

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 8/2021*. 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. We also have lots of exercises to help you to improve your language and communication skills.

Ingram: We'll hear from Bob Dignen about why it's important for leaders to focus properly at work. We'll provide you with tips and useful phrases for delegating with style. And we'll practise the language of numbers. 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 from the US about someone who is on course for success.

David Ingram: Hmm, there's something about the way you said "on course" there that makes me think there's a wordplay coming up. Right, Erin?

Perry: Right, David. The person in question is Brandon Johnson. He fell in love with the game of golf when he was very young. And now, he's a senior golf course architect. Let's listen and find out more.

Ingram: I knew it... on course for success!

[3] A career on course E US

Brandon Johnson fell in love with golf when he first played, at 12 years of age. When he was in high school, he already knew he wanted to be a golf course architect. Thirty-five years after he first stepped onto the course, Johnson is senior golf course architect and a vice president of the Arnold Palmer Design Company. He has designed courses all over the world.

Johnson and his team "prepare the game board for golf," he told *The New York Times*. "My philosophy is to design courses that are fun and engaging and interesting strategically for players." He also tries to make the courses good for the environment. In Florida, for example, he and his team took an empty landscape and turned it into a "wildlife-rich ecosystem." Johnson says that his next challenge may be designing courses in India: "It's on my wish list."

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challenge ► Herausforderung;

hier: großes Projekt

engaging ► einnehmend;

hier: einladend

game board ► Spielbrett;

hier: Spielfeld

golf course

► Golfplatz

senior ► leitend**wildlife** ► Tierwelt,

wild lebende Tiere

[4] Introduction (II) E

David Ingram: Our next story is from Australia and it's about Trent Smyth, the director of the Australian Grand Prix Corporation. During the coronavirus crisis, Smyth decided that he needed extra help in order to work out how to perform his role effectively. As you listen to our story, answer this question: how long was the online course that Trent Smyth took at a business school in Oxford? Ready? Listen now.

[5] Business class M

Trent Smyth, director of the Australian Grand Prix Corporation, needed help during the Covid-19 pandemic. He had been forced to cancel several multimillion-dollar car-racing events. He turned to a six-week online course at the University of Oxford's Saïd Business School on strategic alignment in the face of disruption.

"If you'd told me two years ago that I had to be effective in my roles without events, I would have told you it couldn't be done," Smyth told the *Financial Times*. "But the course showed me how to ... consider the real purpose of what we do."

Crisis management, leading scattered workforces, reorganizing operations — business schools worldwide quickly created courses for business leaders trying to figure out how to lead their business through the pandemic. Now, the schools are preparing for the post-Covid-19 future. They expect leaders to need help navigating a changed business world.

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alignment ► Ausrichtung**business school**

► Fakultät für Wirtschaftswissenschaften

disruption

► Umwälzung(en), tiefgreifender Wandel

figure sth. out

► etw. herausfinden

navigate sth. ► etw. befahren;

hier: sich in etw. zurechtfinden

role

► hier: Position, Funktion

scattered ► verstreut**workforce** ► Belegschaft

[6] Answer: Listening comprehension E

Ingram: OK? Did you get the answer to our question? How long was the online course that Trent Smyth took at a business school in Oxford?

- The answer is six weeks. Listen again.

"He turned to a six-week online course at the University of Oxford's Saïd Business School on strategic alignment in the face of disruption."

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

HEAD-TO-HEAD

Should museums return artefacts to their country of origin?

[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 museums should return artefacts to their country of origin.

David Ingram: Yes, a very interesting and controversial topic. So, let's hear from Ian now about the two sides of this debate.

[8] Interview: Ian McMaster A

Ian McMaster: Should museums return artefacts to their country of origin? This discussion has been going on for a number of years but has flared up again recently in the light of discussions about reinterpreting colonial history.

What are the arguments on the two sides of this debate? Those who believe that artefacts should be returned argue that many were taken by colonial powers and that these powers — for example the UK in the case of the Elgin Marbles from Greece or the Benin Bronzes — should be prepared to return such objects to their country of origin if requested to. They also point out that in certain cases, such as Nazi loot

or human remains, the law has already been changed to allow such returns.

Those who oppose the general return of artefacts argue that the number of highly controversial objects, such as the Elgin Marbles, is actually very small compared to the many millions of artefacts held in museums. They also point out that it is actually perfectly normal for cultural objects to be held outside their original country — for example the huge collection of Beatles memorabilia held in Japan.

It's another very tricky issue to decide, and this time, I'm going to sit on the fence somewhat and say that museums should indeed be willing to return artefacts in specific controversial cases. But I don't believe there should necessarily be a right for all artefacts to be returned to their country of origin. That's my view. But what do you think?

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controversial

- umstritten

flare up

- aufflackern

loot

- Beute; hier: Raubkunst

marble

- Marmor; hier: Marmorskulptur, -fragment

memorabilia

- Erinnerungsstücke

sit on the fence

- unschlüssig sein, zwischen zwei Stühlen sitzen

tricky

- schwierig, heikel

COMMUNICATION

BUSINESS SKILLS

Delegating

[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 delegating, the subject of Deborah Capras's article in the latest issue of *Business Spotlight*.

Erin Perry: Oh, perfect, David, because I was just going to ask you if you could take over a few of the things I have to do today?

Ingram: Nice try, Erin. I'm afraid it's not quite that simple. But in her article, Deborah provides seven key tips on how you can delegate effectively — and with style. Let's listen to these tips now. They're read by Melita Cameron-Wood.

[10] Tips for delegating Delegating with style **M**

If I do it myself, it'll be far easier/faster/cheaper/better..." Do you recognize yourself in these words? Then you may be guilty of hoarding tasks when you could be delegating them.

Delegating work is a huge responsibility. And it's not something that only leaders need to be able to do well. Anyone who works in a team will probably need to ask a colleague to take on a task at some point. A colleague might

need to cover for you while you are on holiday or to stand in for you at a meeting. If you job-share, you will definitely need to delegate tasks. Whatever the situation, it's important to create the best conditions for someone else to carry out a task successfully.

Delegating is less daunting if you do the preparatory work. We look here at the techniques and language you will need to delegate with clarity and style.

1. Giving reasons

First, explain to the other person why you are delegating a task to them. For example, do you need someone to cover for you temporarily? Or are you delegating something in its entirety? Whatever the case, use language that is appropriate to your position in the organization. A manager can talk about wanting someone to take on more responsibility, but job-sharers will probably need to give more practical reasons for assigning a task to one of their colleagues.

2. Checking the timing

It's important to check whether your colleagues or team members have the capacity to take on more work. A manager can also suggest freeing up time for a task if it has priority. Be prepared to negotiate on the timing.

3. Assigning tasks

Which tasks should you assign to others? Which ones should you keep for yourself? Instinctively, you may want to get rid of the things that you hate, but that might be counterproductive in the long run. Your colleagues will soon recognize your approach and may resent you for it. And when you really need them to cover for you, they may not be as accommodating as you'd like. Having said that, feel free to hand over tedious and time-consuming tasks to people who are less qualified than you — but only if you have the authority to do so.

4. Stating the outcome

Make sure your colleague understands exactly what is required of them to complete the task successfully. Ideally, you should have a good idea of what you expect the outcome to be — and be good at communicating it. Most tasks consist of multiple steps. By breaking down complex processes into clear stages, you can help people understand exactly what it is they need to do. You might consider creating a checklist for them to ensure that nothing is forgotten. If you have been responsible for something for a long time, you may not realize the complexities involved in a task — until you sit down and break it down.

5. Providing a framework

Delegation can fail if your colleague believes they have more freedom than they do. Or less. Your goal is not to micromanage someone, but to provide a framework for them to succeed. Pinpoint the areas that are most challenging and specify what kind of freedom they have, and what kind of support they can expect (from you or anyone else). And be absolutely clear about whether or not you are transferring full responsibility to them. Discuss typical problems and explain how you would deal with them, and why you would recommend such an approach. Let them know when and why they should check in with you.

6. Recognizing potential

Focus on the positives of the tasks and highlight exactly why you believe your colleague has the skills and expertise to complete them successfully. Help them to recognize their own potential and make the most of their abilities.

7. Showing appreciation

Praise someone when they do things well. Part of your role in delegating tasks is to make the person who takes over feel that their work matters. And you can show your appreciation by saying thanks.

accommodating

- entgegenkommend

appreciation ➔ Wertschätzung**approach**

- Vorgehensweise

appropriate

- angemessen, adäquat

assign sth. to sb.

- jmdm. etw. zuweisen

break sth. down

- etw. zerlegen

check in with sb. ➔ jmdm.

- eine kurze Rückmeldung geben

clarity ➔ Klarheit**cover for sb.**

- für jmdn. einspringen

daunting ➔ beängstigend**ensure sth.**

- etw. sicherstellen

expertise

- Sachkompetenz

framework

- Rahmen, Struktur

goal ➔ Ziel**guilty: be - of doing sth.**

- hier: den Fehler machen, etw. zu tun

having said that

- nichtsdestotrotz

highlight sth.

- etw. hervorheben

hoard sth. ➔ etw. horten;

- hier: an sich reißen

long run: in the -

- auf lange Sicht

micromanage sb.

- jmdn. bis ins kleinste Detail kontrollieren

negotiate on sth.

- über etw. verhandeln

outcome ➔ Ergebnis**pinpoint sth.**

- etw. genau festlegen

resent ➔ gegen jmdn. einen

- Groll hegen

stage ➔ hier: (Prozess-)Schritt**stand in for sb.**

- jmdn. vertreten

tedious ➔ lästig, ermüdend

- You want to ask a colleague about the amount of work they currently have to do.
 - Use “how”, “workload” and “moment”.
 - ➔ How’s your workload at the moment?
- You want to tell your colleague that you have some work to do that you cannot cope with on your own.
 - Use “few tasks”, “need” and “help”.
 - ➔ I have a few tasks that I need help with.
- You want to acknowledge work that your colleague did.
 - Use “appreciate”, “contribution” and “project”.
 - ➔ I appreciate your contribution on this project.
- You want to ask your colleague to inform you about something.
 - Use “could”, “keep” and “loop”.
 - ➔ Could you keep me in the loop?
- You want to tell your colleague that the task that you’d like to delegate is perfect for their knowledge and skills.
 - Use “tap into”, “expertise” and “area”.
 - ➔ This will tap into your expertise in this area.

Ingram: Excellent. Well done!

acknowledge sth.

- etw. anerkennen, würdigen

cope with sth.

- etw. bewältigen

[11] Essential phrases for delegating M

David Ingram: Let’s now practise some phrases that are useful when delegating tasks at work. 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.

[12] Essential words for delegating **M**

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

Maeve: How's your schedule at the moment, Bruce?

Bruce: I'm absolutely snowed under as usual. Why do you ask?

Maeve: I'm taking a few days off next week, and I'm looking for someone to cover for me.

Bruce: Ah. Of course, I'll help if I can. What is it you need me to do?

Maeve: I've managed to deal with most things that might come up while I'm away, but there's one task I'm afraid I can't move. I thought I'd ask you, as you're particularly good at following up on things.

Bruce: Flattery will get you everywhere, Maeve. Maybe I can move back some less urgent tasks.

Maeve: Thank you, Bruce. I really appreciate it. I'll send you the details.

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 the speaker's pronunciation and intonation. Ready?

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

Maeve: How's your [beep] at the moment, Bruce?

► How's your schedule at the moment, Bruce?

2. And here's the next pair of words: "cover" OR "cope"

Maeve: I'm taking a few days off next week and I'm looking for someone to [beep] for me.

► I'm taking a few days off next week and I'm looking for someone to cover for me.

3. And the next pair of words: "particular" OR "particularly"

Maeve: I thought I'd ask you, as you're [beep] good at following up on things.

► I thought I'd ask you, as you're particularly good at following up on things.

4. And another pair of words to choose from: "urgent" OR "priority"

Bruce: Maybe I can move back some less [beep] tasks.

► Maybe I can move back some less urgent tasks.

5. And the last pair of words: “appraise” OR “appreciate”

Maeve: Thank you, Bruce. I really [beep] it.

➤ Thank you, Bruce. I really appreciate it.

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

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appreciate sth.

➤ etw. (zu) schätzen (wissen)

cover for sb.

➤ für jmdn. einspringen

flattery

➤ Schmeichelei

schedule

➤ Zeit-, Terminplan

snowed under:

be ~ (with work)

➤ bis über beide Ohren in Arbeit stecken

CAREERS

CAREER COACH

Who should do your job?

[13] Introduction

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 you might not get the promotion you want if there’s no one who can take over your current role. The column is read by the author himself.

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

When discussions in the boardroom turn to the question of whom to promote, four considerations usually come into play:

One. Can they do it? Do we see potential in them? What support or development do they need?

Two. Do they have or will they be able to create the network they’ll need to succeed in the new role?

Three. What is the flight risk if we go for another solution? Do we even have another solution?

Four. What will happen with the role they leave? Is there anyone ready to take over?

If you are on the list of candidates for potential promotion, you should think carefully about each of these considerations. The importance of the first and the second considerations about performance, potential and people should be pretty obvious. And we will find space in a future column to talk about the third consideration — your leverage.

For now, let’s think about the fourth consideration: who should do your job when you move on? Surprisingly often, this trips people up.

Or maybe not so surprisingly. Usually, we do not pay much attention to the question of who can do our job other than ourselves. First of all, we already have a job to do. Why worry about who else can do it? This is a perfectly valid approach as long as you are bent on staying in the

job. It becomes a problem, however, if and when you do want to move on. Secondly, helping others become able to do what you do means investing time in a venture whose outcome is highly uncertain. It is not clear whether they will learn what you have to teach. And if they do, who is to say they will not take these skills and move themselves ahead of you?

If you carry any such thoughts around with you, I strongly recommend some critical self-examination. Instead of holding on to people by keeping them small, why not become a talent factory and watch how quickly good people will start wanting to work with you? They won't stay forever, and you won't want them to. Apart from dramatically increasing team results, the flow of talents will give you a shifting but always clear answer to the fourth consideration. And this will no longer be a reason not to promote you.

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approach

• Vorgehensweise

bent on: be - sth.

• gewillt sein, etw. zu tun

boardroom

• Sitzungszimmer des Aufsichtsrats; hier: Chefetage

flight risk

• Fluchtgefahr; hier: Fluktuations-, Abwanderungsrisiko

flow of talents

• Talentstrom/-ströme (Neuzugänge und Abwanderungen in Schlüsselpositionen)

go for sth.

• sich für etw. entscheiden

keep sb. small

• hier: jmdn. nur mit untergeordneten Tätigkeiten betrauen

leverage • Hebelwirkung; hier: Druckmittel

outcome • Ergebnis

promote sb.

• jmdn. befördern

role • hier: Position

shifting • wechselnd

talent factory

• Talentschmiede

trip sb. up

• jmdn. aufs Glatteis führen

valid • berechtigt,

stichhaltig

venture

• Unterfangen; hier: Projekt

LEADERSHIP

Focus

[15] 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 importance for leaders of having a clear focus in the workplace. Here's Bob now to tell us more.

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

Erin Perry: Welcome, Bob. Tell us, what exactly is focus and why is it so important for leadership?

Bob Dignen: I think there are a couple of dimensions to the answer. I mean, firstly, focus is fundamentally about identifying priorities. You know, what you should be doing and what you should not be doing. And in simple terms, that might be focusing more on strategic activities and less on operational administrative activities, perhaps, that other people can do, from a leadership perspective. I think there's another dimension also to avoid doing too much.

I mean, I think there's a risk for many professionals in business life today, particularly with organizations under-resourced, that you do too much, that you stress yourself, that you stress others and that by not prioritizing, by not focusing, you then threaten delivery, which is, of course, the main risk of not focusing. So, I think it's all about prioritization, doing the right thing and making sure the right things get done.

Perry: What factors make it difficult for leaders to maintain a clear focus?

Dignen: I think there are three or four things that make achieving focus challenging. Firstly, an external factor: workload. I mean, I know that we shouldn't really blame the external environment for the challenges that we have. But I think, as I said just a moment ago, many organizations are under-resourced, many professionals are expected to deliver a huge workload in very little time, and I think that makes focusing challenging — simply work pressure.

So, secondly, and just thinking more internally now, the psychological dimension of focus. I think we all need to reflect on ourselves, on our own thinking habits and the way in which some of those thinking habits might be dangerous for us if we want to retain a sense of focus and a sense of balance. And I'm thinking particularly of those among us who are very demanding, want to achieve high results, want to achieve

very good quality. I think this kind of individual, particularly if they try to achieve very high quality all of the time, with all of their tasks, they risk being overwhelmed, they risk losing a sense of focus on what is really important to deliver high quality, and where good quality is just enough. So, I think, psychologically, looking at yourself and learning to accept lower quality, which then allows you to focus on very high quality where it really matters.

I think the other dimension which really challenges our ability to focus is context. I mean, we live in a VUCA environment, things are very uncertain. It's not clear if the priority today will be the priority tomorrow. And then, in addition to that kind of uncertainty, we've got the complexity of corporate life — the fact that we may be reporting into different leaders, who have not only different priorities but competing priorities. So, the context in which we operate, the uncertainty, the complexity, the competitive nature of internal corporate life pulling us in different directions: I think that itself makes it challenging for many business professionals to say, "What should I do today, and what should I not?"

Perry: What practical steps can people take to improve their focus?

Dignen: I mean, when it comes to focus, the obvious starting point is effective planning. You

need to plan what you've got to do, to set goals, to decide at the beginning, taking a longer-term perspective, what are the large kind of non-negotiable goals. You know, what must I achieve in the next six months? And then you begin to break that down into monthly targets, then weekly targets and then you plan your daily agenda, all of which is getting yourself to this large non-negotiable goal.

I think the other thing that we need to do — because of the uncertainty and complexity I mentioned earlier — is regularly checking in with key stakeholders, really getting feedback and asking people is my focus the right focus? Is my focus your focus? Is your focus and my focus the right focus? Should there be another focus here? So, constantly checking in with people because if you don't do that, you're likely to run into nasty surprises — that when you deliver, you find that you're not delivering what you should have delivered, which can then generate more workload, corrective workload, which then, of course, puts pressure on you to maintain focus. So, I think that constant kind of feedback cycle with your stakeholders, just making sure that focus is aligned, let's call it that.

Thirdly, I think we need to be aware of the big distractors that hit us on a daily basis, that stop us focusing. You know, the emails that come into our inbox, the calls, the new “urgents” that constantly take our attention away from our

plan. And I think we need to learn good habits: not to look at emails regularly during the day but perhaps once at the start of the day, once at the end of the day. We learn the habit not to pick up when the phone rings. We learn the habit to build in buffers of three hours during the day when we can really deliver quality time to the tasks which are important to us.

At a certain level, you know, it's starting to become uncollaborative, focusing on our own agenda and not being too open to others who may be less organized and who may demand our attention rather ad hoc, which is good for them but not good for us. And maybe the final thing is learning to deliver iteratively, to learn from “agile” about how to deliver in a way that allows us to maintain focus but to shift focus if the wind changes from one week to the next.

So, for example, if you've got a major milestone to deliver in four months, at the end of month one, you deliver something and you just check is that good enough, is it on track? Your stakeholder, your key stakeholder, your project manager may tell you: “That's fine proceed to month two.” They may tell you: “Can we just shift that, either reduce quality or increase quality?”

That gives you then the direction to go to month two with more certainty. So, you don't sit alone working for four months and deliver your goal. You deliver kind of iteratively and

engage your key stakeholders in negotiating the focus that is required.

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

Dignen: OK, thank you.

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agenda

- Tagesordnung;
- hier: Terminplan

agile ▶ flexibel

aligned: be -

- abgestimmt sein

break sth. down

- etw. zerlegen

buffer

- (zeitlicher) Puffer

check in with sb.

- jmdn. wegen einer kurzen Rückmeldung kontaktieren

corporate

- Unternehmens-

distractor

- Ablenkungsfaktor

engage sb. in sth.

- jmdn. in etw. einbinden

iteratively

- sich wiederholend

look forward to sth.

- sich auf etw. freuen

nasty surprise

- böse Überraschung

non-negotiable

- nicht verhandelbar

overwhelmed

- überwältigt; hier: überlastet

retain sth.

- etw. beibehalten

stakeholder

- Interessengruppe; hier auch: Projektbeteiligte(r)

track: be on -

- hier: planmäßig verlaufen

uncollaborative

- nicht gemeinsam

under-resourced: be -

- zu wenig Personal zur Verfügung haben

VUCA (volatility, uncertainty, complexity, ambiguity)

- VUCA (Volatilität, Unsicherheit, Komplexität, Mehrdeutigkeit)

workload

- Arbeitspensum

LANGUAGE

SKILL UP!

Talking about numbers

[17] Exercise: Idioms (I) M

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

Mary: It's very unlikely that we'll win the contract.

Stelios: Imagine if we did. That's a very high number of orders. The company could earn a very large amount every month!

Mary: Even more. I don't expect this to be accurate, but we'd see profits of something like 10, 20, 30... million.

Stelios: And I'd expect a salary of at least €100,000.

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

Mary: It's a million-to-one shot that we'll win the contract.

Stelios: Imagine if we did. That's a whole lot of orders. The company could earn hundreds of thousands every month!

Mary: Even more. At a rough guess, we'd see profits in the tens of millions.

Stelios: And I'd expect a six-figure salary.

Perry: Now, it's your turn to form the idioms you've just heard. You'll hear a description of a situation and the beginning of an idiom with two suggestions, **a)** and **b)**, for the appropriate idiom. In the pause, choose the correct option. OK? Here's the first one.

1. An extremely small possibility of something happening is a...

a) chance of one to a million.

b) million-to-one shot.

► **b)** is right. The phrase "a million-to-one shot" is used if something is very unlikely to happen. Next one.

2. A very large amount of something is a...

a) whole lot of something.

b) huge size of something.

► **a)** is right. You can use the idiom "a whole lot of something" to mean "a large amount of something". OK, next one.

3. If you do not have the exact figures for something, you can only make a...

a) vague guessing.

b) rough guess.

► **b)** is right. A "rough guess" is an approximate figure. Next one.

4. If a company could earn a very large amount of money by selling a product, they could earn...

a) hundreds of thousands.

b) thousands of hundreds.

► **a)** is right. "Hundreds of thousands" means "a very high amount of money". And the next one.

5. If a company's revenues amount to 10, 20 or even 30 million, they are in the...

a) tens of millions.

b) tenfold millions.

► **a)** is right. Something that is "in the tens of millions" is in the range from 10 to 99 million. OK, and the last one.

6. If you earn at least €100,000, you are paid a...

a) six-figure salary.

b) six-numbered salary.

► **a)** is right. A "six-figure salary" is any amount from 100,000 to 999,999.

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

revenue ► Umsatzerlös

[18] Exercise: Idioms (II) M

Erin Perry: In this exercise, you can practise those idioms again. You'll hear the sentences that Mary and Stelios 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.

Mary: It's a million-to-one shot that we'll win the contract.

- It's very unlikely that we'll win the contract.

Stelios: That's a whole lot of orders.

- That's a very high number of orders.

Stelios: The company could earn hundreds of thousands every month!

- The company could earn a very large amount every month!

Mary: At a rough guess, we'd see profits in the tens of millions.

- I don't expect this to be accurate, but we'd see profits of something like 10, 20, 30... million.

Stelios: And I'd expect a six-figure salary.

- And I'd expect a salary of at least €100,000.

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

[19] 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 the number "1", followed by 12 zeros. Please translate this word.

German: eine Billion

English: a trillion

Ingram: Don't say "billion", which is *Milliarde* or *Milliarden* in German and is a thousand million. The English translation of *Billion* or *Billionen* is "trillion", meaning a thousand billion. Translate this sentence, please.

German: Eine Billion sind eintausend Milliarden.

English: One trillion is a thousand billion.

Ingram: Well done.

[20] Exercise: Don't confuse **M**

David Ingram: In this exercise, we'll practise the use of the false friend in the previous track. First, you'll hear two numbers, one with "billion" and one with "trillion". Then you'll hear a sentence with a beep. In the pause, decide which number you need instead of the beep. Then, you'll hear the right sentence again. You'll need some background information for your decision, and we'll give you the correct number in German, too. Ready?

1. 7.8 billion OR 7.8 trillion

- In 2020, the population of the world was about [beep].
- ▶ In 2020, the population of the world was about 7.8 billion — 7,8 Milliarden.

OK. Next sentence.

2. \$1.9 billion OR \$1.9 trillion

- To boost the US economy, President Biden signed a spending package of [beep].
- ▶ To boost the US economy, President Biden signed a spending package of \$1.9 trillion — \$ 1,9 Billionen.

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

3. €16 billion OR €16 trillion; €2.05 billion or €2.05 trillion

- In 2019, Germany's national debt decreased by [beep] to [beep].
- ▶ In 2019, Germany's national debt decreased by €16 billion to €2.05 trillion — €16 Milliarden; € 2,05 Billionen.

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

boost sth.

- ▶ etw. ankurbeln

national debt

- ▶ Staatsverschuldung

[21] 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 the following short statement, focusing on the collocations with the term "number". We'll then do an exercise on them:

"I thought I'd landed a cushy number when I got this position. But after crunching the numbers, I soon realized I was wrong. I've run the numbers several times, and it's clear that a disproportionate number of people leave the company after less than a year.

It seems that a substantial number leave because of the irregular hours. An over-

whelming number say that the job is too stressful. I'd go through the numbers again if only I had the time."

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 with the term "number" from the statement you just heard. Then, you'll hear the correct answer. OK, here's the first sentence.

1. A job that is easy and pleasant is a...

- **cushy number.** A job that is easy and pleasant is a cushy number.

OK, next one.

2. If you make a careful calculation, you...

- **crunch the numbers.** If you make a careful calculation, you crunch the numbers.

Next one.

3. A number that is much higher or lower than numbers in general is a...

- **disproportionate number.** A number that is much higher or lower than numbers in general is a disproportionate number.

OK, last one.

4. A number that is very high is a...

- **substantial number.** A number that is very high is a substantial number.

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

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TALKING FINANCE

Digital currencies

[22] 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 the topic of digital currencies.

Perry: You mean like bitcoin and the like, David?

Ingram: Yes, but not only those currencies — also the idea of having official digital currencies from central banks.

Perry: Interesting. OK, let's hear what Ian has to say about that.

[23] Interview: Ian McMaster A

Ian McMaster: It's more or less impossible nowadays to open a newspaper or scroll through a news website without coming across stories about cryptocurrencies or digital currencies. Indeed, the *Financial Times* now has a specific section — with the heading "Crypto" — for such stories.

It's worth reminding ourselves what "crypto-" means and therefore what a cryptocurrency is. "Crypto-" simply means "hidden" or "secret". And one motivation behind such currencies — bitcoin being the most famous — is that they provide a high degree of anonymity for those using them. This is also why governments worry about cryptocurrencies. They fear that they will be used to finance illegal activities such as drug dealing, money laundering or terrorism. The *Financial Times*, for example, reported recently that monero has now become the cryptocurrency of choice for ransomware gangs — criminals who demand ransoms to unlock websites that they have hijacked — because monero offers even more anonymity than bitcoin.

Cryptocurrencies are also often criticized on the grounds that their value swings wildly. The value of bitcoin went from around \$65,000 to under \$30,000 this year — in response, for example, to comments from Elon Musk about the environmental impact of the computer activity that goes into producing the currency or in response to the clampdown by the Chinese government on trading in such currencies.

On the other hand, this year has seen El Salvador adopt bitcoin as legal tender and other countries may follow. So, there's been a lot going on in the crypto world. But perhaps the most interesting development has been the

increasing interest from governments and central banks in issuing their own official digital currencies — or "digital cash" as it is sometimes called. Now, why are governments considering this? One of the motivations, of course, is that they want to maintain control of money in their economies and are worried about the competition from cryptocurrencies and also currencies issued by companies, such as the Facebook-backed "stablecoin", Diem, which is planned to be linked to the US dollar.

Traditionally, governments have had — or, at least, tried to have — control over money in their economies. And it's that control that worries some people when it comes to official digital currencies. With such currencies, it would be possible for governments to monitor exactly what individuals are spending their money on and who they are transacting with.

Anyway, the discussion about official digital currencies — and cryptocurrencies more generally — is likely to intensify over the coming months. And that means that we'll find more and more such stories in the crypto sections of newspapers and websites.

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clampdown *ifml.*

• hartes Durchgreifen

come across sth.

• auf etw. stoßen

cryptocurrency

• Kryptowährung

grounds: on the -

• mit der Begründung

hijack sth.

- ▶ etw. kapern

issue sth. ▶ etw. ausgeben

legal tender

- ▶ gesetzliches Zahlungsmittel

money laundering

- ▶ Geldwäsche

monitor sth.

- ▶ etw. kontrollieren, überwachen

ransom ▶ Lösegeld

swing ▶ ausschlagen

SHORT STORY**[24] Introduction E**

David Ingram: Now, it's time for our latest short story by James Schofield. This time, it's about a discussion at a police station — and a serious mistake that someone made. The title of the story is “The police station interview”.

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

[25] The police station interview M

Witness statement of John Cole to DI Scott and WPC Fox.

05/11/2020, 13.00 –

“...Juggins,” Olly says to me as we stand looking at Peppermint Palace on Friday. “We need to get this building on fire, don't we?”

So, I did. But, unfortunately, I made a mistake.

Why does he call me “Juggins”?

That's his nickname for me, and I call him Olly, though not in public. I did that once by mistake and got into trouble, which was only fair. His full name is Oliver Beresford Hume de Lissac

Carlton and, in public, I call him “Mr Carlton” or “Sir”. But that's what makes our friendship special, because in private, we have our own names for each other. Juggins is short for “Juggernaut” because, well, look at the size of me. Somebody gets in my way and they get crushed.

How long have I known him?

Forever. I was working as a bouncer in a club when we first met. He comes in with a group of his posh mates and their birds, and there's one friend — Tuppy — who's very friendly with the prettiest. Olly comes up to me: “I'll give you 20 quid if you help me play a joke on my friend Tuppy,” he says. “You see, it's his birthday. Can you say some girl complained about him feeling her bum, and then throw him out?” And he winks and puts the money in my pocket.

I can see Olly's a bit of a joker and I agree. So, as Tuppy comes back from the gents, I get hold of him and push him out the door. Olly comes up with Tuppy's girlfriend, who's all upset. “What's going on?” he asks, pretending to be her knight in shining armour.

“We've had complaints,” I said. “Your friend can't keep his hands off other ladies.”

Well, then she's furious with Tuppy, so Olly buys her quite a few drinks to cheer her up and ends up taking her back to his place in a taxi. Within a year, they're married, so it was all right for her. Until she caught him in bed with the

nanny a few years later, but that's another story.

By then, I was working full-time for Olly. He said I was his "factotum", which I had to look up in a dictionary, but, basically, it means I do everything for him. I'm driver, minder, postman, coffee buyer...

Is he tight with money?

A bit. He'll say, "Can you get me a coffee and post this letter, Juggins?" and then forget to give me the money or a stamp. But it's because he's a big-picture man. You can't expect people like him to remember little things. He's not like you or me.

The reporter? You heard about that?

It was like this: Olly had been running nightclubs for a few years and he wants to buy this smart club — Peppermint Palace — where all the celebs go. Some journalist starts asking about his business background, and people who don't like Olly are saying he's a liar and a cheat, and he hates this. "Olly," I tell him, "relax. You can't be everybody's darling."

But he doesn't listen and, one day, I'm driving him to a meeting with people who are helping him finance everything. He's reading the newspaper and there's a comment about him in it, and he's swearing and saying this journalist is going to ruin his deal, so I say, "Look, Olly. I'll handle it."

Well, I take him to his meeting and then go round to the journalist's flat with a cap on and a pizza box in my hand. He opens the door and I slam my fist with a bunch of keys into his face. Down he goes, and I drop a copy of his article on the floor next to him and walk away. Never had any more trouble from him. Olly doesn't say anything, but I know he's pleased when he hears about it because he leaves two £50 notes on my car seat.

And that's how it works. If somebody's a nuisance to Olly, I pay them a visit and the problem's gone. Normally. Until Peppermint Palace.

What went wrong?

Olly messed up. The banks weren't interested in his plan, so he gets private investors to give him a lot of money to buy the club. Normally, that would be OK because Peppermint Palace is a money machine. But because of Covid, London goes into lockdown. Nobody's spending a thousand quid on a bottle of champagne in a club any more. And the investors are seriously dangerous people with names like Reg, Yuri, Satnav, and they want their money back. Olly suggests I pay them a visit, but I tell him that each of them has got about ten factotums like me, so that's not going to work. And that's when he hints that maybe Peppermint Palace should burn down.

Why would he want that?

Blimey, for a detective, you aren't very smart, are you? **Insurance**. With the insurance money, he can pay back the investors. So, last night, I set the place on fire. Olly got a call today from the **fire brigade** to tell him what's happened, and tomorrow, he wants to give the insurance company a ring. And that's why you need to arrest Olly now, before his investors find out about my mistake and kill him.

Setting fire to the building?

That's not my mistake! Remember I told you he gets me to do things like buy coffees and post letters? Well, when I put on my jacket this morning, I found a letter of his that I forgot to post last month. It's the cheque for his **insurance policy**...

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big-picture man US

• hier: Mann, der sich nicht mit Kleinigkeiten abgibt

bird UK ifml.

• Mädel, Miebe

blimey UK ifml.

• du liebe Zeit

bouncer ► Rausschmeißer

bunch of keys

• Schlüsselbund

celebrity

• Promi(nente(r))

cheat ► Betrüger(in)

darling: sb. can't be everybody's ► ifml.

• jmd. kann es nicht jedem recht machen

DI (detective inspector) UK

• Polizeikommissar(in)

factotum ► Faktotum,

Mädchen/Kerl für alles

feel sb.'s bum UK ifml.

• jmds. Hintern betatschen

fire brigade UK

• Feuerwehr

gents: the ► UK

• Herrentoilette

hint that...

• andeuten, dass ...

insurance ► Versicherung

insurance policy

• Versicherungspolice

juggernaut

• schwerer Brummer

knight in shining armour

• Retter in der Not

liar ► Lügner(in)

mate UK ifml. ► Kumpel

mess up ifml.

• Mist bauen

minder UK ► Aufpasser(in)

nanny

• Kindermädchen, -frau

nickname ► Spitzname

nuisance

• Ärgeris, Belästigung

posh UK

• vornehm, schick

quid UK ifml. ► Pfund

seriously ifml.

• hier: ganz schön

slam one's fist into sth.

• mit der Faust in etw.

reinschlagen

swear ► fluchen

tight: be - with money UK

ifml. • mit dem Geld knausern

upset ► aufgebracht

wink ► zwinkern

witness statement

• Zeugenaussage

WPC (woman police constable) UK

• Polizistin

AND FINALLY

ONE QUESTION

[26] 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.

[27] Who am I? M

- I was born in Johnstone, Renfrewshire, Scotland, in 1966.
- I had a **strained** relationship with my father.

- When I was nine, my family moved to Stratford-upon-Avon, England.
- I used to work as a pot washer at an Indian restaurant.
- When I was 16, I moved out of the family home into a flat in Banbury, Oxfordshire.
- At 19, I began studying hotel management at North Oxfordshire Technical College.
- Even in my early career, my working relationships were not always easy. I left my job at the Wickham Arms pub after my love affair with the owner's wife caused some conflict.
- I moved to London and began working for famous British chef Marco Pierre White at his London restaurant, Harveys.
- Although White was once my mentor, things turned ugly, as our strong personalities frequently clashed. We are no longer on speaking terms.
- I became a household name after appearing on the British TV series Boiling Point in 1999.
- Although I regularly appear on TV, I do not watch my own shows, as I do not want to become egotistical.
- I swear a lot — both on screen and off.
- I once threw English actress Dame Joan Collins out of my restaurant.
- One of my favourite dishes is beef Wellington.
- I have been very open about my disdain for vegetarianism.
- I have five children.

- I am a published author.
- I have a black belt in karate.
- I decided to have plastic surgery when my children started making comments about my wrinkles, but the surgeon refused to touch my forehead.
- I am the second-wealthiest chef in the world. My rival Jamie Oliver is worth even more than I am.
- I have been awarded 16 Michelin stars.
- In 2006, I received an OBE for my contribution to the hospitality industry.
- So, who am I?

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/who0821, where you'll find the answer.

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chef ➔ Koch/Köchin

clash

➔ aneinandergeraten

disdain

➔ Geringschätzung

hospitality industry

➔ Gastgewerbe

household name: become a -

➔ einen hohen Bekanntheitsgrad erlangen

OBE (Order of the British Empire)

➔ britischer Verdienstorden

plastic surgery

➔ Schönheitsoperation

speaking terms: be on -

➔ miteinander reden

strained

➔ angespannt

surgeon

➔ Chirurg(in)

swear ➔ fluchen

touch sth.

➔ hier: etw. (auch nur) anrühren

wrinkle

➔ Falte

CONCLUSION

[28] For more information

David Ingram: Well, we've come to the end of Business Spotlight Audio 8/2021. 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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