

EASY E

CEF level A2

MEDIUM M

CEF levels B1-B2

ADVANCED A

CEF levels C1-C2

CEF: European Framework of Reference for Languages

INTRODUCTION**[1] Let's get started! E**

David Ingram: Welcome to *Business Spotlight Audio 5/2021*. 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. And we also have lots of exercises to help you to improve your language and communication skills.

Ingram: We'll hear from Bob Dignen about how leaders can encourage their teams to generate new ideas. We'll provide you with tips for how to behave in an inclusive manner at work. And we'll practise the language of money. As always, you can find all the texts, dialogues and exercises in your audio booklet. OK, let's get started!

TRENDS**NAMES AND NEWS****[2] Introduction (I) E**

Erin Perry: We'll begin with our Names and News section and a story about a man who has

been appointed by Joe Biden as a special assistant for technology and competition policy.

David Ingram: Yes, Tim Wu is one of the best-known critics of Big Tech companies such as Amazon, Apple, Facebook and Google. And some people are expecting quite a battle between these companies and the US government. Let's listen now and find out more.

[3] Ready for a shoot-out M US

Look out, Google! Watch your back, Amazon! Tim Wu is coming for you. In March, the 49-year-old American took on a new position, as special assistant to U.S. President Joe Biden for technology and competition policy. Wu is one of the most famous critics of Big Tech.

The Columbia Law School professor created the term "net neutrality," the idea that Internet service providers should make online content equally available to everyone. He has recently turned his attention to reining in the companies that dominate online speech, searches, and shopping: Apple, Facebook, Google, and Amazon.

law school

- ▶ juristische Fakultät

Look out!

- ▶ Aufgepasst!

rein sth. in

- ▶ etw. im Zaum halten

shoot-out ifml.

- ▶ Schusswechsel

Watch your back!

- ▶ Pass bloß auf!

“I don’t think these oligopolies are good for employees, good for productivity, good for anything,” he told *Wired* magazine in 2019.

Do these tech companies now have anything to fear? Tim Wu is the government’s new gunslinger, but Big Tech is armed and ready for a fight.

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[4] Introduction (II) E

David Ingram: Our next story is about motivation and, in particular, about how bosses can keep their staff motivated when they are working from home.

Erin Perry: Yes, and one boss in Austin, Texas, had a very original idea indeed.

Ingram: He certainly did — he turns up at his employees’ homes with money. As you listen to our story, answer this question: what is the name of the employee who was moved when his boss turned up at his house? Ready? Listen now.

[5] Motivating moves E US

“It’s not business as usual anymore,” says Ryan Wuerch, CEO of the Austin-based financial services company Dosh. Wuerch has begun surprising his employees at their homes and giving them an award and \$1,000 (€840). The rest of the staff watches on Zoom.

Like many bosses, Wuerch has had to find creative ways to improve morale among his staff. Other bosses have organized yoga classes and poetry workshops, or hired cooks, personal trainers, and stand-up comics.

Dosh employee Bryan Campbell was moved when Wuerch showed up at his house. “I don’t think a CEO has ever really known my name, much less come to my house,” he told *The Wall Street Journal*. Campbell was just happy that he had put pants on before he opened the door.

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[6] Answer: Listening comprehension E

David Ingram: OK? Did you get the answer to our question? What is the name of the employee who was moved when his boss turned up at his house?

- ▶ The answer is Bryan Campbell. Listen again. “Dosh employee Bryan Campbell was moved when Wuerch showed up at his house.”

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

CEO (chief executive officer)

- ▶ Geschäftsführer(in)

gunslinger *ifml*.

- ▶ Revolverheld(in)

morale ▶ Arbeitsmoral

much less

- ▶ geschweige denn

oligopoly

- ▶ Oligopol (Marktform mit wenigen Anbietenden und vielen Nachfragenden)

pants US ▶ Hose

stand-up comic

- ▶ Bühnenkomiker(in)

HEAD-TO-HEAD

Should students receive a refund of their tuition fees?

[7] Introduction E

Erin Perry: Welcome now to our debate section, in which *Business Spotlight* editor-in-chief Ian McMaster looks at the two sides of a current controversy. The subject of our Head-to-Head debate in the latest issue of *Business Spotlight* is whether students should receive a refund of their tuition fees. After all, for the past year, their courses have taken place primarily or exclusively online rather than meeting up in person.

David Ingram: Yes, a very topical issue in countries such as the UK or the US, where tuition fees can be very high. So, let's hear more about this debate now.

[8] Interview: Ian McMaster A

Ian McMaster: Should students receive a refund of their tuition fees? This question has been asked particularly in countries such as the UK and the US, where student tuition fees can be extremely high. Over the past year, as a result of the coronavirus crisis, it has been impossible for students to enjoy the full educational experience that they normally would — not just face-to-face tuition but also the social contact with their peers. For this reason, some argue that students should indeed receive a partial

refund of their fees. In effect, the argument is that the “product” that students are paying for is inferior to that which was promised to them in the past — and therefore the price should be lower. On the other hand, those who argue that there should be no refund for students say that universities are still offering students a high-quality remote education, even if the social component is missing. They also argue that universities are losing money in the current situation, that some face serious financial difficulties and that this is not the time to cut university funding, particularly when scientific research is so important.

It's a tricky issue, but my view is that, yes, students should receive some form of discount on their normal tuition fees. And to protect universities, governments should make up the difference. That's my view. But what do you think?

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face sth.

- ▶ etw. gegenüberstehen

face-to-face

- ▶ persönlich;
- hier auch: Präsenz-

funding

- ▶ Finanzierung, (finanzielle) Förderung

inferior

- ▶ hier: minderwertig

peer

- ▶ Gleichrangige(r); hier: Kommilitone/Kommilitonin

refund

- ▶ Rückerstattung

remote education

- ▶ Fernunterricht

tricky

- ▶ schwierig

tuition fee

- ▶ Studiengebühr

COMMUNICATION

BUSINESS SKILLS

Being inclusive

[9] Introduction (I) E

David Ingram: OK, now it's time for our Business Skills section, in which we look at a key aspect of communication at work. This time, we have a very important and delicate topic — being inclusive at work. This is the subject of Deborah Capras's article in the latest issue of *Business Spotlight*.

Erin Perry: Yes, inclusivity is a key issue in the business world at the moment. Many companies are working hard to have diverse workforces. But diversity alone is not enough. Organizations also have to ensure that everyone feels welcome, comfortable and included.

Ingram: Right! We'll hear some tips later about how to behave in an inclusive manner at work. But let's start with some exercises on the language you can use to be inclusive in meetings.

[10] Essential phrases for being inclusive M

David Ingram: Let's practise some phrases that are useful for being inclusive in meetings. I'll tell you what to say and give you some of the words you'll need. In the pause, form the necessary phrase. Afterwards, you'll hear the correct version. Don't worry if your phrase is slightly

different from ours. Then repeat the correct version. Ready? Here's the first one.

1. You want to encourage someone to give their opinions, too.
 - Use "good", "hear" and "views".
 - ▶ It would be good to hear your views, too.
2. You want to emphasize that it is important that nobody feels excluded.
 - Use "need", "everyone" and "feel included".
 - ▶ We need to make everyone feel included.
3. You would like Fiona to say something, too.
 - Use "let's give", "chance" and "speak".
 - ▶ Let's give Fiona a chance to speak.
4. You want people not to use technical language that others may not know.
 - Use "avoid", "jargon", "others" and "may not understand".
 - ▶ Could we please avoid jargon that others may not understand?
5. You want to ask someone how they would like to be called.
 - Use "How", "like us" and "refer".
 - ▶ How would you like us to refer to you?

Ingram: Excellent. Well done!

emphasize sth. ▶ etw. betonen

[11] Essential words for being inclusive M

David Ingram: In this exercise, you'll first hear a dialogue between Carol and Markus. Then, we'll do an exercise in which we'll test you on some of the words used. OK, first listen very carefully to the dialogue.

Carol: I didn't want to put you on the spot yesterday, Markus, but you were very quiet in the meeting. We'd really value your input.

Markus: It was a difficult meeting. Sometimes, it's hard to understand the jargon you all use.

Carol: I honestly didn't realize that. I will politely call people out if it happens again.

Markus: Thanks.

Carol: Great. So, tell me, how can I help you feel more comfortable talking in the group?

Ingram: OK, now we'll give you two alternative words, and then you'll hear one of the sentences from the dialogue again — this time with a beep where one of the words belongs. In the pause, choose the right word to complete the sentence. Then, you'll hear the full sentence again. Repeat the sentence, trying to copy Carol's or Markus's pronunciation and intonation. Ready?

1. Here's the first pair of words to choose from: "spot" OR "light"

Carol: I didn't want to put you on the [beep] yesterday, Markus.

► I didn't want to put you on the spot yesterday, Markus.

2. And here's the next pair of words to choose from: "interest" OR "input"

Carol: We'd really value your [beep].

► We'd really value your input.

3. And the next pair of words: "buzz" OR "jargon"

Markus: Sometimes, it's hard to understand the [beep] you all use.

► Sometimes, it's hard to understand the jargon you all use.

4. And another pair of words to choose from: "call" OR "tell"

Carol: I will politely [beep] people out if it happens again.

► I will politely call people out if it happens again.

call sb. out

► jmdn. zur Rede stellen

comfortable:

feel - doing sth.

► hier: etw. gern tun

input ► Beitrag/Beiträge**jargon**

► Fachsprache

spot: put sb. on the - /jml.

► jmdn. in Verlegenheit bringen

5. And here's the last pair of words: "comforting" OR "comfortable"

Carol: So, tell me, how can I help you feel more [beep] talking in the group?

➤ So, tell me, how can I help you feel more comfortable talking in the group?

Ingram: Well done. Did you get all the words right? If not, go back and listen to the dialogue again.

[12] Introduction (II) E

Erin Perry: Before we listen to some tips about how to behave in an inclusive manner at work, Deborah Capras is here now to tell us exactly what we mean by "inclusive language".

[13] Interview: Deborah Capras M

Deborah Capras: When you use inclusive language, you avoid words, phrases and descriptions that could exclude specific groups of people. Inclusive language is not sexist, it's not racist and it's not ageist. In a nutshell, inclusive language doesn't exclude anyone, doesn't cause offence and doesn't reinforce stereotypes. So, it's bias-free. This makes it the kind of language that sets a positive tone in the workplace. At it's most basic, inclusive language includes gender-neutral terms. So, you have "humankind" instead of "mankind", "actor" instead of "actress". But it's also about not assigning gender to

terms that are already gender neutral. For instance, saying "female CEO" or "female boss". Why does this matter? Well, you would never say "male CEO". By adding "female", you're reinforcing the stereotype that a CEO is usually male, which makes it harder for women to be accepted in such roles. It cements a bias that can lead to women missing out on promotions. In a wider sense, inclusive language is about using words and phrases to create an open and healthy workplace for everyone. It's language that everyone can understand and that welcomes everyone. So, inclusive language puts people at ease, makes them feel appreciated and respected for who they are and for what they have achieved. In this sense, inclusive language can be at its most powerful. It encourages diversity of ideas, of cultures and of personalities.

achieve sth. ➤ etw. erreichen

ageist

➤ altersdiskriminierend

appreciated: feel -

➤ sich anerkannt/geschätzt fühlen

assign sth. to sth.

➤ etw. einer Sache zuweisen, zuordnen

bias ➤ Voreingenommenheit

CEO ➤ Firmenchef(in)

ease: put sb. at -

➤ jmdn. sich wohlfühlen lassen

miss out on sth.

➤ etw. verpassen; hier: bei etw. zu kurz kommen

nutshell: in a -

➤ kurz gesagt

offence

➤ Beleidigung, Kränkung

promotion

➤ Beförderung

reinforce sth.

➤ etw. verstärken

set a positive tone

➤ ein positives Zeichen setzen

[14] Introduction (III) E

David Ingram: In her article in the latest issue of *Business Spotlight*, Deborah Capras provides seven key tips for how to behave in an inclusive manner. Let's listen to these tips now.

[15] Tips for being inclusive: A sense of belonging M

Feeling that you belong somewhere is a basic human need. Nobody likes to feel like an outsider. In organizations that are truly diverse — across lines of age, class, disability, gender, race, sexual orientation and world views — creating a sense of belonging can be tricky. It's definitely harder to achieve than in a team where everyone has similar backgrounds. It requires action on both the company and the individual level.

Many organizations talk about their diversity and inclusivity initiatives. Often, they focus on hiring diverse teams — on getting the minority numbers up, for instance — but they may forget to promote inclusion on a day-to-day basis. For diversity initiatives to work, every employee needs to take responsibility and make sure that everyone in the team feels included.

A diverse workforce is one in which everyone is welcome, but an inclusive working environment is one in which everyone feels welcome every day. Here, we present seven tips for creating such a welcoming situation and look at how

the right language can help you become more inclusive.

■ Promoting inclusion in public

Make inclusion part of your core values and go public about your commitment to it, especially if you are in a position of leadership.

■ Encouraging participation

Saying that inclusion is a core value won't make it one. You need to encourage a culture in which everyone feels they can express their viewpoint and that it will be valued. If you have the chance, for instance, don't let the same people dominate meetings. Also, help to create a culture in which everyone feels they can speak honestly without fear of reprisals. This is especially important when someone needs to talk about sensitive issues.

achieve sth.

- ▶ etw. erreichen

commitment

- ▶ Verpflichtung

core value

- ▶ zentraler Wert, Grundwert

day-to-day basis: on a ~

- ▶ im Geschäftsalltag

disability

- ▶ Behinderung

diverse ▶ vielfältig,

- verschiedenartig

go public about sth.

- ▶ etw. publik machen

issue ▶ Thema, Sachverhalt

line of age

- ▶ Altersgrenze

reprisal

- ▶ Repräsentation

sensitive

- ▶ sensibel, heikel

tricky ▶ schwierig

workforce

- ▶ Belegschaft

working environment

- ▶ Arbeitsumfeld

■ Being supportive in private

If you notice that someone doesn't seem comfortable speaking in public, don't put that person on the spot in the meeting. Accept that the culture that your team has created may not be as inclusive as you thought. In private, show that the individual has your support and that you value their input. This is not something that is the sole responsibility of the team leader. Everyone can help create a working environment that supports honest conversations.

■ Being respectful

The ideal working environment should be non-threatening to everyone. This means that when you do take issue with someone's work or contributions, you should be respectful. If you feel people are not showing respect, consider politely calling them out.

■ Avoiding assumptions

It's important to be mindful of unconscious bias within yourself and within the members of your team. This means that you should avoid making assumptions about people based on stereotypes or on your past experience. For instance, don't assume that people share personal interests because you believe they have a common background. Treat everyone as an individual, and not as part of a group. Don't introduce or describe someone by their race, culture or disability. Instead, use small talk and ask questions to get to know people better, as unique

individuals. It's the best way to discover common interests that can lead to a stronger sense of belonging.

■ Using inclusive language

Becoming more conscious of how language impacts others can also help prevent people from feeling like outsiders. Inclusive language is free from expressions that show biased, stereotyped or discriminatory views of individuals or groups of people. It should also be free of idioms, jargon and acronyms that other people may not understand or might even find offensive. If you feel someone is not using inclusive language, ask them to use different expressions.

■ Avoiding gender bias

Use gender-neutral or gender-inclusive terms, such as "chair" instead of "chairman" or "chairwoman". You can also avoid gender bias in your use of pronouns, for example by using "they"

assumption: make an - about sb. ► eine Vermutung über jmdn. anstellen

bias

► Voreingenommenheit

call sb. out

► jmdn. zur Rede stellen

chair ► Vorsitzende(r),
vorsitzende Person

comfortable: be - doing sth.

► hier: etw. gern tun

impact sb.

► sich auf jmdn. auswirken

input ► Beitrag/Beiträge

jargon ► Fachsprache

mindful: be - of sth.

► etw. bedenken

offensive ► kränkend

pronoun ► Pronomen

sole ► ausschließlich

spot: put sb. on the - /jfm.

► jmdn. in Verlegenheit bringen

take issue with sth. ► mit

etw. nicht einverstanden sein

unique ► einzigartig

to refer to a singular subject or by using a plural subject, instead of the traditional singular “he” (see *Business Spotlight* 3/2020). Most importantly, you should use language that people want you to use. For example, gender-nonconforming people may wish to be referred to as “they”/“them” rather than the gender-specific “he”/“him” or “she”/“her”. Being more inclusive means respecting such wishes.

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CAREERS

LEADERSHIP Generating ideas

[16] Introduction **E**

Erin Perry: OK, let’s move on now to our Careers section and, in particular, to the topic of leadership. In the current issue of *Business Spotlight*, Bob Dignen looks at the importance of generating new ideas in teams and how to encourage this. Here’s Bob now to tell us more.

[17] Interview: Bob Dignen **A**

Erin Perry: Welcome Bob. Tell us, why is it so important for teams to generate ideas?

Bob Dignen: OK, well let’s just start with the word “ideas”. I mean, we need to remember ideas are not actually an end in themselves. Ideas are actually stepping stones to decisions.

So, if we want to take good decisions, then we need to generate good ideas, which gets us to those decisions. Ideas which somehow pool the collective intelligence in a room, draw on strategic and operational thinking and unlock some form of innovation which keeps you ahead of the competition. Ideas, in the end, lead to competitive advantage and to revenue. Now, that may all sound very basic but it’s so basic that it’s often missed by teams. I mean, think about it: when you and the people around you go into a meeting, the focus is very much on presenting and defending one’s own ideas against others in the room, rather than seeking for the best idea which the room can generate. So, if we really want to get to the best idea, you know, we should actually be very happy when people point out the weaknesses in what we are advocating, in telling us that our ideas are a little bit dumb. But that openness is very, very rare because team members are often not fully focused on generating ideas per se. So, when we say “generating ideas”, we’re really talking about

advocate sth.

► etw. befürworten

draw on sth.

► auf etw. zurückgreifen, sich auf etw. stützen

dumb ► dumm, dämlich

end: be an - in itself

► ein Selbstzweck sein

point sth. out

► auf etw. hinweisen

pool sth. ► etw. bündeln

revenue ► Umsatzerlös(e)

stepping stone

► Trittstein; hier: Schritt

unlock sth.

► etw. freisetzen

a culture of ideas generation and decision-making where no one owns the truth, where openness comes first, where everyone owns a part of reality, potentially a useful part and has a role to play in, let's call it, an "idea-generation process" — asking questions, staying curious — all of which will enable the best idea to somehow come to the surface.

Perry: So, how do ideas actually get generated and who do they belong to?

Dignen: So, you're asking me where ideas come from. I mean, that's actually a more interesting question than you probably imagine. I mean, think about it: you have a problem, you don't know the solution, so you start to think about it. And then, somehow, an idea comes, which then generates a solution. But if we ask ourselves, how is it possible that you have an idea that you didn't have before, it's kind of like magic in a way. And I think it's important to think about this, that having ideas, it's not an analytical process. You can't always explain how it happens. The subconscious mind is involved, sometimes someone else says something which reminds us of something, and then we associate again, and then the idea comes. And, you know, we need to think about this, because it makes the idea of ownership interesting. Because maybe no one really owns ideas. It seems strange because, if I think of a creative idea and I can't

explain where it comes from, then why should I claim ownership of it? Maybe somebody else stimulated my thoughts. Maybe I can't even remember that stimulating of my thoughts.

So, if we begin to let go of these ideas, then going back to what we discussed before, maybe I don't need to own it or defend it so strongly. I don't need to take credit for it. I don't need to feel angry if I don't get recognition — if somebody in the team takes the credit in some way. Because this thing, this idea of ownership, is actually fake. And actually, maybe it's better if we see our role not as owning ideas, but somehow participating mainly in the generation of it.

Perry: Thanks very much, Bob, for those inspiring ideas on how to generate ideas and what to do with them. We look forward to talking to you again next time.

Dignen: Yeah, me, too. Until next time.

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credit: take ~ for sth.

- die Urhebererschaft von etw. beanspruchen

fake ▶ falsch

let go of sth.

- von etw. ablassen

look forward to sth.

- sich auf etw. freuen

subconscious mind: the ~

- das Unterbewusstsein

CAREER COACH

Assignments abroad

[18] Introduction **E**

David Ingram: For our second Careers item, we hear from our career coach, Bo Graesborg. In his latest column, Bo looks at the question of whether you should accept an assignment in another country — and, if so, why? The column is read by the author himself.

[19] Column: Bo Graesborg **M**

“It was my understanding that, when I came back, I would get promoted to division head.” I have heard variations of this statement many times.

Career hopefuls often return home from an assignment abroad feeling disappointed by what they see as the failure of their organization to properly recognize their sacrifice and leverage their new skills. In many cases, they are absolutely right. Companies leave money on the table by mismanaging these processes.

It is one thing, however, to point out glitches in the system. It is quite another to allow them to give rise to frustration or even self-pity. Organizations are full of glitches. Indeed, as Bob Dignen points out (see Business Spotlight 7/2020), we should probably speak of “disorganizations” — in recognition of the fact that the context in which most people work is much too complex and unwieldy to ensure predict-

able and rational behaviour on the part of the “organization”.

A spell abroad is often highly welcomed at the start of a career, when people are carefree, unattached and hungry to learn. For thirty-some-things, though, with a mortgage, family and golf club membership, an assignment abroad is often something you are asked to do, not something you seek.

Accepting an assignment and solving a problem for the manager who asks you to go abroad will get you some goodwill. So, it's a point for the “pro” side. But don't think: “If I go, I'll be promoted to division head when I get back.” That's not how promises work in a business context.

First, whoever made you such a promise probably doesn't think they did. Second, a year from

assignment

- Tätigkeit, Einsatz

division head

- Bereichsleiter(in)

give rise to sth.

- etw. entstehen lassen

glitch *ifml.*

- Panne, Störung; hier: Fehler

goodwill

- Wohlwollen, Prestige

hopeful ▶ Anwärter(in)

leave money on the table

- eine Möglichkeit ungenutzt lassen

leverage sth.

- sich etw. zunutze machen

mortgage

- Hypothek

point sth. out

- auf etw. hinweisen

predictable

- vorhersagbar, berechenbar

promote sb.

- jmdn. befördern

spell ▶ Weile, Zeit(raum)

thirty-something *ifml.*

- Person in den Dreißigern

unattached

- ungebunden

unwieldy

- unhandlich;
- hier: unüberschaubar

now, their commitment to the promise (which they don't think they made) will depend on the context. Will it still be in their interest to support you? Third, they may not even be around when you get back.

So, should you take that assignment in, for example, Sweden? Purely from a career perspective, you probably should. The assignment is likely to teach you something new. It will offer you a chance to show that you are not afraid of a challenge. (And besides, Sweden is in Scandinavia and all Scandinavians are really cool, says this Dane at least.)

But just don't go because you are counting on someone remembering you did them a favour.

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LANGUAGE

SKILL UP!

Talking about money

[20] Exercise: Idioms (I) M

Erin Perry: OK, let's "skill up" on our language now with some idioms relating to money. First, listen to a dialogue between Alison and Dan. The language they use is simple.

Dan: You say this software could make us a lot of money. Could you give me a rough amount?

Alison: I'm still doing the calculations, but I believe it could be a regular source of money for us.

Dan: It would have to. The last investment left us with less money than before.

Alison: That's because the company's accounting department lied about the accounts!

Perry: Now, you'll hear the same dialogue again, but this time, Alison and Dan use more idiomatic language. Listen out for the idioms.

Dan: You say this software could be a real money-spinner. Could you give me a ballpark figure?

Alison: I'm still crunching the numbers, but I believe it could bring us a steady income.

Dan: It would have to. The last investment left us out of pocket.

Alison: That's because the company's accounting department was cooking the books!

Perry: Now, it's your turn to form the idioms you've just heard. You'll hear a description of a situation and two suggestions, **a)** and **b)**, for the

accounting department

• Buchhaltungsabteilung

commitment

• Verpflichtung; hier: Bindung, das Sich-gebunden-Fühlen

rough • grob, ungefähr

appropriate idiom. In the pause, choose the correct option. OK? Here's the first one.

1. A rough estimate of the value of something is a...

a) ball court number.

b) ballpark figure.

► b) is right. A "ballpark figure" is a rough estimate of the value of something. Next one.

2. A product that sells very well and brings a company a large amount of money is a...

a) money-spinner.

b) sales-runner.

► a) is right. A "money-spinner" is a very lucrative product, one that earns a company a large amount of money. Next one.

3. If a project causes a loss to someone, it leaves them...

a) out of cash.

b) out of pocket.

► b) is right. If a project causes a loss to someone, it leaves them "out of pocket". OK, next one.

4. Something that provides you with money regularly brings you a...

a) steady income.

b) regulated income.

► a) is right. A "steady income" is money that you receive on a regular basis. OK, and here's the last one.

5. If someone uses illegal tricks to make a company's financial situation look better than it really is, they...

a) handle the books.

b) cook the books.

► b) is right. To "cook the books" is to illegally make the accounts look better than they really are.

Perry: Well done. Did you get all those idioms right? If not, go back and try the exercise again.

[21] Exercise: Idioms (II) M

Erin Perry: In this exercise, you can practise the idioms in the previous exercise again. You'll hear the sentences that Alison and Dan said using an idiom. In the pause, rephrase what they said in simpler words. Then you'll hear the simpler version again for you to repeat. Don't worry if your simpler sentence is slightly different to ours. OK, here's the first one.

Dan: This software could be a real money-spinner.

► This software could make us a lot of money.

Dan: Could you give me a ballpark figure?

► Could you give me a rough amount?

estimate ► Schätzung

rough ► grob, ungefähr

Alison: I'm still crunching the numbers.

- I'm still doing the calculations.

Alison: But I believe it could bring us a steady income.

- But I believe it could be a regular source of money for us.

Dan: The last investment left us out of pocket.

- The last investment left us with less money than before.

Alison: That's because the company's accounting department was cooking the books!

- That's because the company's accounting department lied about the accounts!

Perry: Well done. If you found it difficult to convert those idioms into simpler language, listen to the dialogues in the previous track once more and do the exercise again.

[22] Exercise: False friends **M**

David Ingram: Let's continue "skilling up" on our vocabulary by looking at a false friend. False friends are pairs of words that sound similar in German and English. But their meanings are very different, so they can cause confusion and misunderstanding. In this exercise, we'd like

you to translate a German word and sentence into English, being careful to avoid the false friend. Let's begin.

Ingram: Our word is used for a number of things that have been put on top of each other. Please translate this word.

German: Stapel

English: stack, pile

Ingram: Don't say "staple". Used as a noun, "staple" refers to a small piece of metal that can attach one sheet of paper to another. The verb "staple" describes the process of attaching pieces of paper to each other using a device called a "stapler". The German word Stapel is translated as "stack" or "pile" in English. Translate this sentence, please.

German: Soll ich dir helfen, diesen Stapel Briefe zu beantworten?

English: Shall I help you to answer this stack of letters?

Shall I help you to answer this pile of letters?

Ingram: Well done.

accounting department

- Buchhaltungsabteilung

device ▶ Gerät

stapler

- Hefter, Tacker

[23] Exercise: Don't confuse M

David Ingram: In this exercise, let's practise the use of "staple" or "stack". First, you'll hear a sentence with a beep. In the pause, decide whether you need "stack" or "staple" instead of the beep and say the sentence using the correct form. Then you'll hear the correct sentence again. Ready?

1. These [beep] are too small for thick paper.
 - ▶ These staples are too small for thick paper.
 OK. Next sentence.
2. I think I'll take this [beep] of clothes to a charity store.
 - ▶ I think I'll take this stack of clothes to a charity store.
 OK, there are two beeps in our third and final sentence. So, listen carefully.

3. Shall I help you to [beep] this [beep] of documents?
 - ▶ Shall I help you to staple this stack of documents?

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

[24] Dialogue and exercise: Collocations M

Erin Perry: For our final Skill Up! exercise, we'll look at some collocations. These are words that frequently go together to form word partnerships. Listen carefully to this short dialogue now, focusing on the collocations with the term "money". We'll then do an exercise on them.

- Zoe:** Between you and me, the company could have made some serious money with our idea. But management treated us as if we were proposing to launder money or something.
- Rick:** But it would have cost money — money that we would have had to raise.
- Zoe:** Well, there's no such thing as easy money. Anyway, I believe money for the UK project could have been earmarked for our instead.

Perry: OK, in this exercise, you'll hear the beginning of a sentence describing a situation. In the pause, complete the sentence using a collocation from the dialogue with the term

charity store

- ▶ Sozialkaufhaus
- (**charity**)
- ▶ Wohltätigkeitsorganisation)

earmark sth.

- ▶ etw. vorsehen
- launder sth.** ▶ etw. waschen
- raise money**
- ▶ Geld aufnehmen, beschaffen

“money”. Then you’ll hear the correct answer. OK, here’s the first sentence.

1. Something for which you have to pay...

- ▶ **costs money.** Something for which you have to pay costs money.

Next one.

2. If you process large amounts of money to conceal its source, you...

- ▶ **launder money.** If you process large amounts of money to conceal its source, you launder money.

OK, next one.

3. If a product earns you a lot of money, it earns you...

- ▶ **serious money.** If a product earns you a lot of money, it earns you serious money.

And the next one.

4. Money that is obtained without much effort is...

- ▶ **easy money.** Money that is obtained without much effort is easy money.

OK, next one.

5. If you collect money for something, you...

- ▶ **raise money.** If you collect money for something, you raise money.

And the last one.

6. If you decide to use money for a particular purpose, you...

- ▶ **earmark money.** If you decide to use money for a particular purpose, you earmark money.

Perry: Well done. If you didn’t get those collocations right, listen to the dialogue again and then try the exercise once more.

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TALKING FINANCE SPACs

[25] Introduction **E**

Erin Perry: Welcome now to our Talking Finance section, in which *Business Spotlight* editor-in-chief Ian McMaster talks about a topical financial subject.

David Ingram: Yes, last time, Ian looked at the topic of short selling on the stock markets. This time, he looks at another stock market phenomenon — the rise of SPACs — special purpose acquisition companies.

Perry: SPACS, David? That’s a new one on me. Let’s hear what Ian has to say about them.

[26] Interview: Ian McMaster **A**

Ian McMaster: What we saw from around the start of November 2020 and through more or less the whole of the first quarter of 2021 was

obtain sth. ▶ etw. erhalten

a mini-boom on a number of stock markets, including those in the US and Europe. This might seem a little strange at first sight, given that we were in the middle of a pandemic, but stock markets are always looking a year or so ahead. And with the prospect of widespread vaccination, combined with continuing low interest rates, investors were feeling more optimistic. What we've also seen over the past year is a boom in so-called SPACs — special purpose acquisition companies. What's behind this acronym is simply an alternative way of raising money on the stock exchange to the traditional initial public offering, or IPO. So, let's go back a step first and remind ourselves what IPOs are.

When a private company wants to raise money to finance its future business plans, one popular method is to “go public” — in other words, to issue shares for the first time by getting listed on a stock market. Hence the name, initial public offering, or IPO. In such cases, the company offering shares has a clear business model, so that investors know what they are putting their money into — as, for example, with the online travel-booking firm Airbnb in December 2020 or, more recently, the restaurant delivery firm Deliveroo. The difference in the case of a SPAC is that the people raising the money — the “sponsors” — do so without a specific business plan in mind. Instead, they intend to use the money that they raise by going public to merge

with a private company at some point in the future, usually within two years of raising the money. In this way, that private company is also taken public, but without all the bureaucracy of a normal IPO. Because the precise details of these future investment plans are unknown at the time the money is raised, SPACs are also known as “shell companies” or “blank-cheque firms”. Investors in SPACs are, in effect, signing blank cheques to the SPAC sponsors saying, “Here's my money, I trust you to invest it well in the future.” Whether the money really is invested well by all the new SPACs formed in the current boom remains to be seen.

Business Spotlight 5/2021, p. 44

SHORT STORY

[27] Introduction E

David Ingram: Now, it's time for our latest short story by James Schofield. This time, it's about social media, news reports and, well, dancing. The title of the story is “News Dancer”.

blank-cheque firm

• Blankoscheckunternehmen

go public

• an die Börse gehen

initial public offering (IPO)

• Börsengang

issue shares

• Aktien ausgeben

listed: get ~ • (an der Börse) notiert werden

merge with sth.

• mit etw. fusionieren

shell company • Firmenmantel, Mantelgesellschaft

stock exchange

• (Aktien-)Börse

stock market

• Aktienmarkt, Börse

vaccination • Impfung

widespread • umfassend

Erin Perry: OK, sounds intriguing. Let's listen in.

[28] News Dancer **M**

The music for the evening news programme was about to start. Rodney turned on his mobile-phone camera and, as the opening drums surged through his living room, he began his new dance routine. It was a masterpiece.

Even in the middle, when the violins went tremolo to suggest the dangerous stories the newsreaders were going to tell, his performance was a triumph. As the final trumpets promised that everything would be all right by the end of the news, Rodney did a spin before bowing to the camera. He knew this video would add at least 20,000 subscribers to his YouTube channel.

Pink with exertion, Rodney sat at his computer and edited the video, singing cheerfully to himself as he added filters and adjusted the light.

"...the prime minister announced today..." went the news programme in the background. Rodney never listened, but he liked the newsreaders' voices.

Rodney's rise to fame had been unlikely. At the beginning of the pandemic, when everybody went into lockdown, Rodney wasn't bothered. He didn't communicate with his family, and he didn't have any friends. The company he

worked for was happy for him to continue his IT job from home, and he could still order pizza and join his online gaming communities. Life continued for him upon its lonely path.

"...that with the success of the new vaccine programme..."

This changed one evening, when he accidentally left on his live-streaming camera to a gaming community as he started dancing to the introductory music for the evening news. Dancing to the music of TV shows was something he often did for fun, but this time, one of the gamers recorded the scene and posted it on YouTube. Social media went wild.

"...the rates of virus transmission have fallen dramatically..."

At first, Rodney was angry, but as people began to search for "News Dancer", as they called him, he felt flattered. A week after the first video was shared, he recorded and posted the second News Dancer video himself. The success was

adjust sth.

- etw. anpassen, korrigieren

bothered: sb. is not - (by sth.)

- (etw.) stört jmdn. nicht

dance routine

- Choreographie

exertion • Anstrengung

flattered: feel -

- sich geschmeichelt fühlen

spin: do a -

- sich (schnell) drehen

subscriber

- Abonnent(in)

surge through sth.

- etw. durchfluten

tremolo: go -

- zu tremolieren/trillern
beginnen

vaccine

- Impfung; Impfstoff

wild: go - /jml.

- ausflippen

huge, especially after some celebrities reshared his post. Of course, a few trolls posted some cruel fat-shaming comments — Rodney was heavy — but most posts were from people begging him to continue. “You’re the only thing that keeps me going,” said one. “Your dancing saved my marriage,” said another.

“This evening, a press conference has been called...”

Very quickly, he was contacted by potential sponsors. Would he wear these sweatpants? Would he recommend that pizza chain? Would he lead an online dance workshop? But Rodney didn’t answer. He didn’t do it for money.

“...and we’re now going live to Number 10 to join the press conference with the prime minister...”

He’d always loved dancing, but although he was good, his size meant that he was never taken seriously by dance schools.

“My friends, we have facéd this cruel virus together and, thanks to your efforts and the excellent work of our world-beating National Health Service, we have beaten it...”

But now, with everybody stuck at home, he could show his dance moves and find an audience. Rodney blossomed in the love that poured in from around the world.

“Unfortunately, many of us have lost loved ones to this disease, taken from us before their time. But our sacrifice has not been for nothing...”

Rodney finished the text of his post and, with a final click, sent his video around the world. Tired but happy, he looked up at the news. The prime minister was still talking. What now?

“We have always followed the science, and science now tells us that it is safe to end our lockdown...”

He froze as the words and their meaning hit him: “...and all shops, bars, pubs, restaurants, dance studios, hairdressers and stadiums can open again. This is my message to you: reward yourself and celebrate our freedom!”

Rodney worried all night. In the morning, when he checked across all the platforms, his worst fears were realized. His masterpiece had sunk unnoticed into the hole where most videos, posts, tweets and stories end up.

For a while, he hoped a virus mutation would send everyone diving for cover again, but none appeared. His old life had few attractions any more. He missed the News Dancer creative

audience ► Publikum

blossom ► aufblühen

celebrity ► Promi(nente(r))

dive for cover

► sich in Sicherheit bringen

face sth.

► etw. gegenübertreten

fat shaming

► Bloßstellen (eines Menschen)
wegen seines Übergewichts

freeze ► erstarren

National Health Service

(NHS) ► staatlicher britischer
Gesundheitsdienst

pour in

► hereinströmen

sweatpants

► Jogginghose

tweet

► Twitter-Nachricht

process and the dopamine kick as the likes and comments poured in. Rodney was lonelier than ever.

It was on a Saturday that he noticed a flyer in a supermarket. A local dance school announced registration dates for new classes starting on Monday. All weekend, Rodney turned the idea over and over in his mind. Was there any point?

The lobby of the school was full of the usual dance-school types, dressed in leg warmers, waiting to register. Rodney felt huge and wanted to disappear. They wouldn't want him; he was an embarrassment. He was about to go when one of the staff members came over and asked Rodney to follow him. Ah, that's the game, he thought. They'll take me to a private office and tell me to leave.

Inside, a tiny, fierce-looking woman of about 70 was sitting behind a desk.

"Ah," she said. "You're News Dancer, aren't you?" Rodney nodded. Come on, he thought. Get it over with.

"Why didn't you answer me?" she asked.

"Sorry?"

"I asked you to teach an online dance course."

"That was you?"

"Yes. You're good, and I want a class for my plus-size students. No good having some skinny little ballet teacher in it; no one would join. What about it?"

"Well... yes. Of course!"

"Good. But it can't just be teaching people to dance to the news intros, you know. Have you got anything else?"

Rodney felt a burst of happiness. "Well, yes," he said. "Do you know the intro music to *Friends*?"

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AND FINALLY

ONE QUESTION

[29] Introduction E

David Ingram: And finally, we come to our One Question section in which we ask you to identify our mystery person. Listen now to our clues.

[30] Who am I? M US

- I was born on January 29, 1954, in Kosciusko, Mississippi.
- My mother had me when she was a teenager.
- In 1972, I was crowned Miss Black Tennessee.

burst of happiness: feel a ~ (inside oneself)

► ein plötzlichliches Glücksgefühl haben

crowns sb. sth.

► hier: jmdn. zu etw. küren

dopamine ► Dopamin

embarrassment: be an ~

► eine peinliche Erscheinung sein

fierce ► grimmig

get sth. over with

► etw. hinter sich bringen

huge ► hier: massig

no good

► keine gute Idee

point

► hier: Sinn, Zweck

skinny ► dürr, mager

- I was named after a biblical character. The name was misspelled on my birth certificate — and it stuck.
- As a young child, I lived with my grandmother on a farm with no running water.
- I then alternated between living with my mother in Wisconsin and my father in Nashville.
- After years of sexual abuse, I became pregnant at the age of 14. My son was born prematurely and died.
- After this traumatic experience, I decided that I did not want to have children, as “I wasn’t mothered well.”
- I received a full college scholarship that allowed me to go to Tennessee State University.
- In 1971, I got a job as a newsreader at a local radio station.
- At 19, I became the first African-American woman ever to work as a news anchor in Nashville.
- In 1976, I moved to Baltimore, where I began hosting *People Are Talking*.
- Due to the popularity of this show, I was hired as a host on A.M. Chicago.
- I am famous for hosting a talk show that was named after me. The show ran for 25 seasons, from 1986 to 2011.
- This talk show won 16 Daytime Emmy Awards before I decided to stop submitting it for the award.

- I run my own book club.
- I founded my own production company. I won’t mention what it is called because it is my name spelled backward.
- I also started my own magazine and TV network.
- I have been in 15 films, including *Selma*, *The Color Purple*, and *The Star*.
- In one of these movies, I voiced an animated camel called Deborah.
- My net worth in 2020 was \$3.5 billion (€2.9 billion).
- I recently interviewed Prince Harry and Meghan Markle.
- I suffer from chiclephobia — the fear of chewing gum.
- So, who am I?
-

David Ingram: So, do you know who our mystery person is? If you want to find out, go to

abuse ➤ Missbrauch

alternate between... and...

➤ zwischen ... und ... wechseln

billion ➤ Milliarde(n)

due to ➤ wegen

found sth. ➤ gründen

host sth. ➤ etw. moderieren

misspell sth.

➤ etw. falsch schreiben

mothered well: be ~

➤ hier: von der Mutter gut erzogen werden

net worth

➤ Vermögen

news anchor US

➤ Nachrichtensprecher(in)

prematurely

➤ vor-, frühzeitig

scholarship

➤ Stipendium

season ➤ Staffel; hier: Jahr

submit sth.

➤ etw. einreichen

our website at www.business-spotlight.de/wo0521, where you'll find the answer.

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CONCLUSION

[31] For more information

David Ingram: Well, we've come to the end of Business Spotlight Audio 5/2021. We hope you've enjoyed it and have found our exercises helpful.

Erin Perry: We offer Business Spotlight Audio both as a CD and a subscription download. For more information, and to find out about our range of products, visit our website at www.business-spotlight.de.

Ingram: So, until next time, this is David Ingram...

Perry: And Erin Perry...

Ingram: Wishing you success with your business English.

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