

**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!**

**Sion Dayson:** Welcome to Business Spotlight Audio. This time around, we consider whether school really prepares you for working life. And you'll hear some useful advice on calling people you don't know for business-related reasons. Then, we'll focus on the importance of listening carefully to people with different opinions to our own — and the underrated skill of saying no. But before we get to those things, let's start with some trending news stories.

underrated ▶ unterschätzt**NAMES AND NEWS****[2] Counting on cables**

Thanks to Wi-Fi and smartphones, the internet feels largely cable-free, but that is true only at the point of delivery. Cables under the sea carry 99 per cent of the world's intercontinental internet traffic. The continuous flow of data is as important to modern economies as oil. Money is sent around the world, and trades on stock exchanges happen in fractions of a second. Any internet disruption comes with very high costs.

Under the Atlantic, dozens of cables connect Europe with North America. If a couple of them fail, the system has enough redundancy to keep the data flowing, but this is not the case everywhere. Off Africa's western coast, for example, just five cables (including one that's still under construction) connect South Africa and Nigeria — two of the continent's largest economies. In March 2024, three of those cables were knocked out, most likely by seismic activity on the ocean floor.

Such incidents take a long time to fix and highlight the vulnerability of this infrastructure. Africa also depends on its submarine cables more than other regions do. With fewer overland connections, more data must be sent on the long journey around the continent. And, as there are also relatively few data centres there, many African websites are hosted on servers overseas.

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stock exchange

▶ Börse

fraction ▶ Bruchteildisruption ▶ Störungredundancy ▶ Redundanz;

hier: Reservekapazität

under construction

▶ im Bau

knock sth. out

▶ hier: die Funktion von etw. zum Erliegen bringen

seismic ▶ seismischincident

▶ Zwischenfall

vulnerability

▶ Verwundbarkeit, Anfälligkeit

submarine

▶ Unterwasser-

hosted: be -▶ untergebracht sein;  
hier: liegen, gehostet sein

### [3] Equality in science M

That many women in science have not received credit for all they've achieved is well known. What is surprising is just how many overlooked people there are. Dr Jessica Wade, a physicist from the English city of Manchester, has written more than 2,000 Wikipedia biographies of underrated and unknown female and minority scientists. "I'm constantly astounded by who doesn't have a Wikipedia page," the 35-year-old told *The Guardian*. This, Wade says, is because Wikipedia editors are themselves not a very diverse group. So, in 2017, she started taking matters into her own hands, spending a few hours each night writing a new biography.

In STEM (science, technology, engineering and maths), the gender and racial gaps are particularly wide. Among Nobel Prize winners and university professors, women (especially women of colour) are greatly under-represented, while fewer girls than boys choose these subjects at school. Of more than 6,600 professors currently working in STEM in Britain, just 25 are Black.

Wade is a member of the Faculty of Engineering at Imperial College London. "Science has so many huge open challenges — from sustainable materials for electronics to climate change....," she says. "We need really diverse teams working on them, to solve them and improve public trust."

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credit ▶ Anerkennung

physicist ▶ Physiker(in)

underrated ▶ unterschätzt

astounded ▶ erstaunt

editor ▶ Redakteur(in)

engineering

▶ Ingenieurwesen

gap ▶ Lücke; hier: Diskrepanz

sustainable ▶ nachhaltig,

zukunftsfähig

### [4] Leave it at home E

Shirts, jeans, enough underwear for a week — many airline passengers take much more than just the basics with them. Even a relatively small plane, like the Airbus A320, the world's bestselling commercial airliner, carries several tonnes of passenger luggage per flight. Over time, that adds up to a lot of fuel and a lot of emissions. But Japan Airlines has a radical idea: leave your suitcase at home.

The airline has been testing a service in which passengers book a set of clothes (choosing from a range of styles and seasons) that will be waiting for them at their hotel. At the end of the trip, the clothes are returned, washed and cycled back into the system. The airline estimates that every ten kilograms of saved luggage equals about 7.5 kilograms of saved emissions during the flight.

It could also save passengers time waiting for bags to be unloaded — not insignificant, as many airports are struggling with a shortage of baggage handlers. Could this become the way most people travel in the future? It seems unlikely, but given the difficulty of decarboniz-

ing air travel, every little bit (of saved weight) would help.

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underwear ➤ Unterwäsche  
airliner ➤ Passagierflugzeug  
fuel ➤ Treibstoff  
equal sth. ➤ etw. entsprechen  
shortage ➤ Mangel

baggage handler  
 ➤ Gepäckabfertiger(in)  
given ➤ angesichts  
decarbonize sth.  
 ➤ etw. dekarbonisieren

## INNOVATION

### [5] Impactful ideas ̄

**Sion:** Innovative ideas can make a big difference. Firstly, you'll hear about the use of technology to protect crops from locusts. Then, you'll hear about Surfline, a Californian business that monitors and predicts weather and sea conditions to encourage safe surfing. Curious to find out more? Let's begin.

crop  
 ➤ Anbaupflanze  
locust  
 ➤ Heuschrecke

monitor sth.  
 ➤ etw. überwachen  
predict sth.  
 ➤ etw. prognostizieren

### [6] Protecting food from insects ̄

They are one of the ten Biblical plagues of Egypt, and rightly so. Desert locusts, *Schistocerca gregaria*, have been destroying crops throughout human history, but they are not a problem of the past. The latest upsurge happened in

2019, when 12 countries in Africa and the Middle East were invaded. Locusts are particularly dangerous in regions where food security is already weak.

Part of the challenge is that locusts multiply quickly. In the right conditions, 1,000 of them can become 20,000 within three months, or 160 million in 12 months. Climate change is producing those conditions more often and in more places. However, innovative tools to combat the insects are beginning to show promise.

Improvements in remote sensing mean nesting grounds can be seen by drones and even from space. Better statistical models can predict where to find locusts. These technologies can save time and money — and, hopefully, allow hunters to stop swarms before they can do any damage.

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plague  
 ➤ Plage  
desert locust  
 ➤ Wüstenwanderheuschrecke

crop  
 ➤ Anbaupflanze

upsurge  
 ➤ Aufschwung; hier: Invasion

invade sth. ➤ in etw. einfallen

multiply  
 ➤ sich vermehren

combat sth.  
 ➤ etw. bekämpfen

remote sensing  
 ➤ Fernerkundung

nesting grounds  
 ➤ Nistplätze; hier: Brutstätten

drone ➤ Drohne

predict sth.  
 ➤ etw. prognostizieren

swarm  
 ➤ Schwarm

**[7] Safe to surf** **M**

According to the World Health Organization (WHO), nearly a quarter of a million people drowned in 2019 — although that may be an underestimate. Also, drowning has a high cost impact — some 45 per cent of victims in the US come from the most economically active section of the population.

The California company Surfline has specialized in surf forecasting since 1985. It has a network of around 1,000 cameras that monitor beaches around the world, and it has collected several decades worth of historical surf-related data.

Now, Surfline is combining its network with machine learning to further improve forecasting. “The cameras are smart enough now to detect how big waves are,” Kevin Wallis, Surfline’s director of forecasting, told CNN. “We’re starting to take the actual video and integrate it into the model.” This provides surf life-saving agencies, for example, with up-to-date information on what conditions to expect, helping them decide where it is safe to swim or surf.

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**drown** ► ertrinken

**underestimate**

► zu geringe Schätzung

**cost impact**

► Kostenauswirkung(en)

**victim**

► Opfer; hier: Verunglückte(r)

**surf** ► Brandung, Wellen

**forecasting** ► Vorhersage

**monitor sth.**

► etw. überwachen

**historical**

► hier: (bereits) erhoben

**detect sth.** ► etw. erkennen

**METROPOLITAN MAYHEM****[8] Dialogue: Parents’ evening** **M**

**Sion:** Do you think your education prepared you for your current career? Or do you have memories of sitting in a classroom, wishing you were doing something more useful? Colleagues Michelle and Doug work at the fictional London-based advertising agency Metropolitan Mayhem. Doug left work early yesterday to go to a parents’ evening at his daughter’s school. She is preparing for her GCSEs (exams taken at age 16 in the UK). Listen carefully to their conversation. We’ll test your understanding of it in the following track. Ready? Let’s begin.

**Michelle:** Hello stranger! I was looking for you yesterday afternoon, but I couldn’t find you at your desk. Did you leave early?

**Doug:** Yes. I had to go to a parents’ evening at my daughter’s school.

**Michelle:** Oh, I see. How old is Jennifer now?

**Doug:** She turned 16 in January.

**Michelle:** Wow, she’ll have her GCSEs coming up in no time then.

**Doug:** Yes, that’s right. I’m a bit worried about her to be honest because she’s only interested in a few subjects on the curriculum. She’s very gifted in maths and science, but she isn’t

remotely interested in English, history, geography or foreign languages.

**Michelle:** Well, I suppose it depends on what she wants to do when she's older. If she wants to do a job that doesn't require humanities, then why force her to study them now?

**Doug:** Let's face it, there are prescribed norms at every stage in life. You can't just do what you like all the time. I think it's good to get comfortable with being uncomfortable to a certain extent. It prepares you for life.

**Michelle:** Hmm, I don't really agree to be honest. I think the school curriculum could be significantly improved to prepare students better for life. I think soft skills like emotional intelligence, leadership and compassion could be taught best during outdoor team-building activities. Education is too static and classroom-based in my opinion. I think we would see a big social return on investment if education was more experiential.

**Doug:** That all sounds nice in theory, but employers will want to know your grades. They're less likely to be interested in your ability to canoe across a lake without capsizing. But I do think it would be good if students learned real-life hard skills like how to prepare their taxes or invest their money.

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### GCSE (General Certificate of Secondary Education)

► Prüfung nach dem 11. Schuljahr; etwa: Mittlere Reife

### turn xx

► hier: xx (Jahre alt) werden

**subject** ► (Schul-)Fach

**curriculum** (pl. **curricula**)

► Lehrplan

**gifted: be - in sth.**

► ein Talent für etw. haben

**remotely**

► entfernt; hier: im Geringsten

**humanities**

► Geisteswissenschaften

**force sb. to do sth.**

► jmdn. zwingen, etw. zu tun

**let's face it** ► seien wir ehrlich

**prescribed** ► vorgeschrieben

**comfortable: get - with sth.**

► sich mit etw. anfreunden, sich an etw. gewöhnen

**soft skills**

► Sozialkompetenz(en)

**compassion** ► Mitgefühl

**return on investment**

► Investitionsrentabilität

**experiential** ► empirisch, auf Erfahrung(en) beruhend

**grade** ► Note

**canoe** ► Kanu fahren, paddeln

**capsize** ► kentern

**hard skills** ► Fachwissen

### [9] Exercise: Check your understanding **M**

**Sion:** Now, it's time to check your understanding of the dialogue you have just heard. Decide whether the following statements based on the dialogue are true or false. You will hear the answers after the sound that follows each statement.

- Doug is concerned about his daughter's lack of interest in several of her school subjects.  
► This statement is true. Doug is a bit "worried" because his daughter is interested in only a few subjects on the "curriculum". The word "worried" has the same meaning as "concerned" — both mean that something is on your mind and making you nervous. A

- “curriculum” is the programme of studies at a school or university.
- Doug’s daughter struggles with maths and science.
    - This statement is false. Doug’s daughter is “very gifted in” maths and science. This means she has talent in these areas.
  - Michelle thinks that subjects related to society and culture will be essential for the future career of Doug’s daughter.
    - This statement is false. Michelle says, “If she wants to do a job that doesn’t require humanities, then why force her to study them now?” “Humanities” are subjects related to society and culture, like languages and history. Geography combines elements of both science and humanities, so it belongs to both disciplines. If you “force someone to do something”, you make them do something that they do not want to do.
  - Doug thinks it is a good thing to respect standards set by others, even if you do not like them.
    - This statement is true. Doug thinks that it is good to “get comfortable with being uncomfortable” because there are “prescribed norms at every stage in life” or, in other words, “standards set by others”. He doesn’t think that people can just do what they want all the time.

- Michelle thinks education could be improved by focusing more on people’s individual learning styles.
  - This statement is false. Michelle thinks education would be better if it was more “experiential”. This means she believes education should focus more on experiences. She says there would be a big social “return on investment” if this were the case. This means that society would benefit from the rewards of this style of education.

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

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**school subject** ➤ Schulfach

## BUSINESS SKILLS

### [10] Contacting people you don’t know

**Sion:** Have you ever called someone you didn’t know for work purposes? How did you feel? Were you nervous? Or did you feel **confident**? It can be hard to establish a relationship with a stranger over the phone and make them want to do business with you. Listen to the following advice related to a practice called “cold-calling”. This means calling someone you do not know without telling them you are going to call beforehand.

**confident** ➤ selbstbewusst

## [11] Cold-calling for an appointment

Calling a potential client for an appointment when they're not expecting your call is known as "cold-calling". You might be following up on an advertising campaign or a directed mailshot campaign. Or you are calling in the hope of finding new customers. The goal is to get the other person to give you their time — either right away on the phone or, at least, at a later appointment on another day.

Cold-calling is a test of patience and stamina, and requires a clear process for the call. Many second-language speakers feel nervous about making these kinds of calls, but there's a simple process you can follow to make the situation easier to manage. There are three steps to follow for any cold call:

### Step 1 – first words

You need to get your listener's attention and try to create a positive, friendly atmosphere right from the start. This means getting your business partner's name right and using it two or three times at the beginning of the call. You should always know the name of the person you are calling. Either research this beforehand or ask a receptionist at the company for help. Even if the person you are calling answers the phone with their name, use it again as your first words. Say: "Lena Anderson, please." We all respond positively to our names, and it also gets the receiver to say "Yes" for the first time!

Then, repeat the name as a question to check your pronunciation: "Lena Anderson?" This means the receiver has heard their own name twice, and you have checked that you are saying it correctly. If our names are mispronounced, we have a subconscious negative feeling towards the person who gets our name wrong.

Now, introduce yourself using the listener's name for the third time: "Ms Anderson, this is Mark Jones from Arbol International." You need to decide whether to use first or last names, depending on what is culturally acceptable.

### Step 2 – linking

You need to quickly create a link between you and the listener, or between your two organizations. It's difficult to hang up on someone when you have mutual interests, experience or acquaintances.

If you know you have a mutual business acquaintance, this is the easiest approach. You can say: "Has Karin Smith mentioned my name to you recently?" Now, the listener must give you some time simply to show politeness.

If you have sent a mailshot or email, you can refer to that: "Have you received the email we sent you recently?" Often, people will say yes even if they haven't read it. And if that's the case, it gives you an opening to explain the reason for the call.

If neither of these openings is applicable, simply ask whether the person has heard of you or

your company: “Has my name been mentioned to you recently?” or “Have you heard about Arbol International?” The **implication** is that they should have! If the answer is yes, ask in what context. If it’s no, simply say “That’s fine” and continue.

### Step 3 – awakening interest

Of course, you must **hook** the listener’s interest to keep them listening.

- Have a simple one-line description of your business ready that clearly describes your products or services: “The reason for my call today, Ms Anderson, is that our company is...”
- Next, make a short **summary** of why you are calling: “We are currently involved in...”

Then, list up to three benefits for customers when dealing with your company: “You will benefit from our long experience in this field, and you will benefit from the effective processes we have developed to speed up your production. You will also benefit from our well-developed and highly responsive **after-sales service**.”

### Try something different

A salesperson I know always tries to make the listener laugh at least once during the conversation. He says that helps when he calls for the second time. Try the 11-minute approach: promise to **take up** only a limited amount of the listener’s time, but make it an **odd** number. It can **intrigue** and amuse people, so that they let you continue.

When someone **objects**, don’t be defensive. The most usual reasons for not talking to you are a lack of time or that you’ve reached the wrong person. Simply say: “No problem. When would it be **convenient** to call you?” Or “OK. Perhaps you could help me to identify some other people you think might be right.”

If you don’t get through, just say that you’ll call again. People rarely call back and, if they do, they **prejudge** the reason for the call. Also, if they call, you are not prepared.

Cold-calling is a tough job, but this simple procedure has been proven to be successful. The more successful you are, the more confident you become. And confidence will give you the best chance of getting the appointment.

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**follow up on sth.** ➤ im Anschluss an etw. nachfragen  
**directed** ➤ zielgerichtet

**mailshot** (UK)  
➤ Postwurfsendung

**patience** ➤ Geduld  
**stamina** ➤ Ausdauer, Durchhaltevermögen

**second-language speaker**  
➤ Nichtmuttersprachler(in)

**research sth.**  
➤ etw. recherchieren

**subconscious**  
➤ unterbewusst

**get sth. wrong**  
➤ bei etw. einen Fehler machen

**link** ➤ Verbindung  
**hang up on sb.** ➤ das Telefonat mit jmdm. beenden

**mutual** ➤ gemeinsam  
**acquaintance** ➤ Bekannte(r)

**approach**  
➤ Vorgehen, Annäherung

**opening**  
➤ hier: Einleitungssatz

**applicable** ➤ einsetzbar  
**implication**

➤ Annahme, Folgerung

**hook sth.**  
➤ etw. festhaken; hier: fesseln

**summary**  
➤ Zusammenfassung



**after-sales service**

- Kundendienst

**take sth. up** ► hier: etw. in

Anspruch nehmen

**odd** ► ungerade**intrigue sb.**

- jmdn. neugierig machen

**object** ► Einwände erheben**convenient**

- passend, zeitlich günstig

**prejudge sth.** ► eine vorgefasste Meinung über etw. haben

## [12] Exercise: Essential phrases for cold-calling for an appointment

**Sion:** In this exercise, you practise some phrases that are useful for making a cold call to schedule an appointment. I'll tell you what to say and give you some of the words that you'll need. Remember that you will need to add some words like articles or prepositions where necessary. In the pause, form the 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.

- You try to form a connection with the person you are calling.
  - Use "did you have", "chance", "read", "email", "we sent", "you" and "recently".
  - Did you have the chance to read the email we sent to you recently?
- You describe your company.
  - Use "we", "specialize", "recycling", "any kind" and "plastic packaging".
  - We specialize in recycling any kind of plastic packaging.

- You give the reason for your call.
  - Use "main reason", "my call", "today", "is", "inform", "you", "our" and "latest product".
  - The main reason for my call today is to inform you about our latest product.
- You list benefits.
  - Use "you", "will benefit", "our", "proven", "expertise" and "this field".
  - You will benefit from our proven expertise in this field.
- You deal with objections.
  - Ask a question using "if", "you", "busy", "right now", "when", "would be", "good time" and "call you back".
  - If you are busy right now, when would be a good time to call you back?

**Sion:** Excellent. Well done!

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**schedule sth.**

- etw. terminieren, festlegen

## CAREER COACH

### [13] Listen up (and say no)

**Sion:** Effective communication at work is just as much about listening as it is about speaking. And it is also about setting boundaries, which sometimes involves saying no. The following article is all about the act of listening and saying no in a respectful way. Ready? Listen carefully!

**boundary** ► Grenze

## [14] Is anybody listening? **M**

What happens when people who have different opinions meet? One will try to persuade the other that their opinion is the right one. This happens in the best of teams, and it's not a bad thing — discussion often leads to optimization.

However, while you're busy mentally preparing your argument, you may not be listening carefully to what the other person is saying. That's a pity because you might miss something that you have in common, for example. Commonality is one of the keys to finding a solution. Furthermore, you might also miss the chance to ask questions that help you to understand the other's perspective.

In order to improve cooperation, it's sometimes helpful to put yourself (and your team members) in a totally different situation and transfer the lessons to your daily work. Here's what you can do with your team to let them experience how it feels to convince, persuade, listen and understand, and what all that looks like from the outside.

### The scenario

Imagine you're at a company dinner with a set menu. Two co-workers are sitting next to each other. When the food is served, they discuss the menu. One of the courses is chicken soup. As it happens, one of the two loves chicken soup, while the other does not.

After setting the scene, assign your team members different roles. There's the "chicken soup lover", the "chicken soup hater" and the "observer" — if there are four people in the group, have two observers, and it's always nice if one of them plays the role of server who brings the soup. Each person should get brief instructions about their role, which might look like this:

**Soup lover:** You and your colleague have worked in the same department for several years. You like him. Your colleague sends his chicken soup back to the kitchen. You don't understand why because you love chicken soup and think that soup should always be part of the meal. Now, convince your colleague to try the soup.

**Soup hater:** You and your colleague have worked in the same department for several years. You like her. You send your chicken soup back to the kitchen because you don't want it. As a child, you were often forced to eat chicken soup and learned to hate it. Now, as an adult, you don't want to have anything to do with chicken soup.

**Observer(s):** Follow the conversation and consider the following questions:

- How does the soup hater express the fact that they don't like the soup? Are they able to give a clear "no"? Are they strong in their resolve?
- How does the soup lover try to change the other person's behaviour?

- Do they explore the reasons why the other person dislikes the soup?
- Do they talk about themselves? (self-referential argumentation)

### Role-play and discussion

Give everyone a few minutes to get into their roles. Then, begin! The role-play takes about five to ten minutes. At the end, discuss what happened as a whole group. You may want to consider some or all of the following questions:

- What's the difference between persuading and convincing (if any)?
- What opportunities did you see to convince the other person?
- Was it difficult to say no? If so, why?
- Did you feel understood? Did you understand the other person?
- Did you feel under pressure?
- What parallels do you see with your daily working life?

It's amazing how close the experience is to people's experiences at work. It's usually the case that people don't listen to each other. They eagerly prepare their arguments and try to persuade the other person to do something that the other person doesn't want to do. And then, everybody is surprised that a short-term change in behaviour is not sustainable.

After the exercise, participants often think of examples — not about soup, of course, but about working preferences (from home or in

the office) or differing views on how to proceed in a project.

### Conclusions

There are two conclusions that I hear almost every time I do this exercise:

- “Ah, I talked too much. If I really want someone to do something, I should understand the reasons behind their arguments. I should ask more questions and listen more.”
- “I finally gave in and had the soup because my colleague was so persistent and annoying. But I didn't like it. I should have stood my ground and said no much earlier and more often.”

It is a good exercise to practise listening and saying no. Both are underrated skills in the workplace. It can be hard for some to learn that they aren't that good at listening, but it's a good basis for changing behaviour.

Definitely try some chicken soup. Trust me. It's good for you.

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mentally ➤ hier: gedanklich

common: have sth. in -

➤ etw. gemeinsam haben

lessons: the -

➤ hier: das Gelernte

set menu

➤ Tagesmenü, festes Menü

course ➤ Gang

as it happens

➤ zufällig(erweise)

scene: set the ~

➤ den Rahmen abstecken

assign sb. sth.

➤ jmdm. etw. zuweisen

brief ➤ kurz

department ➤ Abteilung

forced: be ~ to do sth.

➤ gezwungen sein, etw. zu tun

resolve ➤ Entschlossenheit

amazing ➤ erstaunlich

**eagerly** ▶ eifrig, bereitwillig

**sustainable: be ~** ▶ hier: Bestand haben, von Dauer sein

**preceed**

▶ vorgehen, vorankommen

**conclusion**

▶ Schlussfolgerung

**give in** ▶ nachgeben

**persistent**

▶ hartnäckig

**annoying** ▶ lästig, nervig

**stand one's ground**

▶ sich behaupten, sich durchsetzen

**underrated**

▶ unterschätzt

## [15] Exercise: Essential phrases for listening, persuading and saying no

**Sion:** This is an exercise on phrases that are useful for different stages of communication. We'll focus on phrases related to listening, persuading and saying no. First, you'll hear two words and then a sentence with a beep. In the pause, decide which word you need instead of the beep. Then, you'll hear the correct sentence again. In the first three sentences, the speaker suggests ways of persuading someone, and in the last three, the speaker suggests ways of saying no.

### 1. "hesitation" OR "slowness"

■ I understand your [beep], but let me explain this approach again.

▶ **hesitation.** I understand your hesitation, but let me explain this approach again.

### 2. "revisiting" OR "reviving"

■ Would you be open to [beep] this idea?

▶ **revisiting.** Would you be open to revisiting this idea?

### 3. "committed" OR "confident"

■ I'm [beep] that this will change your mind about this issue.

▶ **confident.** I'm confident that this will change your mind about this issue.

### 4. "style" OR "styling"

■ I appreciate what you're saying, but it's just not my [beep].

▶ **style.** I appreciate what you're saying, but it's just not my style.

### 5. "approve" OR "appeal"

■ To be honest, this doesn't [beep] to me.

▶ **appeal.** To be honest, this doesn't appeal to me.

### 6. "decline" OR "recline"

■ I'm afraid I have to respectfully [beep].

▶ **decline.** I'm afraid I have to respectfully decline.

**Sion:** Well done. Did you get all the phrases? If not, go back and try this exercise again.

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**approach**

▶ Vorgehensweise, Methode

**issue** ▶ Thema

**appreciate sth.**

▶ etw. verstehen, schätzen

## ODD JOBS

### [16] Food styling

**Sion:** Have you ever looked at a plate of food on film or on packaging and been impressed by how perfect it looked? Well, that plate of food

might have been carefully created by a food stylist. Listen to this article about this unusual job.

### [17] Food for your eyes **E** **US**

Food styling is the preparation of food for close-up shots in film and television, on restaurant menus or packaging. It combines design, photography and videography with food preparation. All food stylists are chefs, but not all chefs are food stylists.

One of the first things to consider is whether the food is actually going to be eaten. In the film *The Menu* (2022), for example, many of the actors had different dietary restrictions, but the dishes had to look identical. I made sauce and foam with different ingredients but made sure the look was the same.

For packaging or print, I often use products that aren't edible. As nobody's going to eat it, it doesn't matter if I use motor oil for pancake syrup or white glue instead of milk. Syrup is not very photogenic, and real milk makes ce-  
real soggy, so these are useful tricks. Also, soap bubbles can create foam on the top of drinks, and wood stain and shoe polish make roast chicken look like it's fresh from the oven. On photographs, undercooked meat works best, as food loses moisture and mass when it's cooked.

In the pictures on food packaging, the portion size must not be larger than what's inside. We really have to do things like count the number of shrimps in the shot. Color is important, too. In New Orleans, we have a lot of food that's brown on brown, like fried fish topped with browned butter and toasted almonds. It's my job to make it leap off the plate.

I always want my food to be noticed, so I use bright colors and build it up architecturally to make it pop. On *Django Unchained* (2012), director Quentin Tarantino personally approved the design of every dish and included specific ingredients in the script. I spent ages looking for “sand dab” fish before I realized it's just a type of flounder.

Food styling for films means long hours, night shoots and working in tight spaces under tough conditions, like in a tent in freezing temperatures or a hot mobile kitchen. It isn't glamorous, but this career lets food stylists combine their culinary knowledge with artistic flair. Social media has also made chefs more aware of non-verbal communication through food.

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#### close-up shot

► Nahaufnahme

chef ► Koch/Köchin

dietary ► Ernährungs-

restriction ► Einschränkung

foam ► Schaum

ingredient ► Zutat

edible ► essbar

white glue ► Weißbleim

ereal

► Getreide(flocken), Müsli

soggy ► matschig, pampig

**wood stain** ► Holzbeize**shoe polish** ► Schuhcreme**undercooked**

► nicht durchgebraten;

hier auch: noch blutig

**moisture** ► Feuchtigkeit**toasted** ► hier: geröstet**almond** ► Mandel**plate: make sth. leap off the****(jfmL.)** ► etw. vom Teller

hüpfen lassen; hier etwa: sich

etw. klar unterscheiden lassen

**architecturally**

► hier: in einer speziellen

Konfiguration

**pop** (jfmL.)

► hier: ins Auge springen

**ages** (jfmL.) ► viel Zeit**sand dab**

► Sandbutter

**flounder** ► Flunder**shoot**

► Fototermin

## [18] Exercise: Working as a food stylist US

**Sion:** Business Spotlight correspondent Melita Cameron-Wood spoke to New Orleans-based food stylist Kendall Gensler about her unique career. In this interview extract, you'll hear references to *The Menu*, a movie released in 2022, in which food played a very important role. Listen carefully because we'll test your understanding of the interview afterwards.

**Melita Cameron-Wood:** The first thing I wanted to ask you was how did you first get into food styling?

**Kendall Gensler:** So, I went to culinary school. I got involved in doing some cook-book work, which led to food styling for the recipes. It really kind of progressed from there.

**Melita:** And when you're styling food for different clients, what is the difference, say, between, like, styling food for a commercial or a print advert?

**Kendall:** So, with print — packaging or what have you — you know, you are taking a four-dimensional item, and you have to turn it into a one-dimensional item — the photograph — to make it appealing. So, there's a lot that's involved in that. It really has to pop. But it also, you know, there's so much truth in advertising that we have to make sure that, you know, that the portion isn't larger than what is actually going to be inside of the package, and the number of shrimp, if you will, are exact so that that doesn't come back on the client. There's all of that to be cognizant of. In film and television, the actors are eating, and so, right now, one of the largest things for me is that everybody has different dietary restrictions. So, like on *The Menu*, for example, we had 11 principal actors, and you know, one was gluten-free and one was a vegan, but they were all eating the same dish, so I had to make sure that the overarching sauce or foam that I was using was one that could suit everyone — like using almond milk, just to make sure that it worked for everybody.

**Melita:** If someone is working as a chef or a food stylist, like, is there a big difference in terms of the way your day-to-day work looks?

**Kendall:** Most chefs don't get up early. They go into work probably around three o'clock cos they're going to work late. So, in the food stylist world, you work from very early till very late. I mean, so working as a food stylist, it's very long

days. I mean, it's going to be a minimum of 12 hours on set. You have all of the prep just to get you to the 12-hour start point, you know, and then you have to load out and leave. So, they're very, very long days, and I might have, you know, depending on the job or whatever, you know, I have multiple days to prep. You usually go on very little sleep, but the jobs are segmented.

**Melita:** I see, OK, wow, quite intense, then.

**Kendall:** It is very intense, yes. You know, people think that it's glamorous. You know, I mean there are glamorous parts to it, but it's a lot of, you know, lifting, long hours. It's very hard work.

**Sion:** OK, let's check your understanding of what you have just heard. Listen to the following statements based on the interview and decide whether they are true or false.

1. Kendall Gensler first got involved in food styling for restaurants.
  - This statement is false. Kendall's first experience of food styling was for recipes in cookbooks. A "recipe" is a series of instructions to help a person to make a dish.
2. When styling food for advertising clients, it is important not to mislead clients with bigger portion sizes.
  - This statement is true. Kendall says "there is so much truth in advertising" and that is why

she has to be "cognizant of" portion sizes when styling food for advertising. If you are "cognizant of something," you are aware of it.

3. In film and television, actors have varying requirements, which Kendall needs to cater to when styling food.
  - This statement is true. Kendall mentions actors' "dietary restrictions" when styling food for film and television.
4. Food stylists get tired because they don't have a break between jobs.
  - This statement is false. Kendall talks about long hours, but she says that the jobs are "segmented," which means there is a gap between them.

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

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**unique** ➤ einzigartig  
**release sth.**

➤ etw. herausbringen

**culinary** ➤ hier: Koch-

**recipe** ➤ (Koch-)Rezept

**commercial** ➤ Werbespot

**advert** (UK) ➤ Werbeanzeige

**item** ➤ Gegenstand, Sache

**appealing** ➤ attraktiv

**pop** (jfm.)

➤ hier: ins Auge springen

**shrimp** ➤ Garnele

**come back on sb.** ➤ negative Folgen für jmdn. haben

**cognizant: be - of sth.**

➤ sich etw. bewusst sein

**dietary** ➤ Ernährungs-

**restriction** ➤ Einschränkung

**principal** ➤ Haupt-

**overarching** ➤ übergreifend;

hier: allgemein

**suit sb.** ➤ für jmdn. geeignet sein

**chef** ➤ Koch/Köchin

**in terms of** ➤ hinsichtlichlich

**'cos** ➔ because

**prep** (fml.)

➔ Vorbereitung(en)

**load out** (fml.)

➔ abladen, abliefern

**segmented**

➔ (in Abschnitte) unterteilt

**mislead sb.** ➔ jmdn. täuschen,  
in die Irre führen

**cater to sth.**

➔ auf etw. eingehen

**break** ➔ Pause

**gap** ➔ Lücke; hier: Pause

## ENGLISH FOR...

### [19] Accommodation:

#### Tricky translations **M**

**Sion:** This exercise will focus on a false friend related to the topic of accommodation. 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 the context of accommodation, the German word *Pension* is “guest house” in English. It is not “pension”, which refers to the money paid to retired people and is translated as *Rente* or *Pension*. First, you’ll hear a sentence with a beep. In the pause, decide whether you need “guest house” or “pension”. You’ll hear the correct answer after the “ping” sound. Ready?

1. Do you know of a [beep] that is suitable for families with children and businesspeople alike?
  - Do you know of a guest house that is suitable for families with children and businesspeople alike?

2. In addition to the [beep] paid by the state, she will receive money from an insurance scheme.

➤ In addition to the pension paid by the state, she will receive money from an insurance scheme.

3. There are two beeps in the next sentence. Although she worked in a [beep] all her life, her [beep] will be quite small.

➤ Although she worked in a guest house all her life, her pension will be quite small.

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

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**topic** ➔ Thema

**suitable** ➔ geeignet

**insurance scheme**

➔ Versicherung(s)plan

### [20] Vocabulary exercise:

#### Accommodation **M**

**Sion:** This exercise will focus on vocabulary related to the topic of accommodation. Complete the sentences by choosing option **a)** or **b)**. Ready? Let’s begin.

1. A “safe”...
  - a) is a strong box that can be locked with a code to protect the items inside it.
  - b) is a supervised area in a hotel where people can leave their children.



- The correct answer is **a**). A “safe” is a strong box that can be locked with a code to protect the items inside.
2. A “high-end business hotel”...
- a**) is an upmarket hotel that caters to business customers.
- b**) is a budget hotel for business travellers.
- The correct answer is **a**). A “high-end business hotel” is an upmarket hotel that caters to business customers. The words “high-end” and “upmarket” both mean “luxurious and expensive”.
3. An “en-suite bathroom”...
- a**) is a shared bathroom at the end of a communal corridor.
- b**) is a bathroom that is connected to a bedroom via a door.
- The correct answer is **b**). An “en-suite bathroom” is a bathroom that is connected to a bedroom via a door.
4. A “kitchenette”...
- a**) is a small kitchen space with basic equipment.
- b**) is a small café located in a hotel.
- The correct answer is **a**). A “kitchenette” is a small kitchen space with basic equipment. Typically, you would find items such as a ket-tle, a microwave and a fridge in a kitchenette, but they are sometimes more elaborate.
5. “Valuables”...
- a**) are items of high monetary value.
- b**) are the furnishings in a hotel room.
- The correct answer is **a**). “Valuables” are items of high monetary value. In other words, these are expensive things, such as jewellery, which need to be protected from theft.
6. “Room service”...
- a**) refers to the cleaning service provided by hotel staff.
- b**) is the practice of serving food and drink to hotel guests in their rooms.
- The correct answer is **b**). “Room service” is the practice of serving food and drink to hotel guests in their rooms.
7. “Laundry service”...
- a**) is provided at an extra cost to guests who want their clothes to be washed and ironed during their stay at a hotel.
- b**) is the practice of making illegally acquired money appear legal through planned wins at hotel casinos.
- The correct answer is **a**). “Laundry service” is provided at an extra cost to guests who want their clothes to be washed and ironed during their stay at a hotel. “Money laundering”, on the other hand, is the practice of making illegally acquired money appear legal, but this happens in a number of ways, and not necessarily at hotel casinos.
8. A “multi-plug adapter”...
- a**) is a plug that can be connected to any device with a USB connection.

**b)** is a device with multiple international sockets that can be used to plug one's electronics into while travelling.

➤ The correct answer is **b)**. A “multi-plug adapter” is a device with multiple international sockets that can be used to plug one's electronics into while travelling.

**Sion:** Did you get all those right? If not, go back and try the exercise again.

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<b>topic</b> ➤ Thema
<b>item</b> ➤ Gegenstand
<b>supervised</b> ➤ überwacht
<b>upmarket</b> (UK)
➤ anspruchsvoll; hier: der gehobenen Preisklasse
<b>cater to sb.</b>
➤ auf jmdn. eingehen
<b>budget</b> ➤ preisgünstig, Billig-
<b>communal</b> ➤ Gemeinschafts-

<b>kettle</b> ➤ Wasserkocher
<b>elaborate</b> ➤ aufwendig; hier auch: durchdacht
<b>furnishings</b> ➤ Ausstattung
<b>jewellery</b> ➤ Schmuck
<b>iron sth.</b> ➤ etw. bügeln
<b>device</b> ➤ Gerät
<b>socket</b> ➤ Steckdose
<b>plug sth. into sth.</b>
➤ etw. in etw. einstecken

lization of our employees in the south with the underutilization of our workforce in the east. I'll have their written report next week, but in the meantime, here's an incomplete summary of their findings.

**Eric:** So, tell me, what have they suggested?

**Heidi:** Well, apparently, even for them it was an insanely difficult task. They say that we must reduce our headcount in the east by 20 per cent to put us back in the profitable zone. At the same time, we need to employ considerably more workers in the south to fulfil the orders that can only be completed in our production halls there.

**Eric:** Can't we just ask people to relocate?

**Heidi:** It sounds unbelievable, but no one was willing to move from the east to the south. I think they are hoping for a generous severance package.

**Eric:** Hmm, I don't think the company can afford that.

**Heidi:** The consultancy suggests that we start by offering early retirement to the older colleagues. Their report will provide detailed suggestions to help us negotiate a social plan for the others as well as look at how we can work with a transfer company.

**Eric:** Hmm, that still sounds rather unsatisfactory.

**Heidi:** I know. I find the report quite unhelpful, really, as these are options we've already discussed in-house.

## SKILL UP!

### [21] Dialogue and exercise: Workforce problems

**Sion:** Listen to this dialogue between Heidi, the head of HR, and her boss, Eric. Heidi is providing Eric with a report on the company's current workforce issues. We'll test your understanding of what was said afterwards. Let's begin.

**Heidi:** I spoke to the consultant who has the almost impossible task of balancing the overuti-

**Eric:** It's a shame that the people who made these incompetent decisions last year have moved on. I'm dreading having to make so many good workers redundant.

**Sion:** OK, now it's time to test your understanding of some of the words and phrases used. You will hear a series of statements based on the dialogue. Decide whether they are true or false. You will hear the answer after the sound that follows each statement. Ready? Let's start.

1. Advisers are working with the company to help with workforce problems.
  - This statement is true. Another word for "adviser" is "consultant". These are usually people outside of the company who give a fresh, professional perspective on internal problems.
2. The company's workers in the east are not being given enough work to do.
  - This statement is true. Heidi mentions the "underutilization" of the workforce in the east. This means that the workers in the east are not being given enough work to do.
3. Heidi provides a shorter version of the consultants' observations, but she will receive the longer, written review next week.
  - This statement is true. Heidi will receive the written report next week. In the meantime, she will refer to the "incomplete summary of their findings". A "summary" is a shorter version of a longer text. "Findings" are results,

learnings and observations, which are found through careful study.

4. Layoffs in the east will help the company to get out of the red.
  - This statement is true. "Layoffs" are job losses, which happen because a company no longer has enough money or work to keep all members of staff. If a company is "in the red", then it is in debt or, in other words, not making a profit. Heidi says that they must "reduce their headcount" in the east by 20 per cent to put them back in the profitable zone. "Headcount" refers to the number of people — or in this case, the number of staff members — in the east.
5. Job losses in the south are also likely.
  - This statement is false. The company will need to hire more workers in the south to "fulfil the orders". This means they will need more workers to receive, process and deliver items that customers have ordered.
6. Eric thinks the company will be willing to pay workers to leave the company.
  - This statement is false. Eric doesn't think the company can afford generous "severance packages" or, in other words, payments that workers receive for the inconvenience of losing their job when they did not want to leave the company.
7. Heidi thinks the consultants' report is invaluable because it includes many consid-

erations that had not been discussed in the company.

- This statement is false. She finds the report quite unhelpful, as many of the options had already been discussed “in-house” or, in other words, within the company.
- 8. The people who made the poor decisions that led to the current situation are no longer working for the company.
  - This statement is true. Eric comments that the people who made these incompetent decisions last year have moved on. “Incompetent” means “not having the necessary skills”.
- 9. Eric is **looking forward to** reducing the size of the workforce for economic purposes.
  - This statement is false. Eric is “dreading” having to tell workers that they will lose their jobs. “Dread” is the opposite of “looking forward to something”. If you dread an event in the future, you fear it and would rather not be involved in it.

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

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#### HR (human resources)

➤ Personal; hier: Personalabteilung

**workforce** ➤ Personal

**issue** ➤ Problem

#### overutilization

➤ Überbeanspruchung, Überlastung

#### summary

➤ Zusammenfassung

**finding** ➤ Ergebnis

**insanely** ➤ wahnsinnig

**headcount** ➤ Mitarbeiterzahl

**relocate** ➤ umsiedeln

#### severance package

➤ Abfindung

#### negotiate sth.

➤ etw. aus-, verhandeln

**in-house** ➤ (betriebs)intern

**dread sth.** ➤ etw. fürchten

**redundant: make sb. ~ (UK)**

➤ jmdn. kündigen

#### review

➤ Überprüfung; hier: Bericht

**layoff** ➤ Entlassung

**debt: be in ~**

➤ Schulden haben, verschuldet sein

**item** ➤ Artikel, Ware

#### inconvenience

➤ Unannehmlichkeit

**look forward to sth.**

➤ sich auf etw. freuen

## [22] Exercise: Recruitment, expansion and downsizing

**Sion:** In this language exercise, we'll practise some words and phrases that can be used to talk about recruitment, expansion and downsizing. First, you'll hear a definition of a word or phrase. Then, you'll hear two suggestions for the word or phrase that is being defined: **a)** and **b)**. In the pause, choose the correct option. OK? Here's the first one.

1. If two companies combine to form one, they...

a) merger.

b) merge.

➤ **b)** is right. “Merge” means “combine two or more things to form one”. “Merger” is the noun of “merge”.

2. If someone or something is moved to another place to work or operate, they are...

a) relocated.

b) allocated.

- a) is right. Someone or something that is “relocated” is moved to a new place. Something that is “allocated to someone” is given to them for a specific purpose.
3. Advantages that an employee gets from a company in addition to their salary are...
- a) benefits.  
b) beneficiaries.
- a) is right. “Benefits” are extras granted to someone by their employer. People receiving benefits are the “beneficiaries”.
4. An agreement made between an employer and their employees in a difficult economic situation to avoid dismissals or mitigate their impact is a...
- a) social plan.  
b) severance package.
- a) is right. A “social plan” is an agreement made between an employer and their employees in a difficult economic situation to avoid dismissals or mitigate their impact. Employees who are dismissed unwillfully may receive a “severance package” by their employer.
5. Someone applying for a job is an...
- a) application.  
b) applicant.
- b) is right. An “applicant” is someone applying for a job. “Application” is an official request made for a job.

6. Someone who is hired is...
- a) employed.  
b) deployed.
- a) is right. Someone who is “employed” has a job. Something that is “deployed” is used effectively.
7. Someone who is dismissed from a job is...
- a) made redundant.  
b) abandoned.
- a) is right. If someone is “made redundant”, they are dismissed from their job. Someone who is “abandoned” is left alone, usually in a vulnerable position.

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

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dismissal ▶ Entlassung

mitigate sth.

▶ etw. abschwächen

impact ▶ Auswirkung(en)

apply for sth.

▶ sich um etw. bewerben

dismiss sb. ▶ jmdn. entlassen

vulnerable

▶ verwundbar; hier: prekär

### [23] Text and exercise: Collocations **M**

**Sion:** This exercise is on collocations with the word “position”. Collocations are words that frequently go together to form word partnerships. Listen carefully to someone reading out an email from Natalie from HR to Elaine at head office, informing her about the available jobs at the company. We’ll then do an exercise on it.

\*\*\*

Good morning Elaine

I hope all is well at head office.

We currently have six unfilled positions that I'd like to advertise on our new job portal. In this area, there don't seem to be many people searching for or applying for a full-time, permanent position.

We can't afford to fall behind with our orders, so we really need to fill these positions asap. Would it be possible to advertise some of the jobs as temporary and part-time positions? That might encourage more people to apply.

Best

Natalie

\*\*\*

**Sion:** In this exercise, you'll hear the beginning of a sentence describing a situation. In the pause, complete the sentence using the matching collocation with "position" from the text that you have just heard. Then, you'll hear the correct answer. OK, here's the first sentence.

1. A position that is available is [beep]
  - **an unfilled position.** An "unfilled position" is a position that is vacant.
2. A job in which employees work a full working week, determined by their employer, is [beep]
  - **a full-time position.** A job in which employees work a full working week, determined by their employer, is a full-time position.

3. If someone works less than a full-time employee, they have [beep]
  - **a part-time position.** Someone who works in a "part-time position" works fewer hours than those defined for a full-time position.
4. A job that is supposed to continue indefinitely is called [beep]
  - **a permanent position.** "Permanent position" means that someone is employed for an indefinite period of time.
5. A job that is offered only for a specific period of time, is [beep]
  - **a temporary position.** A "temporary position" is a job that lasts for only a specific period of time, such as project-based or seasonal work.
6. A company that needs to fill a vacancy has to [beep].
  - **advertise a position.** "Advertise a position" means that an unfilled position is offered on the job market.
7. Someone who is unemployed and wants to find a new job [beep]
  - **searches for a position.** If you "search for a position", you check job offers to find a new job.
8. If you send in your CV and other documents to a company to get a job that was offered, you [beep].
  - **apply for a position.** "Apply for a position" means that you are interested in an unfilled

position and send in your application documents to a company.

**Sion:** 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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### HR (human resources)

► Personal; hier: Personalabteilung

**head office** ► Zentrale

**fall behind with sth.**

► mit etw. in Verzug geraten

### asap (as soon as possible)

► so schnell wie möglich

**vacant** ► frei

**vacancy** ► offene Stelle

**CV (curriculum vitae)** (UK)

► Lebenslauf

## CONCLUSION

### [24] Until next time... Ě

**Sion:** Thanks so much for joining us and taking the time to practise your business English. We hope you enjoyed our selection of articles, interviews, dialogues and exercises. Keep up the good work!

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