



MARKET LEADER

a new language course for tomorrow's business leaders

体验[®]商务英语

综合教程 2 Course Book

Pre-intermediate Business English



David Cotton David Falvey Simon Kent

《体验商务英语》改编组



高等教育出版社
Higher Education Press

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前 言

自加入世界贸易组织以来,我国的国际经济贸易地位不断提升,国际商务交往更加频繁,对具有国际竞争力的复合型商务人才的需求越来越旺盛,对商务人才的培养提出了更高的要求,也对商务英语教材提出了更高的要求。

培生教育出版集团出版的Market Leader 商务英语系列教材由David Cotton、David Falvey、Simon Kent等商务英语教育专家联合《金融时报》编写,Powerhouse系列教材由商务英语教学专家David Evans等编写。自出版以来,这两套教材以其独特的编写风格、新颖的内容编排、原汁原味的材料、真实的商务场景以及简明实用的商务知识而广受欢迎和好评。为了更好地满足我国相关院校和广大学习者的需求,高等教育出版社引进改编了这两套教材。

《体验商务英语》系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材是具有全球化视野和鲜明时代特色的新一代综合性商务英语教材,其特色主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学

习使用。

从学习者的需求和兴趣出发编写,使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

本书是《综合教程》第2册,共有12单元和4个复习课,内容涉及现代商务活动,包括职业、网上销售、公司、创意、压力、娱乐、市场营销、计划、人员管理、冲突、新企业及产品等主题。书后附语法总结(Grammar reference)、写作活动(Writing file)、角色扮演(Activity file)以及改编的词汇和注释(Glossary and notes)。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

我们相信本系列教材的出版将促进我国的商务英语教学和研究,为更好地满足社会需求,培养新一代的具有全球视野和国际竞争力的商务人才做出贡献。

改编组

2005年4月

Introduction

What is Market Leader and who is it for?

Market Leader is a pre-intermediate level business English course for businesspeople and students of business English. It has been developed in association with the *Financial Times*, one of the leading sources of business information in the world. It consists of 12 units based on topics of great interest to everyone involved in international business.

If you are in business, the course will greatly improve your ability to communicate in English in a wide range of business situations. If you are a student of business, the course will develop the communication skills you need to succeed in business and will enlarge your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business and should increase their career prospects.

What is in the units?

Starting up

You are offered a variety of interesting activities in which you discuss the topic of the unit and exchange ideas about it.

Vocabulary

You will learn important new words and phrases which you can use when you carry out the tasks in the unit.

Discussion

You will build up your confidence in using English and will improve your fluency through interesting discussion activities.

Reading

You will read adapted articles on a variety of topics from the *Financial Times* and other newspapers. You will develop your reading skills and learn essential business vocabulary. You will also be able to discuss the ideas and issues in the articles.

Listening

You will hear interviews with businesspeople. You will develop listening skills such as listening for information and note-taking.

Language review

This section focusses on common problem areas at elementary level. You will become more accurate in your use of language. Each unit contains two Language review boxes which provide a review of key grammar items.

Skills

You will develop essential business communication skills such as making presentations, taking part in meetings, negotiating, telephoning and using English in social situations. Each Skills section contains a Useful language box which provides you with the language you need to carry out the realistic business tasks in the book.

Case study

The Case studies are linked to the business topics of each unit. They are based on realistic business problems or situations and allow you to use the language and communication skills you have developed while working through the unit. They give you opportunities to practise your speaking skills in realistic business situations. Each Case study ends with a writing task. A full writing syllabus is provided in the Market Leader Practice File.

Revision units

Market Leader Pre-intermediate also contains four revision units, based on material covered in the preceding three Course Book units. Each revision unit is designed so that it can be done in one go or on a unit-by-unit basis.

Map of the book

| | Discussion | Texts | Language work | Skills | Case study |
|---|---|---|---|---------------------------------------|--|
| Unit 1 Careers page 6 | Discuss ideas about careers | Reading: Response to an advertisement for women tube drivers Listening: An interview with the head of a public relations company | Words that go with <i>career</i> Modals 1: ability, requests and offers | Telephoning: making contact | Fast-Track Inc.: Choose the best candidate for the job of sales manager Writing: memo |
| Unit 2 Selling online page 14 | Discuss shopping online | Reading: Virtual pocket money Listening: An interview with the developer of an online bookshop | Words and expressions for talking about buying and selling Modals 2: <i>must, need to, have to, should</i> | Negotiating: reaching agreement | Lifetime Holidays: Negotiate a joint venture Writing: e-mail |
| Unit 3 Companies page 22 | Discuss types of companies | Reading: A website for a clothing company Listening: An interview with the sales manager of a motorcycle manufacturer | Words for talking about companies Present simple and present continuous | Presenting your company | Valentino Chocolates: Prepare an investment plan Writing: memo |
| Revision Unit A page 30 | | | | | |
| Unit 4 Great ideas page 34 | Discuss ideas | Reading: Three articles about great ideas Listening: An interview with a managing director | Verb and noun combinations Past simple and past continuous | Successful meetings | Fabtek: Choose the best ideas for three new products Writing: memo report |
| Unit 5 Stress page 42 | Discuss causes of stress Discuss gender-related qualities Discuss and rank stressful jobs | Reading: A career change Listening: An interview with an authority on stress management | Words about stress in the workplace Past simple and present perfect | Participating in discussions | Genova Vending Machines: Develop a plan to reduce stress Writing: memo |
| Unit 6 Entertaining page 50 | Discuss corporate entertaining | Reading: Corporate entertaining in Japan Listening: An interview with an expert on corporate entertaining | Words for talking about eating and drinking Multi-word verbs | Socialising: greetings and small talk | Organising a conference: Choose the best location Writing: e-mail |
| Revision Unit B page 58 | | | | | |

| | Discussion | Texts | Language work | Skills | Case study |
|--|--|---|--|---------------------------------------|---|
| Unit 7 Marketing page 62 | Discuss ideas about marketing | Reading: Selling dreams Listening: An interview with a marketing vice president | Word partnerships Questions | Telephoning: exchanging information | Kristal Water: Relaunch a product Writing: sales leaflet |
| Unit 8 Planning page 70 | Discuss planning | Reading: Brazil tries to kick-start tourism Listening: Interview with the leader of expeditions to mountains | Words for talking about planning Talking about future plans (<i>plan, hope, expect, would like, want, going to, present continuous</i>) | Meetings: interrupting and clarifying | The voice of business: Plan-a radio programme Writing: letter |
| Unit 9 Managing people page 78 | Discuss qualities and skills of a good manager | Reading: The international manager Listening: Interview with a management consultant | Verbs and prepositions Reported speech | Socialising and entertaining | The way we do things: Improve ways of working together Writing: memo |
| Revision Unit C page 86 | | | | | |
| Unit 10 Conflict page 90 | Quiz on managing conflict | Reading: Four articles about negotiating styles Listening: Interview with a management consultant | Word building Conditionals | Negotiating: dealing with conflict | European Campers: Negotiate a solution to a problem with an employee Writing: letter |
| Unit 11 New business page 98 | Discuss conditions for starting new businesses and public and private sector companies | Reading: Developing a new industry Listening: Interview with a consultant to new businesses | Economic terms Time clauses | Dealing with numbers | Marcia Lee Jeans: Choose a location for a new factory Writing: letter |
| Unit 12 Products page 106 | Discuss your favourite products | Reading: Launching a new product Listening: Five people talk about the best thing they have ever bought | Adjectives for products Passives | Presenting a product | Minerva A.G.: Choose innovative products for a store Writing: report |
| Revision Unit D page 114 | | | | | |

OVERVIEW ▼

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Career moves
- Listening**
Human resources and recruitment
- Reading**
Female train drivers
- Language review**
Modals 1: ability, requests and offers
- Skills**
Telephoning: making contact
- Case study**
Fast-Track Inc.



“Choose a job you love and you will never have to work a day in your life.”

Confucius (551–479 BC), Chinese philosopher

Starting up

A Discuss these questions.

- 1 Are you ambitious? Why or why not?
- 2 Do you have a career plan? Where do you want to be in 10 years' time?
- 3 Which of the following would you prefer to do?
 - a) Work for one company during your career
 - b) Work for several different companies
 - c) Work for yourself

B Which of the following areas do you work in (or would you like to work in)? Why?

- | | |
|-----------------------|----------------------------------|
| 1 Sales and marketing | 4 Administration and personnel |
| 2 Finance | 5 Production |
| 3 Management | 6 Research and development (R&D) |

C What should you do to get ahead in your career? Choose the four most important tips from the list below. Compare your ideas in a group and try to agree on a final choice.

- 1 Change companies often
- 2 Use charm and sex appeal with your superiors
- 3 Attend all meetings
- 4 Go to your company's social functions
- 5 Be energetic and enthusiastic at all times
- 6 Be the last to leave work every day
- 7 Find an experienced person to give you help and advice
- 8 Study for extra qualifications in your free time

Vocabulary

Career moves

A The phrases below all include the word *career*. Match them to their correct meanings. Use a good dictionary to help you.

- | | |
|------------------------|--|
| 1 career ladder | a) something you do in order to progress in your job |
| 2 career move | b) period of time away from your job to, for example, look after your children |
| 3 career break | c) series of levels that lead to better and better jobs |
| 4 career plan | d) chances to start/improve your career |
| 5 career opportunities | e) ideas you have for your future career |

B Complete these sentences with the verbs from the box. Use a good dictionary to help you.

make climb take have decide offer

- Employees in large multinationals *have* excellent career opportunities if they are willing to travel.
- Some people a career break to do something adventurous like sailing round the world or going trekking in India.
- One way to a career move is to join a small but rapidly growing company.
- In some companies it can take years to the career ladder and reach senior management level.
- Certain companies career opportunities to the long-term unemployed or to people without formal qualifications.
- Ambitious people often on a career plan while they are still at school or university.

C Look at the groups of words below. Cross out the noun or noun phrase which doesn't go with the verb in each group.

- | | | | |
|---------------|---|---------------|---|
| 1 <i>make</i> | a fortune progress a living a training course | 4 <i>do</i> | research a mistake a job your best |
| 2 <i>get</i> | progress a promotion the sack a nine-to-five job | 5 <i>take</i> | a pension time off early retirement a break |
| 3 <i>earn</i> | a bonus a part-time job money 40 thousand | 6 <i>work</i> | flexitime anti-social hours overtime an office job |

D Make sentences using the phrases in Exercise C. For example, *You can make a fortune with a career in computers.*

Listening

Human resources and recruitment



▲ Colette Hill

- A** In your opinion, which three qualities below are the most important for a successful career in business?
- being on time
 - having ambition
 - working hard
 - getting on with people (being friendly)
 - being adaptable (open to new ideas)
 - knowing about computers
 - having a sense of humour
 - looking smart
- B** 1.1 Colette Hill runs a public relations company that advises clients on human resources and recruitment. Listen to the first part of the recording. Compare what she says with your answers to Exercise A.
- C** 1.2 In the second part of the recording Colette talks about how to prepare for a job interview. Listen and tick what you hear.
- 1 Before the interview find out:
 - a) how old the company is.
 - b) how many people it employs.
 - c) what the turnover is.
 - d) how fast it is growing.
 - e) where its headquarters are.
 - f) who the Managing Director is.
 - 2 During the interview:
 - a) answer questions fully.
 - b) stick to the point.
 - c) don't talk for too long.
 - d) take control of the agenda yourself.
 - e) give examples in answers.
 - f) ask questions.
- D** After the interview Colette said that it's a good idea to volunteer for challenging work in order to be promoted. Do you agree?

Reading

Female train drivers

- A** Are certain careers more suitable for women than for men? Which do you consider a) for women only? b) for men only? c) for either? Include other careers.
- | | | |
|------------------|---------|---------------|
| • soldier | • nurse | • teacher |
| • police officer | • chef | • hairdresser |
| • car mechanic | • pilot | • politician |
- B** Look at the advertisement below from the popular UK women's magazine *Cosmopolitan*. Do you think many people applied? Why or why not?



C Now read the article. What do these numbers in the article refer to?

- a) 1,400 *readers who applied for the job*
 b) 4.45
 c) 27,650
 d) eight
 e) one
 f) 100
 g) three

Cosmopolitan readers queue for Tube job

BY PAUL MARSTON, TRANSPORT CORRESPONDENT



MORE than 1,400 readers of *Cosmopolitan* have applied to become a London Tube train driver. London Underground described the response to its single advert in this month's issue as 'exceptional'.

Successful applicants will have to get out of bed for regular 4.45 a.m. starts, but the £27,650 salary and up to eight weeks' holiday may prove sufficient compensation.

Lorraine Candy, editor of *Cosmo*, said the interest her readers had shown demonstrated that young women were not bound by traditional career patterns.

'It's always been a classic thing for boys to want to be train drivers. Now we're seeing that girls can do it too,' she said.

'I don't think the job is boring and I'm sure the passengers couldn't care less whether the train is being driven by a man or a woman – as long as it's on time.'

The ability to break bad news to travellers more sympathetically is one reason London Underground is keen to increase its number of female drivers from 100 – just three percent of driving staff.

From the *Daily Telegraph*

D Answer these questions about the article.

- 1 How many adverts did London Underground put in *Cosmopolitan*?
- 2 What are the advantages and disadvantages of the job?
- 3 What do passengers care about most?
- 4 Why does London Underground want to hire more women?

Language review

Modals 1: ability, requests and offers

Modal verbs are very common in English. Match these functions to the examples: making an offer, describing ability, making a request.

- | | |
|--|--|
| • <i>Can you help me?</i> | • <i>I can speak French and Spanish.</i> |
| • <i>Could you repeat that, please?</i> | • <i>He could speak four languages before he was ten.</i> |
| • <i>Can I help you?</i> | |
| • <i>Would you like a drink?</i> | |

➔ page 118

A Rearrange the words in 1 to 9 to make questions from a job interview. Then decide whether each question is a) making a request, b) making an offer or c) asking about ability.

- get you can I anything?
Can I get you anything? (making an offer)
- details contact your confirm I could?
- can you software package use this?
- speak languages any other you can?
- about tell you job us your present more could?
- tell your current salary me you could?
- would you as soon as possible your decision let us know?
- start you when can?
- like coffee some more you would?

B Match the questions in Exercise A with the interviewee's answers below.

- It's 43 thousand. *6*
- Yes, I use it a lot in my current job.
- I can let you know next week.
- Thank you. A coffee, please.
- Yes, the address is the same, but my e-mail has changed.
- I'd love some. Thank you.
- Well, I'm currently responsible for European sales.
- Yes, I can speak French and Spanish.
- My notice period is two months.

C Work in pairs. Role play a Sales Director interviewing a candidate for the job of Sales Representative. Make questions with the words below. For example, 'Can you drive?'

- drive
- work at weekends
- work on your own
- meet sales targets
- use a computer
- travel frequently
- use spreadsheets
- start next month
- speak any other languages



Skills

Telephoning:
making contact

A What kinds of telephone calls do you make in English? What useful telephone expressions do you know?

B 1.3, 1.4, 1.5 Listen to three phone calls and answer these questions.

1 What is the purpose of each call? 2 Do the callers know each other?

C 1.3 Listen to the first call again. Complete the expressions on the right so they have the same meaning as the ones on the left.

| | |
|-------------------------------------|--|
| 1 Can I talk to ...? | I'd ... <u>like</u> <u>to</u> <u>spea</u> k... .. <u>to</u> |
| 2 Just a moment ... | Thank you. |
| 3 I'll connect you. | I'll |
| 4 Am I speaking to Carmen Diaz? | Hello. Carmen Diaz? |
| 5 Yes, it's me. | |
| 6 The reason I'm calling is ... | Yes, I'm your advert ... |
| 7 Can I have your name and address? | your name and address? |

D 1.4 Listen to the second call again and complete these phrases.

A Hello. ...Could... ..I... ..speak... ..¹ to Andrea, please?

B² she's not here at the moment. Can I³ a⁴?

A Yes, please.⁵ Jacques from Intec.⁶ you⁷ her I won't be able to⁸ the training course on Saturday. She can⁹ me¹⁰ if there's a problem. I'm¹¹ 0191 498 0001.

B OK. Thank you. Bye.

E 1.5 Listen to the third call again. Underline each phrase the speaker uses.

Dave Hi, John. Dave here.

John Oh, hello, Dave. How are things? / How are you? ¹

Dave Fine, thanks. Listen, just a quick word / quick question.²

John Yeah, go ahead.

Dave Do you think you could give me / let me have³ the fax number for Workplace Solutions? I can't get through to them. Their phone's always busy / engaged.⁴

John I've got it here / right in front of me.⁵ It's 020 7756 4237.

Dave Sorry, I didn't hear / catch⁶ the last part. Did you say 4227?

John No, it's 4237.

Dave OK. Thanks. Bye.

John No problem. / Don't mention it.⁷ Bye.

F Study the Useful language box below. Then role play the telephone calls. Student A, turn to page 136. Student B, turn to page 138.

Useful language

Making calls

Could I speak to Laurie Thompson, please?

Yes, this is Ernesto Badia from KMV.

I'm calling about ...

Could you tell him/her that I rang?

Could you ask him/her to call me back?

Receiving calls

Who's calling, please?

Could you tell me what it's about?

I'll put you through.

Can you hold?

I'm afraid there's no answer. Can I take a message?



Background

Fast-Track Inc., based in Boston, US, sells corporate training videos and management training courses. Fast-Track is looking for a new Sales Manager for its subsidiary in Warsaw, Poland. Fast-Track advertised the vacancy only inside the company as it believes in offering career opportunities to its staff.

The subsidiary's recent sales results were poor. Sales revenue was 30% below target. The reasons are:

- Sales representatives are not motivated and staff turnover is high.
- The previous manager had no clear strategy for developing sales in the area.
- Only a few sales contracts were made with client companies' senior managers.



A new appointment

There are three candidates for the position of Sales Manager, Central and Eastern Europe.

They all already work for Fast-Track either in Boston or in Poland. The successful candidate will be based in Warsaw. Here is an extract from the job description for the position.

The successful candidate will be responsible for:

- developing sales, achieving results and increasing customer numbers
- managing the sales team so that it is more motivated, dynamic and effective

He/She will be:

- a natural leader
- energetic, enthusiastic and determined
- confident and outgoing

He/She will have:

- strong sales ability
- organisational and interpersonal skills
- a good academic background and suitable experience
- numeracy skills and the ability to handle administration
- linguistic ability

The position will involve frequent travel throughout the region.

Profiles of the candidates

🎧 1.6, 1.7, 1.8 Read the essential information about each candidate on page 13. Then listen to the interview extracts.

Joanna Pelc

Polish, aged 30

Education Finished secondary school. Diploma in Marketing.

Experience Has worked for Fast-Track as a sales representative since leaving school.

Has a good knowledge of computing.

Achievements Has had the best sales results of the team during the last five years. She looks after some of the company's most important customers.

Languages Excellent Polish and Russian. English – good vocabulary but not very fluent.

Interviewer's comments Very strong personality. Energetic and confident. Sometimes appeared aggressive during the interview. Will she be a good team player?



Robert Kaminsky

Polish, aged 52

Education University degree (Engineering)

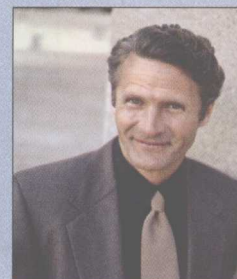
Experience Wide experience in a variety of industries. Joined Fast-Track five years ago as Regional

Manager for the south of Poland.

Achievements Has been fairly successful, increasing sales by 12% over the five-year period.

Languages Fluent Polish and English.

Interviewer's comments Very calm and relaxed, he moves and talks slowly. A hard worker. He never leaves the office before seven in the evening. Not creative but happy to get ideas from the creative members of a team. Respected by previous staff. Current staff think he is practical and reliable.



Task

- 1 Work in groups. You are members of the interviewing team. Discuss the strengths and weaknesses of each candidate. Decide who to select for the vacant position. Note down your reasons for your choice.
- 2 Meet as one group. Discuss your choices. Decide who should fill the vacant position.

Anna Belinski

German, aged 42

Education University degree (History)

Experience Over 15 years as a sales representative in Germany, the US and Poland. Joined

Fast-Track a year ago. Has some experience designing websites for companies.

Achievements A good sales record in all her previous jobs. In her first year with Fast-Track her sales results have been satisfactory.

Languages Fluent German, English and Polish.

Interviewer's comments Quiet but knows her own mind. Rather nervous at the interview. Might be good at team building but would probably depend too much on other people. Had some interesting ideas for developing our website. Good at computing and handling figures. Likes administration. Didn't seem to have many ideas about the future of the company.



Writing

Complete this memo from the head of the interviewing team to the Sales Director of Fast-Track.

➔ Writing file page 131

Memo

To: Sales Director
 From: Head, Interviewing team
 Subject: Appointment: Sales Manager, Central and Eastern Europe

We recently interviewed three candidates for this position.

We have decided to appoint ...

I will briefly describe the candidate's strengths and explain the reasons for our decision. ...