

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 6/2021*. 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 the challenges of digital leadership. We'll provide you with tips for getting useful feedback. And we'll hear about the role of corruption at work. 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 woman who

has recently taken over as the chairwoman of a very well-known chain of coffee stores.

David Ingram: Are we by any chance talking about a company whose name begins with "S", Erin?

Perry: We certainly are, David. But the really interesting point here is that the person concerned, Mellody Hobson, is the only black chairwoman of a Fortune 500 company. Let's listen now and find out more.

[3] Driving diversity US M

"I'm the bandleader. I'm a person of color, and that adds a fascinating dimension to our story," says Mellody Hobson of her new role as chairwoman of coffee giant Starbucks. The company announced new management diversity goals in 2020, and 51-year-old Hobson, the only black chairwoman of a Fortune 500 company, is now responsible for turning those goals into reality.

For that, she is the perfect candidate. Hobson is co-CEO of asset management company Ariel Investments, one of the most important black investors in the U.S. "It's going to be super hard to be a Fortune 500 company without a diverse person on your board," she told *The Wall Street Journal*.

asset management

▶ Vermögensverwaltung

board ▶ Vorstand,

Geschäftsleitung

chairwoman

▶ (Vorstands-)Vorsitzende

person of color

▶ Nicht-Weiße(r)

Hobson also believes that managers have to be made accountable for driving diversity and that their pay needs to be tied to achievements in this area: “That’s where the rubber meets the road,” she says.

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[4] Introduction (II) **E**

David Ingram: Our next story is from the UK and looks at some practical proposals for improving inclusivity in the workplace — in particular, for Muslim employees. As you listen, answer this question: according to the story, which two aspects of typical British body language could be uncomfortable for Muslims? Ready? Listen now.

[5] Creating a comfort zone **E**

In Britain, colleagues often go to the pub after work. This and other customs can make Muslim employees feel uncomfortable, however. A new report on Islamophobia by the Muslim Council of Britain (MCB) offers employees and employers tips on how they can become more inclusive.

The report says organizations should offer social and team-building activities. It also suggests that workplaces consider including headscarves in their dress codes and allowing Muslim workers the flexibility to take part in Friday prayers. And everyone at work needs to under-

stand that handshakes and direct eye contact may be uncomfortable for Muslims.

The MCB website says the steps are for “those who want to take practical and meaningful steps to tackle Islamophobia and to make society comfortable for those of all faiths and none.”

[6] Answer: Listening comprehension **E**

Ingram: OK? Did you get the answer to our question? According to the story, which two aspects of typical British body language could be uncomfortable for Muslims?

► The answer is handshakes and direct eye contact. Listen again.

“And everyone at work needs to understand that handshakes and direct eye contact may be uncomfortable for Muslims.”

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

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accountable

► verantwortlich

council ► Rat

drive sth.

► hier: etw. voranbringen

faiths: of all -

► aller Glaubensrichtungen

headscarf

► Kopftuch

Islamophobia

► Islamfeindlichkeit

tackle sth. ► sich mit etw.

befassen, etw. angehen

tied: be - to sth.

► an etw. gekoppelt sein

where the rubber meets the road US jfml.

► worauf es ankommt

HEAD-TO-HEAD

Should the right to roam in England be extended?

[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 the right to roam should be extended in England.

David Ingram: Yes, this is a very topical discussion, not just in England but in many other countries, too. How much access should citizens have to the countryside? Let's hear more about this debate now.

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

Ian McMaster: Should the right to roam be extended in England? When we say the “right to roam”, we mean people’s access to public or privately owned land, lakes and rivers for the purpose of recreation and exercise. Now, at first sight, this might seem to be a local matter, limited to England, but, of course, it has much wider relevance because similar issues arise in many other countries.

Those who argue that the public should have more access to the countryside note that the coronavirus crisis has re-emphasized the importance of access to nature for people’s phys-

ical and mental well-being. They point out that, in England, people have the right to access less than ten per cent of the land, and that opening up more of the countryside would also give a boost to tourism and rural communities.

Those who oppose extending the right to roam argue that England already has a more extensive countryside access network than countries such as France and Ireland, and that this network isn’t being used to its full potential. They also think that landowners should have more control about how their land is used by the public — that they should be able to set their own rules in order to avoid irresponsible behaviour, for example, such as dogs chasing livestock.

Again, it’s a tricky issue, but I’m going to come down on the side of those who think that, yes, more of the countryside should be opened up to the public. That’s my view. But what do you think?

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argue sth.

- etw. vorbringen

boost

- Impuls, Auftrieb

come down on the side of sb.

- Partei für jmdn. ergreifen

livestock ▶ Vieh

point sth. out

- auf etw. hinweisen

recreation ▶ Erholung

re-emphasize sth.

- etw. erneut betonen, gewichten

roam (a place)

- (einen Ort) durchstreifen; hier: durchwandern

rural ▶ ländlich

- tricky ▶ schwierig, knifflig

COMMUNICATION

BUSINESS SKILLS

Fishing for feedback

[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, our topic is feedback, the subject of Deborah Capras's article in the latest issue of *Business Spotlight*.

Erin Perry: Yes, good feedback is essential for people to do their jobs effectively and for them to improve their skills.

Ingram: Exactly! We'll hear seven tips later on how to get the feedback you need. But let's start with some language exercises.

[10] Essential phrases for feedback M

David Ingram: Let's practise some phrases that are useful when asking for feedback. 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 ask someone if you could talk to them.
 - Use "can" and "quick word".
 - ▶ Can I have a quick word?

2. You want to ask someone for their feedback on a recent project.
 - Use "appreciate", "feedback", "idea" and "marketing campaign".
 - ▶ I'd appreciate your feedback on my idea for the recent marketing campaign.
3. You want to know what you can do better.
 - Use "like", "know", "what" and "improve".
 - ▶ I'd like to know what I can improve on.
4. You want to ask someone how they would have acted in your situation.
 - Use "what", "have done" and "my place".
 - ▶ What would you have done in my place?
5. You want to say that you'll consider something.
 - Use "take" and "on board".
 - ▶ I'll take that on board.

Ingram: Excellent. Well done!

[11] Essential words for asking for feedback M

David Ingram: In this exercise, you'll first hear a dialogue between Nate and Mary. 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.

Nate: Did you like the way I used the images?

Mary: I did. And it was very well structured.

Nate: It's good to know that I'm on the right track. And what are your thoughts about my presentation techniques in general?

Mary: You've improved a lot. Although I'd like you to interact more with your colleagues. Let them ask more questions.

Nate: What would you have done in my place?

Mary: I would have left more time for questions at the end. If nobody has any, nobody will complain if you finish early!

Nate: I'll take that on board for next time. Thanks!

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 Nate's pronunciation and intonation. Ready?

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

Nate: It's good to know that I'm on the right [beep].

► It's good to know that I'm on the right track.

2. And here's the next pair of words: "thinking" OR "thoughts"

Nate: And what are your [beep] about my presentation techniques in general?

► And what are your thoughts about my presentation techniques in general?

3. And the next pair of words: "place" OR "point"

Nate: What would you have done in my [beep]?

► What would you have done in my place?

4. And the last pair of words to choose from: "boarding" OR "board"

Nate: I'll take that on [beep] for next time.

► I'll take that on board for next time.

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

[12] Introduction (II) E

David Ingram: In her article in the latest issue of *Business Spotlight*, Deborah Capras provides seven key tips for how to get effective feedback at work. Let's listen to these tips now.

[13] Tips for feedback **M**

Fishing for feedback

The feeling of being judged or criticized triggers a stress response in most of us. This is why performance reviews and annual appraisals are often among the most stressful events in a person's career. What if there were a way to reduce that stress?

Many companies have set in stone when performance reviews take place and have set up complicated systems to carry them out. The formality of the review process contributes to its stressful nature, as does the uncertainty of the outcome. So, instead of waiting for feedback to come to you, why not invite feedback when you need it — and also when you're more prepared for it?

This doesn't, however, mean that you should start fishing for compliments at every opportunity. Your requests for feedback need to be strategic. But being more open to praise, recognition and corrective feedback helps us all become better at what we do. In these seven tips, we look at how to give people the opportunity to provide you with useful feedback.

■ Getting started

Your goal is to make people feel comfortable enough to give you honest feedback. Make use of all forms of communication: ask for feedback in emails, text messages and on your company messaging platform. If you have the chance to

ask for feedback in person, exploit that opportunity. Signal that you are interested in talking to someone in private. That's when most people feel they can speak their mind.

■ Asking for specifics

To be truly effective, feedback should never be vague, fuzzy or ambiguous. You want feedback that will help you to perform better in your job. You don't just want to find out what other people see as your weaknesses — you want to learn how to build on your strengths. In your exchanges, state exactly what you would like feedback on.

■ Focusing on the positive

Marketing professionals know that it's possible to frame how people think about a business or product by the type of questions they ask in surveys. A common one might be: "What do

ambiguous ► mehrdeutig

annual appraisal ► jährliche Beurteilung, Jahresgespräch

exploit sth.

► etw. (aus)nutzen

fish for a compliment

► ein Kompliment provozieren/herausfordern

frame sth. ► etw. einrahmen; hier: beeinflussen

fuzzy ► unklar

goal ► Ziel

invite sth.

► hier: um etw. bitten

outcome ► Ergebnis

performance review
► Leistungsbeurteilung

professional ► Fachkraft

set sth. in stone

► etw. in Stein meißeln, genau festlegen

speak one's mind

► offen sprechen

state sth. ► etw. angeben

survey ► Umfrage

text message

► SMS, Kurznachricht

trigger sth. ► etw. auslösen

you like best about our services?" This forces people to think back on a positive experience. Could you use the same technique to encourage a more positive view of your work? Only up to a point. It's best to ask specific questions that are relevant to your work and not simply to fish for compliments.

■ Being constructive

It's a nice feeling to get positive feedback, but constructive or corrective feedback can have the biggest impact on your career. Just asking for advice on how to improve your work signals to your peers and superiors that you take your work seriously. It also shows that you respect their input.

■ Responding to praise

When the comments are positive, show your appreciation. Thank your colleagues or boss for taking the time to give you feedback.

■ Responding to criticism

Everyone makes mistakes, but nobody likes to hear that they're not perfect. When you are criticized, try to avoid a knee-jerk reaction. First, let the person know that you appreciate their honesty, but be honest if their comments have surprised you. Remain respectful. Follow up with questions that could help you explore what's wrong and lead you to better ways of working. See constructive feedback for what it is: an opportunity to improve. Indeed, that's the reason why you're fishing for feedback.

If you feel completely blindsided by the criticism, you might consider — in private — whether the person has an ulterior motive for giving you negative feedback. That's not unheard of in the business world.

■ Showing self-reflection

If you really want regular feedback to become part and parcel of your work culture, you will need to show some self-reflection and confirm that receiving feedback does indeed make a difference. This might mean admitting that you can do better, and it might mean changing the way you work. A culture of honest feedback can have a positive impact on both you and your team.

[14] Introduction (III) E

Erin Perry: Finally in this section, Deborah Capras is here to give us some more advice on feedback and its importance.

appreciate sth.

- ▶ etw. zu schätzen wissen

appreciation

- ▶ Wertschätzung

blindsided US ▶ überrumpelt, unvorbereitet getroffen

confirm sth.

- ▶ etw. bestätigen

follow up with sth.

- ▶ mit etw. nachhaken

impact ▶ Auswirkung(en)

input ▶ Beitrag/Beiträge

knee-jerk

- ▶ reflexhaft, spontan

part and parcel: be - of sth.

- ▶ ein fester Bestandteil von etw. sein

peer ▶ gleichrangige(r) Kollege/Kollegin

superior

- ▶ Vorgesetzte(r)

ulterior motive

- ▶ Hintergedanke, tieferer Beweggrund

[15] Interview: Deborah Capras **M**

Deborah Capras: First, if I take the example of positive feedback. Just think about your own response to a compliment or praise at work or outside the office. Doesn't it give you a boost? Doesn't it help build confidence in what you do, in yourself? So, I think positive feedback is an important motivator. It makes you feel appreciated. It gives you recognition. It can even give you a sense of purpose. So, positive feedback can change how you feel about your work.

Then you have corrective or constructive feedback. Now, this type of feedback can be harder to take but it can have a bigger impact — specifically when it focuses on the specifics of what you want to do to perform better. So, it's invaluable in that case.

But you have to be careful and think that feedback is not just a choice between whether it's positive or corrective. For me, it's also about the process. So, you've got this complex feedback process. It exposes you. I think it can criticize you, you know, and it involves voicing strong opinions and having to accept or reject such opinions. And it can get really personal. So, during all this back and forth, ideally, I think, you should be creating this kind of open and honest conversation. So, you're building rapport.

Ultimately, I think feedback can change how you feel, your confidence, how you work, you know, your performance, and how you commu-

nicate with others. You know, so that all together, it's really important.

The problem is many companies have different procedures for official reviews, whether it's a performance review, annual review, quarterly review, you know, they have these specific time slots for doing them. But I think you have to take a lot of feedback outside of this official scheme and to make it part of your everyday working life, your working practise. Because, essentially, a lot of feedback can be given too late and too little, so it's often ineffective. So, I think, timely, even this kind of instant feedback is what you want, you want spontaneous feedback even. So, it's much more helpful I think than the yearly, quarterly or monthly review.

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annual ▶ jährlich, Jahres-

appreciated: feel -

▶ sich geschätzt fühlen

boost ▶ Impuls, Auftrieb

expose sb.

▶ jmd. exponieren

impact ▶ Auswirkung(en)

praise ▶ Lob

purpose

▶ hier: Sinnhaftigkeit

quarterly

▶ vierteljährlich

rapport

▶ harmonisches Verhältnis

reject sth.

▶ etw. zurückweisen

review ▶ Bewertung

scheme ▶ System

voice sth.

▶ etw. äußern

CAREERS

CAREER COACH

Technical competence

[16] Introduction **E**

David Ingram: OK, let's move on now to our Careers section and our career coach, Bo Graesborg. In his latest column, Bo looks at why, despite the importance of having good people skills, it's also essential to be good at the technical aspects of your job. The column is read by the author himself.

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

This column is a warning to all those of you who are busy honing your people skills and powers of influencing. Now, don't let me stop you from doing so. People skills may be the most valuable thing there is. And, in the end, it's people who promote people. So, if you know how to influence them, then, as the Brits say, Bob's your uncle.

Relying too heavily on technical competence alone is a risky strategy. But being good with people works best when it comes with competence and ambition. Meet Martin. He has just joined his organization, and it is clear from the start that he has something special. Sometimes, new managers make the mistake of appearing too eager to contribute and too generous with ideas on things to change. Not so Martin.

He listens well and learns, and he transports his genuine interest in the other person.

Whether he is speaking with his boss, his team or the cleaning staff, Martin is always respectful, interesting and interested in others. He can also wow an audience with his relaxed, self-deprecating, yet assertive style. Everybody agrees, Martin is a superstar.

You can probably see where this is going. As a rule, leaders do not fail because of their weaknesses. They fail because of their strengths. As a result of Martin's extraordinary ability to communicate and connect with other people, he has forgotten to care about content. Half a year into the job, Martin was pitching his plan to innovate the logistics team. Everything was going great, when one of his colleagues, Olena, started asking questions. Impervious to Martin's charm, her interrogation gradually

assertive

- durchsetzungsfähig

Bob's your uncle UK ifml.

- die Sache ist erledigt

eager • eifrig, erpicht

genuine • echt

hone sth.

- etw. verfeinern, verbessern

impervious: be ~ to sth.

- sich von etw. nicht beeindrucken lassen

(impervious

- zugänglich)

interrogation

- Befragung

people skills

- Sozialkompetenz

pitch sth. • etw. anpreisen;

hier: präsentieren

rely on sth. • auf etw. bauen

self-deprecating

- selbstironisch

technical • hier: fachlich

wow an audience ifml.

- Zuhörer(innen) begeistern

exposed Martin's apparent ignorance of his own field.

As such, no real damage was done. After all, it never was Martin's job to know the nitty-gritty details. But the humiliation was so shocking to him that he let it be known to headhunters that he'd be available for a new challenge. Since then, he has had five jobs in six years.

The message here is boring and conventional. Go out there and be inspirational and get people to rally behind you. But don't forget that the next person you meet may be Olena. Be ready to answer her questions.

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LEADERSHIP

Digital leadership

[18] Introduction E

Erin Perry: The second item in our Careers section looks at the topic of leadership. In the current issue of *Business Spotlight*, Bob Dignen discusses the challenges of digital leadership and digital transformation. Here's Bob now to tell us more.

[19] Interview: Bob Dignen A

Erin Perry: Welcome, Bob. Tell us, what are the main challenges of being an effective digital leader?

Bob Dignen: OK, well I think there are many types of digital leader in very different posi-

tions: people in marketing, people in IT, just to name a couple. But perhaps just focus on one key role: a CDO, a kind of new emerging role in the last few years, as I think this is a role which highlights many of the challenges associated with digital. Of course, first and foremost, digital implies change which means those involved in digital leadership in some way have all those associated problems: things like understanding the future, partly predicting the future, persuading others that their vision about the future is realistic and right strategically. And then also you got the operational challenge of moving present to future business model, which one person described to me recently as trying to keep the plane flying while re-engineering it at the same time. So, none of this is easy. I think probably a key problem about digital, particularly if you're the CDO in the organization and tasked to lead digital transformation, is that not many people will understand what you're saying in the company. Not

apparent ➤ offensichtlich

CDO (chief digital officer)

➤ Leiter(in) Digitalisierung

emerging

➤ entstehend, aufkommend

expose sth. ➤ etw. offenlegen

first and foremost

➤ zuallererst

humiliation ➤ Demütigung

nitty-gritty details: know

the ~ (of sth.) jfml. ➤ (etw.)

bis ins kleinste Detail kennen

predict sth.

➤ etw. vorhersagen

rally behind sb.

➤ sich hinter jmdn. stellen

re-engineer sth. ➤ etw. neu

gestalten, umstrukturieren

everyone has deep insights into digital issues, so getting common understanding of challenges and solutions is simply very difficult. It's a kind of expertise gap, and I think you see many digital leaders often finding themselves having to slow down as a result of that. And, at the end of the day, that means that they get impatient. And managing that impatience as part of that process of slowing down, I think this is a key part of digital and it's where digital becomes emotional. I think, secondly, a linked problem around communication is connected to the future orientation of digital leadership. I mean, digital is about predicting a future in which the future is unpredictable. And that makes it very difficult to prove in meetings and in presentations that what you're saying is right. I remember once sitting with an IT team complaining about the business not following their lead. And I asked them, "Why exactly should they believe what you're saying? Where's the evidence?" And then you got that kind of awkward silence in the room because there wasn't any evidence. Digitalization is as much about beliefs as about data. And then I think, thirdly, just sticking with communication, perhaps even more fundamental, I think most professionals are actually badly equipped to communicate in this digital change context, you know, whichever side of the digital fence you sit on. The current paradigm in business as I see it is to be an expert

and to explain and to defend your expert viewpoint from challenge by others. But I think this is the wrong paradigm to drive digital change when we need people, basically, to sit around the table, to share their different perspectives without any obvious sense of someone knowing best. And when you've dumped all the data on the table and made sure everybody understands it, then everyone begins to think: what looks to be useful to take a decision? It's a kind of a subtle but a very profound difference when we need skilled data sharing as a central principle of change, as opposed to influential leadership, which is actually often a covert way of just pushing people in a certain direction.

Perry: And is conflict during digital change a good or a bad thing?

Dignen: Well, the answer to that is very obvious in one sense: it clearly depends on the context. But that's not a very useful answer. So, I guess a more useful answer is to say that I think people often overlook the benefits of conflict or arguments or frustration born from

awkward ▶ peinlich

born: be ~ from sth.

▶ aus etw. hervorgehen

covert ▶ verdeckt, diskret

dump sth. ▶ etw. abladen;
(offen) hinlegen

expertise ▶ Sachkompetenz

gap ▶ Lücke

insight ▶ Einblick

lead ▶ hier: Leiter(in)

overlook sth.

▶ etw. übersehen

subtle ▶ fein, geringfügig

committed and heated discussions. And firstly, we need to remember conflict is somehow evidence of commitment, of passion, of a desire to be involved. We shouldn't forget that baseline. And secondly, conflict is essentially the moment when two worlds meet, when two opposing ideas come together. And, yeah, we have to remember, in this situation, it's highly unlikely that both people are right. It's also very probable that both people are to some degree wrong. Seeing both points of view clearly will allow us, maybe, to fast-track to some third point, which is a richer position. Let's call that "innovation". So, think about that. If we take it this way, when you're arguing with someone about something, and you begin to feel frustrated, maybe you should start to feel grateful because the person in front of you is presenting you with an opportunity to learn something, to discover that third truth, to abandon your current limited truths. I mean, we know we don't own the truth. And, therefore, they're offering you the chance to step into a richer, more insightful position. Again, not a truth: it's only good until you meet the next person who calls you an idiot. And then you can evolve your ideas again. I mean, all that might sound a bit kind of weird and esoteric, but if you embrace the philosophy, you start to actually seek out people not who agree with you but people who disagree with you, who think your ideas are a bit strange. Not because

they believe you're strange, because they just have a different world view. They have a different experience. And you should know, if you don't own the truth, that by being challenged in this way, they give you the chance to evolve to this third, higher view. And you can imagine meetings based on this principle: people seeking confrontation, now asking to be criticized, demanding that their ideas be ridiculed. And, in that context, people start to listen to each other. People even have to have a bit of fun, even in heated discussions. And, critically, through the process, better decisions get made and digitalization moves ahead faster in a better direction.

Perry: Thanks very much, Bob. We look forward to talking to you again next time.

Dignen: Same here. Looking forward to the next conversation.

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abandon sth.

- etw. aufgeben; hier: an etw. nicht weiter festhalten

baseline

- Grundlinie, Ausgangslage

commitment

- Engagement

embrace sth.

- sich etw. zueigen machen

evidence

- Beleg(e)

fast-track

- schnell voranschreiten

insightful

- einsichts-, verständnisvoll

look forward to sth.

- sich auf etw. freuen

opposing

- entgegengesetzt

ridicule sth.

- etw. lächerlich machen

weird ifml. • bizarr

LANGUAGE

SKILL UP!

Talking about training

[20] Exercise: Idioms (I)

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

Pia: You know the system really well, Al. Could you show Mo how it works tomorrow?

Al: I don't think I can make that much progress in one day.

Pia: With your help, she'll start to understand it fast. She's very clever. Use the opportunity to discuss some ideas with her.

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

Pia: You know the system inside out, Al. Can you show Mo the ropes tomorrow?

Al: I don't think I can cover that much ground in one day.

Pia: With your help, she'll get to grips with it fast. She's got a razor-sharp mind. Use the opportunity to bounce some ideas around with her.

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

- If you know something really well, you...
 - know it inside out.
 - know it from high to low.
 - a)** is right. If you "know something inside out", you know it really well. Next one.
- If you show someone how something works, you...
 - show them the ropes.
 - tell them the works.
 - a)** is right. If you "show someone the ropes", you show them how it works. OK, next one.
- If you manage to make progress with something, you...
 - cover ground.
 - cover work.
 - a)** is right. If you "cover ground", you manage to make progress with something. Next one.
- If you start to understand something and deal with it, you...

bounce sth. around

► etw. herumspringen lassen

grip ► (Halte-)Griff

razor ► Rasiermesser

- a) get hold of it.
 b) get to grips with it.
 • **b)** is right. If you “get to grips with something”, you start to understand it and deal with it. And the next one.

5. Someone who is very clever, has a...

- a) huge understanding.
 b) razor-sharp mind.
 • **b)** is right. Someone with a “razor-sharp mind” is very clever. And the last one.

6. If you discuss ideas with someone, you...

- a) bounce ideas around with them.
 b) juggle ideas around with them.
 • **a)** is right. If you “bounce ideas around with someone” you discuss ideas with them.

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

[21] Exercise: Idioms (II)

Erin Perry: In this exercise, you can practise the idioms in the previous exercise again. You'll hear the sentences that Pia and Al 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.

Pia: You know the system inside out, Al.

- You know the system really well, Al.

Pia: Can you show Mo the ropes tomorrow?

- Could you show Mo how it works tomorrow?

Al: I don't think I can cover that much ground in one day.

- I don't think I can make that much progress in one day.

Pia: She'll get to grips with it fast.

- She'll start to understand it fast.

Pia: She's got a razor-sharp mind.

- She's very clever.

Pia: Use the opportunity to bounce some ideas around with her.

- Use the opportunity to discuss some ideas with her.

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.

bounce sth. around

- etw. herumspringen lassen

grip ▶ (Halte-)Griff

juggle sth.

- etw. jonglieren

razor ▶ Rasiermesser

[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 refers to doing your studies or taking a training course. Translate this word, please.

German: *absolvieren*

English: complete, finish

Ingram: Don't say "absolve". If someone absolves a person of something, it means that they take the guilt or responsibility from that person. For example, a judge could absolve someone of the responsibility for an accident or, in a religious context, a priest could absolve someone of their sins. The English translation of the German verb *absolvieren* is "complete" or "finish". Please translate this sentence.

German: *Ich schlage vor, zuerst ein Praktikum zu absolvieren.*

English: I suggest completing an internship first.

I suggest finishing an internship first.

Ingram: Well done.

[23] Exercise: Don't confuse M

David Ingram: In this exercise, let's practise the use of the false friend from the previous track. First, you'll hear a sentence with a beep. In the pause, decide whether you need "complete" or "absolve" instead of the beep. Then you'll hear the correct sentence again. Ready?

1. First, she [beep] a training as a chemical laboratory assistant, then she studied chemistry.

- ▶ First, she completed a training as a chemical laboratory assistant, then she studied chemistry.

OK. Next sentence.

2. Do you believe that a priest has the power to [beep] people of their sins?

- ▶ Do you believe that a priest has the power to absolve people of their sins?

OK, there are two beeps in our third and final sentence. So, listen carefully.

3. As the court didn't [beep] them, they had to [beep] another training course for their driving.

- ▶ As the court didn't absolve them, they had to complete another training course for their driving.

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 "training". We'll then do an exercise on them.

Michael: Is there any intercultural training that you could still sign up for this year?

Helen: There's lots of courses, but the in-company training seems too short — it's just one day. Weren't there some options for remote training last year?

Michael: There were. I participated in one last year, and I did a one-to-one training. Both were excellent.

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 "training". Then you'll hear the correct answer. OK, here's the first sentence.

1. If you register for training, you...

- **sign up for training.** If you register for training, you sign up for training.

Next one.

2. If you take part in training, you...

- **participate in training.** If you take part in training, you participate in training.

OK, next one.

3. For anyone working globally, it is useful to participate in...

- **intercultural training.** For anyone working globally, it is useful to participate in intercultural training.

Next one.

4. Training where only you and your teacher are involved is...

- **one-to-one training.** Training where only you and your teacher are involved is one-to-one training.

And the next one.

5. Training that is delivered in the workplace is...

- **in-company training.** Training that is delivered in the workplace is in-company training.

And one more.

6. Training via e-learning or webinars is...

- **remote training.** Training via e-learning or webinars is remote training.

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

Corruption

[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, this time, Ian looks at a business topic that we've heard quite a lot about recently in different countries: corruption.

Perry: Very interesting, David! Let's hear what Ian has to say about this.

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

Ian McMaster: Corruption comes in many forms in the worlds of business and politics and, not least, at the interface where these two worlds meet. But maybe we should first go back a step and remind ourselves what we mean by "corruption".

The website lexico.com, powered by the Oxford Dictionaries, defines corruption as "dishonest or fraudulent conduct by those in power, typically involving bribery". So, bribery is one typical aspect of corruption, but it's not the only or even a necessary one. Also, we have to remember that what might count as bribery in one country or culture, might be regarded as an acceptable gift in another.

Many countries and organizations have laws or rules regulating what can be accepted as a

gift, for example from a business partner. And in the world of politics, there are often rules regulating what politicians can and cannot do — in order to avoid potential conflicts of interest. There are also rules regulating what politicians have to declare about their business activities. For example, there may be registers of politicians' outside-business interests, of their lobbying interests and so on.

What we've witnessed recently in both Germany and the UK is cases of — or allegations of — politicians behaving improperly, for example in relation to the battle against coronavirus. In some cases, this has involved politicians feathering their own nests by being paid for the procurement of masks. In other cases, there have been allegations that ministers have awarded contracts to their close friends — their "chums" or "cronies" — a system sometimes called "chumocracy" or "cronyism". The sight of elected representatives lining their pockets — or those of their chums — at the expense of the

allegation ► Anschuldigung

bribery ► Bestechung

chum ifml. ► Kumpel

chumocracy ifml. ► Vetternwirtschaft, Filzokratie

crony ifml. ► Kumpan

cronyism ► Klüngelwirtschaft

feather one's own nest

► in die eigene Tasche wirtschaften

fraudulent ► betrügerisch

interface ► Schnittstelle

line one's pockets ifml.

► sich die eigenen Taschen füllen

powered: be ~ by sth.

► hier: mit etw. (Inhalt) versorgt werden

procurement

► Beschaffung

public purse is, of course, extremely distasteful. In some cases, this leazy behaviour may not actually be illegal. But in the eyes of most people, such dodgy activities are certainly dishonest and immoral and, therefore, corrupt.

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SHORT STORY

[27] Introduction **E**

David Ingram: Now, it's time for our latest short story by James Schofield. This time, it's about a key part of entrepreneurship — making a pitch for your business idea. The title of the story is "Pitch perfect".

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

[28] Pitch perfect **M**

I'm sitting in a wine bar with Holly, Julie and Paula, trying not to go to pieces.

"Okay," says Holly, waving a glass of Merlot at me. "You've got this, Nelly."

I hate the expression "You've got this" because I can guarantee I've not got whatever it is that I'm supposed to have got. In this case, I've got no idea how to pitch an idea for a computer game about dating to Chen Loan, the creative director of a big computer games company based in Singapore. The company has an open day tomorrow, where people can pitch their ideas and get funding for them.

"Really?" begins Paula, who is brutally honest. "Oh, come on!" she continues as the others give her warning looks. "Nelly is famous for epic fails when she wants to impress people. Look at all those first dates she's had!"

"Epic fails" — another expression I hate, mostly because Paula is right, at least about first dates. One time, I went to a bar on a blind date and spent half an hour flirting very badly with the wrong man. Not that he minded, but his wife wasn't very pleased when she finally showed up. Another time, I discovered I had a shellfish allergy halfway through a first date in a sushi bar. So, I do have experience with epic fails.

"Don't worry, Nelly," says Julie. "We'll coach you."

My problem is only about 30 seconds long. You see, I'm naturally an introvert, and I find promoting myself difficult. When I can get on to the technical side of explaining how my game works, no problem. But it's getting people's interest that I find so hard. And my friends

distasteful

• geschmacklos, widerlich

dodgy • zwielichtig

epic fail ifml.

• großer Flop

funding

• Finanzierung, Förderung

go to pieces

• hier: durchdrehen

open day UK

• Tag der offenen Tür

pitch sth. • etw. anpreisen

public purse

• Staatskasse, -säckel

shellfish • Meeresfrüchte

show up ifml.

• erscheinen, auftauchen

leazy • anrührig

— who have jobs in things like marketing and sales — tell me I must develop an elevator pitch.

“All right,” I say, “how about this: I’m Dr Helen Brown, and I’ve developed a multiplayer, internet-based game called Date Night, integrating sentiment analytics that simulate the user experience of searching for a suitable romantic interest, dating them and developing a stable pair-bond relationship.”

They exchange glances.

“Wasn’t that the introduction to your doctoral thesis?” asks Paula finally.

“Not quite,” I say. “I thought a business pitch should be lighter, so I cut out a sentence about semiotics. Should I put it back in?”

“No,” says Julie quickly. “Why don’t you try the DYK approach instead?”

I look blank and pour myself some more wine.

“Like this: Did you know...,” she continues, “...that the most common time for a break-up in a relationship is after three to five months? What if I could teach you the skills you need to navigate relationships using an online game?”

“Oh, God,” Holly says. “Training software is a turn-off. Men will just yawn if they think you’re trying to educate them. I think you should try the Pixar code.”

“What’s that?”

“Tell him a story, like in those Pixar films,” explains Paula. “Once upon a time, there was a woman called Nelly. Every day, she went to

her boring IT job. One day, she had an idea for a computer game. She pitched her idea to a creative director at a company. He liked it — and her — a lot. She worked full-time developing the game, even though everybody told her it was a bad idea. Finally, the game was a great success, the guy fell in love with her and she took all her friends on holiday to his villa in the south of France, where they drank lots of wine.”

We laugh and drink lots of wine. After the third bottle, we forget about the coaching and enjoy ourselves.

The next day — I won’t lie — I’m a bit hung-over. I go to the company’s head office and sit in a room, surrounded by male computer geeks waiting their turn to pitch. They all have beards, beanies and T-shirts with the names of obscure indie rock bands. When they talk, it’s about games with names like Battle Call, Death Rap or Path of the Ninja. They ignore me completely.

beanie ► Beanie (gestrickte, eng anliegende Mütze)

bond ► Bindung

computer geek US *ifml.*

► Computerfreak

doctoral thesis

► Doktorarbeit

elevator pitch US *ifml.*

► Kurzpräsentation

glance ► (flüchtiger) Blick

hangover: be-

► einen Kater haben

look blank

► verständnislos gucken

Once upon a time...

► Es war einmal ...

sentiment

► Stimmung(slage), Gefühl

stable ► dauerhaft, fest

turn-off: be a - ifml.

► abtörnen; hier: abschreckend

wirken

yawn ► gähnen

Now, I'm used to this, but today, with my hangover and the feeling that my chances are slim, it gets me down, and I decide to leave. I already know how Chen Loan will react to a game without lots of explosions. On the way out, I go to the ladies' loo, and I've just finished swallowing something to deal with my headache when I hear someone crying in the end stall.

"Are you all right?" I call. Whoever it is blows their nose, flushes the loo and comes out. Her eyes are puffy, and her face is covered in mascara.

"Oh, dear," I say. "What's the matter?"

As she washes her hands and redoes her make-up, she tells me about her disastrous break-up that morning. Well, this is my area, and soon, we're exchanging stories about awful relationships.

"God," she said, "if only there were a way to practise all this — to try out different things and see what works."

"Funny you should say that," I say. "I'm supposed to pitch an idea for a game that does just that..." I tell her about Date Night and also how I don't see any point in taking part in the pitch. She listens. "You should try," she says. "Women gamers are the biggest growth area in Asia, you know? I'd play Date Night. Might save me lots of trouble." She looks at her watch. "I have to go, but good luck!"

I think for a moment and then decide to take her advice. Why not? I have nothing else to do that afternoon.

The queue gets smaller and smaller, until I'm the last person.

"Dr Brown?" says the receptionist. "They'll see you now."

I go into the conference room, and the woman from the ladies' loo stands up.

"Hello," she says. "My name's Chen Loan. I've told my colleagues about your idea, and we're very interested. Now, can you tell us about some technical aspects?"

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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.

awful ➤ schrecklich

blow one's nose

➤ sich die Nase putzen

end stall ➤ hier: hinterste

Toilettenkabine

flush (the toilet)

➤ (die Toilette) spülen

get sb. down *ifml.*

➤ jmdn. runterziehen

ladies' loo UK *ifml.*

➤ Damenklo

point ➤ hier: Sinn

puffy ➤ verschwellen

queue UK ➤ (Warte-)Schlange

redo sth. ➤ etw. erneuern

slim ➤ hier: gering

swallow sth.

➤ etw. schlucken

[30] Who am I? US M

- I was born in Canada to Jewish parents.
- My real surname is Goldberg, but that is not the name I am known by.
- I am a big fan of ice hockey.
- I used to drive a delivery truck.
- As a child, I used to build cities out of bits of wood with my grandmother.
- My university fraternity asked me to leave because I tried to help a black classmate become a member.
- I served in the U.S. army.
- Many buildings that I have designed are now world-famous.
- My work was featured in the 2010 World Architecture Survey.
- My most famous buildings in Europe include the Dancing House in Prague, the Guggenheim Museum in Bilbao, and the Louis Vuitton Foundation for Creation in Paris.
- I designed eight famous buildings in Germany, including Der Neue Zollhof in Düsseldorf.
- So far, I have worked on 37 projects in California (and counting).
- I once said: "I don't know why people hire architects and then tell them what to do!"
- Vanity Fair called me "the most important architect of our age."
- I once designed a hat for Lady Gaga.

- I now live with my wife, Berta, in Santa Monica, in a house that I designed with my son Sam.
- I was commissioned to design a building as part of the Novartis Pharma AG project in Basel, which was completed in 2009.
- I take on jobs only if I like the clients.
- I use lots of ordinary materials, such as plywood and steel, in my designs.
- Concert halls are my favorite type of project. I enjoyed working on the Walt Disney Concert Hall in Los Angeles, which opened in 2003.
- I am currently working on several projects, one of which is the new Warner Bros. headquarters in Los Angeles.
- My work is typically described as postmodern architecture. I see my craft as a form of painting.
- At the age of 86, I designed a yacht and called it Foggy.

and counting

► und es werden immer mehr

classmate

► hier: Kommilitone/Kommilitonin (desselben Jahrgangs)

commission sb.

► jmdn. beauftragen

craft ► Handwerk**design sth.**

► etw. entwerfen

feature sth.

► etw. zeigen

fraternity

► Studentenverbindung

headquarters

► (Unternehmens-)Zentrale

plywood ► Sperrholz**survey** ► Umfrage

- I am still working at the age of 92. I have no plans to retire. I wouldn't know how.
- Who am I?

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David Ingram: So, do you know who our mystery person is? If you want to find out, go to our website at www.business-spotlight.de/who0621, where you'll find the answer.

CONCLUSION

[31] For more information

David Ingram: Well, we've come to the end of Business Spotlight Audio 6/2021. 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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