people exactly what to do, so that they can perform better.
- b) You should help people to develop, so that they can perform better.
- b) is the better match. “Support to enable” means helping people to develop, so that they are more motivated and perform better.
5. OK, the fifth principle is earning the right to demand accountability. What does this mean?
- a) You can challenge poor performance because you are in a leadership position.
- b) You can challenge poor performance because you have shown yourself to be a good, supportive leader.
- b) is the better match. If you have shown yourself to be a good leader, you can more easily challenge the poor performance of others.
6. Right, here's the sixth principle: “talk and walk together”. What does this mean?

accountability

- Verantwortlichkeit

align sb./sth.

- jmdn./etw. in Einklang bringen

challenge sth.

- etw. herausfordern; hier: hinterfragen

scope

- Wirkungsbereich

- a) You should show through your actions the way you want things done.
- b) You should discuss with your teams the ways that you are going to do things.
- ▶ b) is the better match. It is not just enough to be a **role model** for your team. You should also discuss with your team how you are going to do things and co-create a culture of good performance.
7. OK, finally, here's the seventh and last principle: celebrate success. What does this mean?
- a) You should take the time to **appreciate** good performance.
- b) You should have a good system for rewarding people financially.
- ▶ a) is the better match here. It is important to take the time to appreciate good performance. This could involve a simple celebration, such as going for a meal with your team, a financial reward or offering the opportunity for further training. This will help to create confidence and future success.

Ken Taylor: Good, well done. Did you agree with all those performance principles? For more on this subject, read Bob Dignen's article in the latest issue of *Business Spotlight*.

Exercise: Vocabulary | Track 8 **ADVANCED**

Ken Taylor: Now, let's look at some interesting expressions that Bob uses in his article. You'll find them useful when talking about work performance.

I'll give you an expression. In the pause, provide a definition of this expression. Then you will hear the correct answer and an example of the expression used in a sentence. There will then be a pause for you to repeat the sentence. Ready? Here's the first one.

- "The hallmark of something". What does this mean?
 - ▶ "The hallmark of something" is the most typical quality of something. Listen and repeat.
 - The hallmark of good leadership is getting success through high performance. ▶
- OK, next one: to "serve as an anchor". What does this mean?
 - ▶ To "serve as an anchor" means to "make something stable and secure". Listen and repeat.
 - The seven performance principles can serve as anchors in a difficult work environment. ▶
- OK, next one: to "poach talent". What does this mean?

appreciate sth.

▶ etw. anerkennen, würdigen

role model

▶ Vorbild

- To “poach talent” is to persuade a talented person in another organization or depart-ment to come and work for you. Listen and repeat.
- Be ready to poach talent either internally or externally. ➤
- Next one: “highly questionable”. What does this mean?
 - If something is “highly questionable”, it is not at all reasonable or acceptable. Listen and repeat.
 - People criticized his approach to leadership as being highly questionable. ➤
- OK, next one: “robust conversations”. What are these?
 - “Robust conversations” are ones in which opinions are expressed honestly and clearly. Listen and repeat.
 - Leaders need to have robust conversations with their team members. ➤
- Next one: “heavy-handed”. What does this mean?
 - If someone is “heavy-handed”, they use too much force when dealing with someone or something. Listen and repeat.
 - Poor leaders often have a heavy-handed approach to their staff. ➤
- OK, next one: “highly fragmented”. What does this mean?
 - Something that is “highly fragmented” is divided into many separate parts. Listen and repeat.
 - Many large organizations are highly fragmented. ➤
- OK, last one: “a double-edged sword”. What is this?
 - Something that is “a double-edged sword” has both positive and negative aspects or effects. Listen and repeat.
 - Relying on IT to solve problems can be a double-edged sword. ➤

Ken Taylor: Good, well done. If you found that difficult, go back and do that exercise again.

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PERSONAL TRAINER

A SWOT analysis

Introduction | Track 9

David Ingram: We'll stay with Ken Taylor now and move on to the Personal Trainer section in *Business Spotlight*.

approach

➤ Herangehensweise,
Methode

department

➤ Abteilung

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 10 EASY

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

Ken Taylor: John Kent. John is a communications skills trainer who works internationally. He helps you improve your intrapersonal and your interpersonal communications skills. He works with processes that help your self-awareness and which enable you to learn how relationships work.

Perry: And which topics did you discuss with John?

Taylor: We discussed how to create sustainable working relationships. And we based this discussion on the idea of creating a personal SWOT analysis, analysing your strengths, weaknesses, opportunities and threats.

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

Taylor: We talked about how you can identify your personal strengths and weakness, based on John's background in using a process called "voice dialogue". We then looked at how you

can create opportunities through having a more balanced approach to your life, and how you can avoid threats to this balanced approach by making conscious choices. 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 to write to us, and the email address is: business.trainer@spotlight-verlag.de

Perry: Thank you very much, Ken.

Taylor: Thank you.

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SKILL UP!

The language of storytelling

Introduction | Track 11

David Ingram: Let's "skill up" now on our language, with some terms relating to storytelling.

approach

► Herangehensweise

issue

► Ausgabe

strengths, weaknesses, opportunities and threats

► Stärken, Schwächen, Chancen und Risiken

sustainable ► tragfähig

topic ► Thema

Erin Perry: Oh, I do like a good story! What's this one about, David? Dragons? Unicorns? Harry Potter?

David Ingram: No, no, not that kind of fictional story, Erin. We're talking about the sorts of stories that business people use to describe their work and which help them to connect with other people, influence them and build trust with them. That's why storytelling is an essential business skill.

Erin Perry: Got it!

David Ingram: OK, so let's practise some storytelling expressions now.

Exercise: Idioms for storytelling | Track 12 MEDIUM

Erin Perry: In this exercise, we'd like you to explain the meaning of an idiom relating to storytelling. First, you'll hear an idiom or phrase 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 "give sb. a blow-by-blow account", you...
 - a) inform them briefly.
 - b) give them a detailed description of something.
- b) is correct. If you "give sb. a blow-by-blow account", you give them a detailed description of something. Next one.

- If you "leave sb. high and dry", you...

a) solve all their problems.

b) let them down in a difficult situation.

- b) is correct. If you "leave sb. high and dry", you let them down in a difficult situation. OK, next one.

- If you "have kittens", you...

a) are very nervous, anxious or upset.

b) have an abnormal amount of energy.

- a) is correct. Someone who "has kittens" is very nervous, anxious or upset about something. OK, and the last one.

- If something is "no picnic", it is...

a) something that has long-term benefits.

b) difficult to do and may cause problems.

- b) is correct. If something is "no picnic", it is difficult to do and may cause problems.

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

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anxious ➤ beunruhigt

let sb. down

➤ jmdn. im Stich lassen, hängen lassen

long-term

➤ langfristig

upset

➤ aufgebracht

FALSE FRIENDS

Exercise: Translation | Track 13 MEDIUM

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

Erin Perry: Our first word refers to the speech that a priest gives during a church service. Please translate this word.

German: Predigt

English: sermon

David Ingram: Don't say "predict" here. The verb "predict sth." means "forecast sth.". The English translation of the German word *Predigt* is "sermon". Please translate this sentence.

German: Ich habe seine Predigten satt!

English: I've enough of his sermons!
I'm fed up with his sermons!

Erin Perry: Our next word is used to inform somebody about the events that have taken place in a company or institution over the course of time. Translate this word, please.

German: Chronik

English: timeline, history, chronology

David Ingram: "Chronic" is wrong here. This adjective is used in the context of a disease that persists over a long time and can't be easily cured. The German word *Chronik* is translated as "timeline", "history" or "chronology" in English. Translate this sentence now.

German: Die Chronik ihres Familienunternehmens ist beeindruckend.

English: The timeline of their family business is impressive.

The history — or the chronology — of their family business is impressive.

Erin Perry: You use our next false friend to refer back to something that you have already mentioned or to come to a conclusion. Translate this word now.

German: also

English: so

David Ingram: You can't say "also", as this means "too" or "in addition". The German word also is "so" in English. Please translate this sentence.

German: Es waren viele ehemalige Kollegen gekommen. Also blieben wir länger.

English: A lot of former colleagues had come. So we stayed longer.

conclusion

► Schlussfolgerung

forecast sth.

► etw. vorhersagen

Erin Perry: OK, our last false friend refers to a story with imaginary events and characters. Please translate this word

German: Roman

English: novel

David Ingram: Don't say "Roman" as this refers to the ancient Roman Empire or to today's city of Rome. The English translation of *Roman* is "novel". Translate this sentence, please.

German: Sie liest gerne einen Roman auf ihrem täglichen Weg zur Arbeit.

English: She likes to read a novel during her daily commute.

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

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CAREERS & MANAGEMENT

Margaret Davis: A career in journalism

Introduction | Track 14

Erin Perry: David, do you want the good news or the bad news?

David Ingram: Oh-oh, not another one of your little games. Come on then, give me the good news.

Erin Perry: OK, the good news is that it's time to hear again from our Careers editor, Margaret Davis.

David Ingram: That certainly is good news. She's always got such good advice for us. But... er... what's the bad news then?

Erin Perry: Well, I don't know how to break this to you and our listeners, but this is the last time that Margaret will be with us, as she is retiring after nearly 30 years at Spotlight Verlag.

David Ingram: Oh, no. That is bad news. We'll certainly miss her and her insightful comments on career matters.

Erin Perry: Indeed, we will! But in the latest issue of *Business Spotlight*, Margaret has written a lovely column about her life as a journalist. And she's here now to read it for us. And afterwards, you can interview Margaret as always.

David Ingram: Oh, well, that's something at least, I guess.

Erin Perry: First, let's listen to Margaret's column.

Column: Happiness at work | Track 15 MEDIUM

"Find a job you enjoy doing, and you will never have to work a day in your life." (Mark Twain)

It's debatable whether Mark Twain actually said this, but there's no question that it's frequently quoted by career coaches giving advice. And, like most such advice, it's not entirely true. No job, no matter how enjoyable, is fun all the time. Still, your chances of enjoying your work

imaginary
→ ausgedacht, fiktiv

quote sth.
→ etw. zitieren

are greater if you choose a career that suits your abilities.

I've been a journalist for most of my working life, starting with a summer job as a junior reporter and general dogsbody at a local newspaper. Back then, an elderly publisher told me, "Being a reporter is the most fun job in the world." It frightens me a bit to think that I am now probably the same age as he was when he made that remark!

Why do people become journalists? In my case, a love of writing was the main reason. And let's be honest, writing is my only marketable skill. Another motivation for choosing the career is the desire to meet interesting people, possibly even celebrities. Over the years at Spotlight Verlag, I've met and interviewed a number of important figures, from influential feminist Betty Friedan to Oscar Wilde's grandson, Merlin Holland. The former was, despite her stropy reputation, absolutely charming. The latter nearly broke off the interview in the first ten minutes.

Of course, not all the people I've interviewed have been famous, although some of them probably deserved to be. Over more than a decade of writing for and editing community newspapers in Canada, I met many fascinating characters, including a widow whose ghost story about her Victorian mansion still sends shivers up my spine. Or the militant squatter,

living in a shack in the middle of a national park long after his neighbours had accepted new homes elsewhere. That was the first (and I hope the last) time I ever had to face a heavily armed man who looked like a Latin American freedom fighter.

Journalism has changed greatly since I entered the profession. These days, as publishers struggle with falling advertising revenues and the loss of subscriptions, staffing has been reduced. Journalists are expected to be Jacks (and Jills) of all trades — or, to use a wonderful German expression, become eyerlegende Wollmilchsäue. The jobs they do are still important, however. As I prepare for retirement after nearly 30 years at Spotlight Verlag, I hope that some of the articles I've written have provided you

celebrity

► bekannte Persönlichkeit

community newspaper

► Lokalzeitung

dogsbody UK ifml. ► Mädchen für alles, Handlanger(in)

edit sth.

► etw. redaktionell bearbeiten

elderly ► ältere(r,s)

jack (or jill) of all trades

► Alleskönner(in)

junior ► hier: Nachwuchs-

mansion ► Herrenhaus

publisher ► Verleger(in), Herausgeber(in)

revenues

► Einnahmen

send shivers up sb.'s spine

► jmdm. Schauer über den Rücken jagen

shack

► Hütte, Schuppen

squatter

► Hausbesetzer(in)

stropy UK ifml.

► übellaunig

subscription

► Abonnement

the former ► Erstere(r,s)

the latter ► Letztere(r,s)

with useful information or perhaps made you smile.

I will miss my colleagues at *Spotlight* and *Business Spotlight*, as well as at our sister publications. There surely aren't many workplaces where coffee break conversations are held in five different languages, sometimes in all five simultaneously! And that's another key to a long and enjoyable career: work with people you like and respect. My deepest thanks to all of them — and to all of you — for your interest and support.

Interview: Margaret Davis | Track 16 MEDIUM

David Ingram: Margaret, nearly 30 years at *Spotlight* and *Business Spotlight* — that is an extraordinarily long time and an extraordinary achievement. When you joined *Spotlight Verlag*, back in 1989, did you ever imagine that you would still be here in 2019?

Margaret Davis: Definitely not! In the past, the longest I ever stayed in one job was four years. That's quite normal in journalism, especially at the beginning of your career, when you want to get as much experience in as many different places as possible. My long stay at *Spotlight* is probably due to a combination of factors, but certainly it's been a major advantage to be able to work in my own field despite living in a foreign country. Most of my expat friends have not been able to do that and have changed careers altogether.

Ingram: As you said in your column, you've interviewed countless people for both magazines over the years, many of them very well known. Out of all of them, who was your favourite interview partner?

Davis: That's easy — although I interviewed a lot of people and most of them were a pleasure to talk to, Judith Kerr, the author of *When Hitler Stole Pink Rabbit*, really stands out. I did several phone interviews with her for an article marking her 80th birthday. Not only was she intelligent and very funny, but she actually called me up when the article appeared to thank me for it. No one else ever did that. No doubt she called up everyone who interviewed her, but I was really touched by it. She died earlier this year at the age of 95.

Ingram: Journalists are famous — or, maybe, infamous — for the funny things that happen to them during their work. Looking back over your career, is there a particularly amusing or strange incident that stands out?

Davis: Yes, once during my summer job at a local newspaper, I was in the upstairs darkroom

coffee break

► Kaffeepause

darkroom

► Dunkelkammer

due: be ~ to sth.

► auf etw. zurückzuführen sein

expat(riate) ► dauerhaft im Ausland lebende Person

incident

► Ereignis, Begebenheit

infamous ► berüchtigt

stand out ► herausragen

developing photos when I suddenly remembered I had to go to the golf club and take pictures. So I dropped everything, jumped into my car and headed off. When I came back an hour later, I discovered a CBC television crew doing an interview with the editor, who had a bucket beside his desk. And away from the editor's office, other staffers were running around frantically with buckets and mops. I had left the water on while rinsing prints and it began dripping through the ceiling. Amazingly, they did not fire me on the spot!

Ingram: Amazing indeed! And finally, Margaret, what advice would you give to someone starting out today in journalism?

Davis: In some ways, journalism has changed so much as to be almost unrecognizable — or at least the methods we use have changed. You don't have to have formal training to be a journalist, but I'm a big believer in getting as much training as possible before entering the career. The advantage to a university journalism programme is that you will also have a chance to discuss important ethical issues, and not simply learn how to use the technology. But the main requirement for a journalist is curiosity. Look around you, ask lots of questions and don't take anything for granted.

Ingram: Many thanks for coming in to talk to us, Margaret. And many thanks — also on behalf of our listeners and readers — for all the wonderful articles and excellent advice that you've provided us with over the past 30 years. All the best for your retirement!

Davis: Thank you! You're welcome. It's been a pleasure.

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LANGUAGE TEST

Logistics

Introduction | Track 17

Erin Perry: David, I'm always so impressed when I do my weekly shopping in the supermarket. There's a huge range of dairy products, fresh

amazingly

▶ erstaunlicherweise

bucket ▶ Eimer

ceiling ▶ Decke

curiosity

▶ Neugier, Wissbegierde

drop everything

▶ alles stehen und liegen lassen

editor ▶ Redakteur(in);

hier: Chefredakteur(in)

frantically ▶ hektisch

head off ▶ hier: losfahren

issue ▶ Frage, Thema

on behalf of

▶ im Namen von

on the spot

▶ sofort, auf der Stelle

rinse sth.

▶ etw. spülen; hier: wässern

staffer US

▶ Mitarbeiter(in);
hier: Redaktionsmitglied

take sth. for granted

▶ etw. als selbstverständlich erachten

you're welcome

▶ gern geschehen

vegetables, frozen pizzas, newspapers and magazines.

David Ingram: So, what exactly is it that impresses you so much, Erin?

Erin Perry: Well, just think about the logistics involved in getting all those products delivered from all around the world.

David Ingram: Well, that's globalization and logistics for you. Though I often think it would be better if we all bought more local products.

Erin Perry: I'm certainly with you there. Nevertheless, logistics — getting goods to be at the right place at the right time — is a key part of modern business and it's the topic of our language test in the latest issue of *Business Spotlight*. So let's do an exercise now on some key logistics terms.

David Ingram: OK! I'm ready.

Exercise: Logistics vocabulary | Track 18 MEDIUM

David Ingram: We have two exercises for you now. The first one is about product categories, and the second one is about abbreviations. In the first exercise now, you'll hear the name of two categories of goods and then a sentence starting with three specific products and ending with a beep. In the pause, choose the right category for the three products. Then you'll hear the complete sentence again. OK? Let's get started. Here are the first two categories of

- semi-finished goods / raw materials
 - Iron, cotton and wood are all... [beep]
 - Iron, cotton and wood are all raw materials. OK. Next one.
- perishable products / intermediate goods
 - Strawberries, meat and cheese are all... [beep]
 - Strawberries, meat and cheese are all perishable products. Next one.
- salvage goods / hazardous goods
 - Heating oil, radioactive substances and chemical products are all... [beep]
 - Heating oil, radioactive substances and chemical products are all hazardous goods. And the last one.
- waste products / flammable products
 - Yogurt cups, glass bottles and cardboard boxes are all... [beep]
 - Yogurt cups, glass bottles and cardboard boxes are all waste products. But make sure to throw them into the right container when recycling them.

Erin Perry: Well done. And now let's go on with the second exercise. I'll give you an abbreviation. In the pause, you say what this abbrevia-

cardboard box

► Pappkarton

tion stands for in the context of logistics. Then you'll hear the correct answer. Ready?

- “FOB”. What does this stand for?
 - ▶ The abbreviation “FOB” stands for “free on board”, followed by the name of the port of shipment. Next one.
- “CIF”. What does this stand for?
 - ▶ The abbreviation “CIF” is short for “cost, insurance, freight”, followed by the name of the port of destination. OK, next one.
- “COD”. What does this stand for?
 - ▶ The abbreviation “COD” stands for “cash on delivery”. Next one.
- “EXW”. What does this stand for?
 - ▶ “EXW” stands for “ex-works”, meaning “from the factory or production plant”. OK and the last one.
- “CIP”. What does this stand for?
 - ▶ “CIP” is short for “carriage and insurance paid”, followed by the name of the destination.

Erin Perry: Well done. Did you get the meanings of all those terms right? If not, go back and try this exercise again.

Business Spotlight 7/2019, pp. 30–34

EASY ENGLISH

Ken Taylor on breaking bad news

Introduction | Track 19

Erin Perry: David, I've got some more bad news for you, I'm afraid.

David Ingram: You are joking I hope, Erin. Is somebody else leaving, too? You, for example?

Erin Perry: No, David. It's just that I'm afraid I'm not going to be able to stand in for you on that job you asked me to do in October.

David Ingram: Are you serious? We agreed that a long time ago, and I can't change my arrangements now... Hang on, why are you smiling? You're pulling my leg, right? We're going to do an exercise, aren't we? I've got it, the one about breaking bad news to colleagues.

Erin Perry: Very good, David. Our communication skills expert, Ken Taylor, is here again with some exercises and advice on how to break bad news to colleagues.

Exercise: Dialogues (I) | Track 20 EASY

Ken Taylor: In his latest Easy English article, Mike Hogan has four key tips on how to break bad news to someone at work. These tips are:

plant ▶ Werk

port of destination

▶ Bestimmungs-, Zielhafen

port of shipment

▶ Verschieffungs-, Ladehafen

1. Think carefully about the best way of breaking bad news. Be honest in the way you do it.
2. Don't blame others or make excuses for your own failings.
3. Consider how the other person will feel about the bad news and if they will have comments or want to ask questions.
4. If possible, present a solution to the bad news.

Now, bearing these tips in mind, listen to some dialogues between Jean, a department head, and Stephen, one of her staff. First, listen to this bad example of breaking bad news. In the following pause, say what went wrong. Then you will hear my opinion.

Jean: Stephen. I need to tell you that you can't go to the trade fair next month.

Stephen: What? Why? I've got all these meetings lined up. I'll have to spend ages making excuses and cancelling them.

Jean: If it was up to me, you would still be going. But Mike in logistics has been causing problems and says it's their turn this time. So, that's it, I'm afraid. Sorry and all that.

Ken Taylor: Hmm. What do you think was wrong with Jean's approach? ➤

■ Well, Jean was very abrupt and blamed someone else for the situation. She also didn't offer any solution to Stephen's problems and didn't sound very empathetic. OK,

now listen to this good example of the same situation and make a note of what Jean does better.

Jean: Stephen. I've got some bad news, I'm afraid. We can't let you go to the trade fair next month.

Stephen: What? Why? I've got all these meetings lined up. I'll have to spend ages making excuses and cancelling them.

Jean: Let me explain what's happened. You know we have budget restrictions for the costs for the trade fair. This year, the emphasis of the fair is on logistics, and the management team would like our logistics people to have the chance to go. I know it's short notice and understand if you don't feel good about this. But I wanted to explain the rationale behind our decision.

Stephen: OK, I understand. But what about my contacts?

Jean: Well, why don't you, Maxine and I sit down together and come up with some other ways of keeping your contacts happy?

ages ➤ hier: eine Ewigkeit

approach

➤ Vorgehensweise

emphasis ➤ Schwerpunkt

lined up ➤ aufgestellt;

hier: fest geplant

rationale ➤ Grund/Gründe

restriction ➤ Beschränkung

short notice ➤ kurzfristig

trade fair ➤ Messe

turn: it is sb.'s -

➤ jmd. ist an der Reihe

up: be - to sb.

➤ an jmdm. liegen

Ken Taylor: OK, what was better about Jean's approach this time? ➔

■ There were a number of things that were better this time. Jean gave a clear explanation as to why the plans had changed without blaming anyone else. Indeed, she took responsibility as part of the management team. She was also empathetic about Stephen's situation and she suggested a plan of action to deal with his problem.

Exercise: Dialogues (II) | Track 21 EASY

Ken Taylor: OK. Now, let's listen to another bad example of breaking bad news. Again, afterwards, there will be a pause for you to say what Jean did wrong. You will then hear my opinion.

Jean: There's a problem with your planned holidays, Stephen. It's not possible for you to be away the week beginning the 7th of August.

Stephen: What? Why is that? We've started planning the break already.

Jean: Someone has to be here that week to cover the IT maintenance.

Stephen: I thought Max was going to do that.

Jean: He's on holiday then.

Stephen: But you told me he would be free.

Jean: Yes, I know. But there's been a slight mix-up in admin with the holiday roster. Max has booked the same weeks as you. It can't be helped.

Stephen: But you're responsible for coordinating holidays, aren't you?

Jean: Hmm. I suppose so. Anyway, what's done is done.

Ken Taylor: Oh, dear. Why was that the wrong approach by Jean? ➔

■ First, Jean was not at all apologetic for upsetting Stephen's holiday plans. In fact, she sounded rather dismissive. Also, she blamed admin for her mistake with the holiday roster. OK, so let's see if Jean can handle the situation in a better way. Listen to the next dialogue and make a note of what she does better.

Jean: I'm afraid we have a problem with your August holiday dates, Stephen. I've made a mistake in the scheduling. Max had already booked the dates you asked for. I'm really sorry.

Stephen: What? Does that mean I can't have those dates? We've started planning the break already.

admin UK /jɪml. ➔ Verwaltung

apologetic

➔ (sich) entschuldigend

approach

➔ Vorgehensweise

break ➔ Pause; hier: Urlaub

cover sth.

➔ hier: etw. abdecken

dismissive ➔ herablassend

It can't be helped.

➔ Es lässt sich nicht ändern.

maintenance ➔ Wartung

mix-up ➔ Durcheinander

roster ➔ Plan

scheduling

➔ (Zeit-)Planung

upset sth. ➔ etw. umstoßen;

hier: durcheinanderbringen

Jean: I know. It was a mix-up on my part. But we have to have you or Max here to cover the IT maintenance. It would mean shifting your holiday to start on the 14th instead of the 7th. Would that work for you?

Stephen: Well, we haven't booked anything luckily, but Mary will not be happy.

Jean: Hmm. I can understand that. You can blame the problem on me. And tell her that you can have first choice for days off over Christmas as a slight compensation.

Stephen: Thanks, Jean. That would help!

Jean: Sorry again about the mix-up.

Ken Taylor: OK, why was that a better version? ▶

■ This time, Jean was honest about the situation and took responsibility herself for the mix-up. Also, she was apologetic, understood Stephen's problem and, as a solution, offered some compensation by giving him first choice of days off over Christmas.

Ken Taylor: For more tips and useful language phrases for breaking bad news, read Mike Hogan's latest article in *Business Spotlight*. And remember, when breaking bad news, you need to be honest and empathetic. You shouldn't blame others and, if possible, you should try to have a solution for the problem.

Business Spotlight 7/2019, pp. 54–55

INSIGHT

Business news with Ian McMaster

Introduction | Track 22

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 homeschooling should be allowed. And we'll also be examining the potential impact of a no-deal Brexit on the British economy and its currency.

Erin Perry: OK, as always, we're intrigued. And somehow, I suspected Brexit might feature.

Business news: Homeschooling, Brexit and the British economy | Track 23 **ADVANCED**

Erin Perry: Ian, you said the first topic was about homeschooling and whether it should be allowed. What are the arguments on either side of this debate?

Ian McMaster: This is a topic that generates very strong and emotional views, because it goes to the heart of the role of parents in the education of their children. And different countries have

off ▶ hier: frei

shift sth. ▶ etw. verschieben

work ▶ hier: in Ordnung sein

different laws regulating home education. People who are in favour of homeschooling argue that it is a basic human right that governments should respect and protect. They argue that home education provides the best possible conditions for allowing children to reach their full potential in a safe environment, and that parents can provide the kind of individualized attention that simply isn't possible in schools with large class sizes.

Opponents of homeschooling, on the other hand, believe that schools are the best places for children to learn those things that society decides are necessary, taught by teachers who are qualified in a range of subjects. They believe that neither the children themselves nor their parents should determine what they should learn. And they further argue that schools are the best places for children to learn how to interact with others and develop their social skills. Anyway, 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 you would talk about the potential impact of a no-deal Brexit on the British economy and its currency, the pound. I've got a specific question here: does the election of Boris Johnson as prime minister mean that such a no-deal Brexit is now more likely?

McMaster: Well, that certainly seemed to be the case immediately after Boris Johnson's election as prime minister at the end of July. Johnson said that he was determined to take Britain out of the EU by the latest deadline of 31 October "do or die" — in other words, whatever happens, with or without a deal. Interestingly, Johnson now rejects the deal negotiated with the EU by his predecessor Theresa May, although he voted for it himself back in March. And it seems very unlikely that the EU will offer the UK a new deal, which is what Johnson claims he will be able to negotiate. So, many people have concluded that the only possible outcome is a no-deal Brexit.

The problem with this line of argument is that the British parliament has so far rejected not only Theresa May's negotiated deal but also the idea of Britain leaving the EU without a negotiated settlement. So, how does Britain get out of this mess? I wouldn't be surprised if Boris Johnson decided to go for a new general election soon, in an attempt to get a clear majority in the House of Commons. He would then

argue ► den Standpunkt vertreten

go for sth.
► sich für etw. entscheiden

line of argument
► Argumentationsweise

mess ► Chaos

predecessor
► Vorgänger(in)

settlement
► Beilegung, Lösung

blame the intransigence of both the EU and the current parliament for the failure to achieve a new negotiated Brexit. What would happen next politically is anybody's guess.

But what would happen to the UK economy if Britain *did* leave the EU without a deal? As always, economists disagree. But there is a real risk that Britain would be pushed into a recession and suffer a significant loss of gross domestic product. It is also highly likely that the value of the pound would fall even further, following the drop of around 15 per cent since the Brexit referendum in 2016. Now, other things being equal, a lower pound would boost British exports, but it would also raise import prices and cut living standards. As the *Financial Times* wrote recently, “a further devaluation ... will not make the country more competitive but merely reflect the fact that it has become a far less attractive place to do business”. So, a no-deal Brexit is likely to cause serious economic damage, which is why, despite all his rhetoric, Boris Johnson will do all he can to avoid this scenario.

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

McMaster: You're welcome.

Business Spotlight 7/2019, pp. 50, 64–65

ENGLISH ON THE MOVE

The concierge's desk

Introduction | Track 24

David Ingram: Erin, you know what I appreciate at a good hotel?

Erin Perry: The bar? The pillows? Room service? How would I know?

David Ingram: No, what I really appreciate is when there's a concierge who's really helpful, for example with recommendations for restaurants or even getting tickets for the theatre or sporting events.

Erin Perry: Right on!

David Ingram: Right on? That's so 1960s and 1970s. Now who's showing her age!

Erin Perry: Oh, touché!

David Ingram: Anyway, Ken Taylor is here now with some exercises about the work of the concierge.

Erin Perry: Great. But don't think I'll forget that!

anybody's guess: be ~

- völlig offen sein

boost sth.

- etw. ankurbeln

gross domestic product

- Bruttoinlandsprodukt

intransigence

- Unnachgiebigkeit

look forward to doing sth.

- sich darauf freuen, etw. zu tun

merely

- lediglich

other things being equal

- unter sonst gleichen

Bedingungen

You're welcome.

- Gern geschehen.

Exercise: Dialogue, vocabulary | Track 25 MEDIUM

Ken Taylor: A hotel concierge is there to help guests. Two common requests are for help with booking restaurants and with booking tickets for the theatre. Listen to this short conversation between a concierge and a hotel guest who wants to make a reservation for a restaurant. Afterwards, we'll practise some of the vocabulary.

Guest: Excuse me. I need some advice about local restaurants.

Concierge: Certainly, madam. How can I help you?

Guest: My husband and I would like to eat out tonight around 7 p.m.

Concierge: I see. And did you have any type of restaurant in mind?

Guest: We're not looking for fine dining. We were thinking of something more casual.

Concierge: Did you have any special type of cuisine in mind? Italian? French? Asian?

Guest: Hmm. We're not really fussy. Just somewhere nice within walking distance. Oh, and the restaurant should have vegetarian options.

Concierge: There's a pop-up Vietnamese restaurant nearby which is very good. They only have a limited regular menu. They supplement the menu with a specials board.

Guest: Hmm. That sounds great.

Concierge: I'll see if I can make a reservation. How many will be in the party?

Guest: Just the two of us.

Ken Taylor: OK, you will now hear some parts of the conversation again. You'll hear the concierge or the guest say something. I'll then repeat a word or phrase from that sentence. Then you will hear two explanations, a) and b). In the pause, choose the explanation that best matches that word or phrase. Then you will hear the correct answer. After that, you will hear the sentence again with a pause for you to repeat it. OK. Let's start.

Guest: We're not looking for fine dining.

■ "Fine dining". What is this?

a) Eating in an expensive, fancy restaurant.

b) Eating in a buffet-style restaurant.

► a) is correct. "Fine dining" is eating in an expensive, fancy restaurant. Listen and repeat.

Guest: We're not looking for fine dining. ► OK, next one.

Concierge: There's a pop-up Vietnamese restaurant nearby which is very good.

■ A "pop-up restaurant". What is this?

a) A restaurant where you do not need to book.

b) A temporary restaurant.

casual ► ungezwungen

cuisine ► Küche, Kochkunst

fancy ► schick

fussy ► heikel

menu ► Speisekarte

party ► Gesellschaft, Gruppe

specials board

► Tafel mit Tagesgerichten;

hier: Tageskarte

supplement sth.

► etw. ergänzen

- **b)** is correct. A “pop-up restaurant” is a temporary restaurant, which is there for only a short time. Listen and repeat.

Concierge: There’s a pop-up Vietnamese restaurant nearby which is very good. ➤

Next one.

Concierge: They supplement the menu with a specials board.

- A “specials board”. What is this?

- a) A list of food not available on the regular menu.
- b) The specialties of the restaurant.
- **a)** is correct. A “specials board” is a list of food not available on the regular menu. Listen and repeat.

Concierge: They supplement the menu with a specials board. ➤

OK, last one.

Concierge: How many will be in the party?

- The “party”. What is that?

- a) A group of people who are celebrating.
- b) A group of people involved in an activity together.
- **b)** is correct in this case. A “party” can be a group of people who are celebrating. But in this case, it means “a group of people involved in an activity together” — here, going for a meal. Listen and repeat.

Concierge: How many will be in the party? ➤

Ken Taylor: Well done. How did you get on? If you had problems, go back and try this exercise again.

Exercise: Dialogue | Track 26 MEDIUM

Ken Taylor: Now, let’s practise discussing a theatre booking. Imagine you are in a hotel in the US. You and a friend want to see a musical play called *Hamilton* on Friday. You are prepared to pay up to \$80 per ticket. You would prefer an afternoon performance and want to be close to the front.

You will hear a question from the concierge. In the pause, answer the question with a full sentence. Then you will hear a model answer followed by another pause for you to repeat the answer. Remember, you and a friend want to see a musical play called *Hamilton* on Friday. You are prepared to pay up to \$80 per ticket. You would prefer an afternoon performance and want to be close to the front.

Concierge: Which show would you like to see? ➤

Guest: We’d like to see the musical *Hamilton*. ➤

Concierge: What’s your limit for the ticket prices? ➤

Guest: We’re prepared to pay up to \$80 per ticket. ➤

Concierge: How many will be in your party? ▶

Guest: There will be two of us. ▶

Concierge: Which day would you like to go? ▶

Guest: We'd like to go on Friday. ▶

Concierge: Would you prefer a matinee or an evening performance? ▶

Guest: We'd prefer a matinee performance. ▶

Concierge: Would you like seats in the circle or the stalls? ▶

Guest: We'd like seats in the stalls, please. ▶

Ken Taylor: Well done. I hope the concierge will be able to get you your tickets. *Hamilton* is a very popular musical. In good hotels, the concierge can help you with many other things besides booking restaurants and theatres. They know the local area well and have good contacts. So, don't hesitate to get their help and advice.

Business Spotlight 7/2019, p. 62

SHORT STORY

Introduction | Track 27

David Ingram: Now, it's time for us to return to London for the second part of our new short story. And this time, things are going to start getting, well, just a little bit strange.

Erin Perry: Strange, David? I'm not sure I like the sound of this.

David Ingram: Don't worry, Erin. I'll protect you! The story is by James Schofield and it's called "The Impressions". Let's listen now.

The Impressions (2) | Track 28 MEDIUM

At first, she saw only flashing lights, which gradually turned into spinning circles that slowly settled down into a group of blurry faces looking down at her.

"Miss Appleby, are you all right?" said a voice. Somebody helped her stand up and move towards a chair. There was the sound of running water and a cold wet cloth was pressed to the top of her head.

"Miss Appleby, can you hear me?"

Felicity focused her eyes with difficulty on the face from which the voice came and recognized the well-dressed gentleman she had seen

blurry ▶ verschwommen

circle UK ▶ Rang

spin ▶ sich (im Kreis) drehen

stalls UK ▶ Parkett

in the pastry shop that morning. On one side of the man stood a rather dirty boy of about 13 with a cloth cap, and on the other side was a woman in a long dress made of black silk.

“Ah, Miss Appleby,” the man said. “So sorry for the little accident with the cupboard. Now, I don’t want to hurry you, but do you think you could come along to the boardroom? They’re expecting you.”

“But ... but who are you? What are you doing in the building? You don’t belong here!”

“My name, Miss Appleby, is Frederick Tumble. And I promise you, I definitely belong to this building. If you come along to the boardroom, we can explain everything. Mrs Twizleton, you take Miss Appleby’s right arm ... I’ll take her left ... Smudge, you open the doors. Off we go!”

And with that, Felicity found herself being walked down the corridor towards the boardroom. As they entered, a bizarre sight met her eyes. Sitting round the table was an extraordinary mixture of people in an extraordinary mixture of clothes. It was as if they were guests at a fancy-dress party, but everybody had a different idea of what the theme should be. There was a large man dressed as a Nigerian prince, a couple of people who looked like bank clerks from a story by Charles Dickens, a policeman with his blue helmet beside him on the table, two nurses from the Second World War, an Ameri-

can general smoking a cigar and a lady dressed in a Salvation Army uniform. At the head of the table, and with a glass of what looked like port in his hand, sat an old gentleman wearing a wig. As Felicity was put into the chair next to him, he stood up and tapped his glass with a spoon.

The room fell silent.

“Miss Appleby,” he said, “my name is Sir Lancelot Tumble, founder of Ruff, Tumble & Bounderby. We are delighted to welcome you.”

Felicity stared at him with round eyes. “Am I ... am I dead?” she asked finally in a weak voice. The group burst out laughing.

“Certainly not!”

“Are ... are you ghosts?” They laughed even louder this time.

“Sorry, Uncle Lancelot,” said Frederick. “Miss Appleby bumped her head and we didn’t have a chance to explain.”

“I see. Well, Miss Appleby, we are what you could call ‘Impressions.’”

boardroom

• Sitzungszimmer des Vorstands/Aufsichtsrats

bump one’s head

• sich den Kopf stoßen

clerk • (Bank-)Angestellte(r)

cloth cap • Leinenmütze

fancy-dress party

• Kostümfest

founder • Gründer(in)

helmet • Helm

I see • ich verstehe, aha

nurse • Krankenpfleger(in)

pastry shop • Konditorei

port • Portwein

Salvation Army

• Heilsarmee

tap sth. • (leicht) gegen etw. klopfen

wig • Perücke

“What?”

“Everybody here has at some time or other had something important to do with this building. Smudge was a very popular post boy. Mrs Twizleton...,” the lady in the black dress smiled at her, “...was one of London’s finest detectives in the 1870s. Her office was on the ground floor.”

“And all of us,” continued Frederick, “made an impression on this building. You see, there are certain special buildings, like this one, that are similar to living organisms. They take on impressions of particular people. The same as when you press a key into wax, you get the shape — the impression — of the key left behind in the wax.”

“This means we remain here, even if our physical selves have left the building and our souls have joined the heavenly choir above,” added Sir Lancelot piously. “But mostly, you ‘living’ people hardly notice us.”

“Why can I see you properly? And what did your nephew mean when he said you needed my help?”

“No idea why you can see us,” Sir Lancelot replied. “It’s very rare these days. In fact, I think you’re the first one since about 1980. I blame television, you know, and now with this computer nonsense everybody is...”

“Uncle!”

“I beg your pardon. Your second question. Help. Why we need it. You may remember this

morning that you were rewriting a document for Mr Gus Twobit because his English is so eccrable.”

“Yes.”

“Well, did you notice what the document was about?”

“Something to do with the sale of a property and its redevelopment.”

“Exactly. Well, the property in question is this one. The directors plan to sell this building to some investors who will probably build some architectural monstrosity on this site. They have invited the possible buyers over for a meeting next week to conclude the deal. But that’s not the worst of it.” He leaned forward, took her hands and looked into her eyes. “Miss Appleby, unless you can help us stop this building being torn down and replaced, we will cease to exist!”

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cease ▶ aufhören

choir ▶ Chor

conclude sth.

▶ etw. abschließen, unter Dach und Fach bringen

execrable ▶ abscheulich;

hier: miserabel

heavenly ▶ himmlisch

I beg your pardon

▶ Entschuldige / Entschuldigen
Sie bitte

monstrosity ▶ Monstrum

nephew ▶ Neffe

piously

▶ fromm, pietätvoll

post boy ▶ Junge, der
Büropost austrägt

property ▶ Immobilie;
Grundstück

redevelopment

▶ Sanierung, Neugestaltung

tear sth. down

▶ etw. abreißen

wax ▶ Wachs

CONCLUSION | Track 29

David Ingram: Well, we've come to the end of *Business Spotlight Audio* 7/2019. 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.

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 to 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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