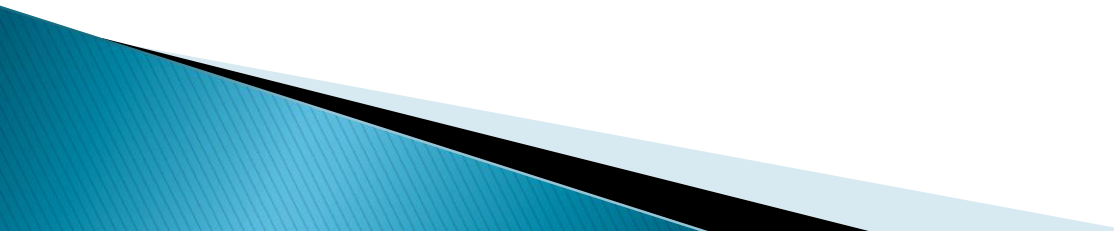


Cracking BEC Vantage Reading1

猫刀老师

阅读问题

- ▶ 密密麻麻头疼，看不进去，直接卒
 - ▶ 大部分单词看得懂，整句卒
 - ▶ 短的句子懂意思，长句卒
 - ▶ 句子能看懂，整段卒
- 

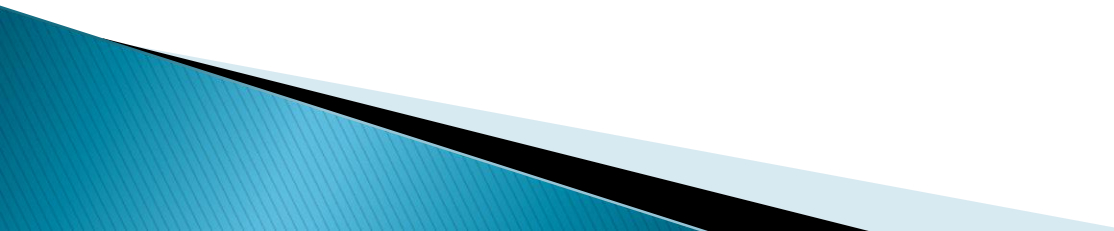
做题问题

- ▶ 找不到
- ▶ 找到一个我以为是对的结果找错了
- ▶ 找到两个一样的不知选谁

阅读方法

单句类型

- ▶ 主谓 He cried.
- ▶ 主谓宾 He ate an apple.
- ▶ 主系表 He is my brother.
- ▶ 主谓双宾 He gives me the book.
- ▶ 主谓宾宾补 He makes me happy.
- ▶ 主谓

- ▶ 1.do 2.did 3.does 4.done 5. have done
 - ▶ 6.doing 7.can do 8 . Had been doing
 - ▶ 9. should be done 10 . to do 11. to be done
 - ▶ 12. are doing
- 

单句主干

- ▶ 主语: n / pron / doing / to do / clause (it)
- ▶ 谓语: do / does / did /
have / has / had..
am / is / are / was / were...
can / should / would / ...
- ▶ 非谓语: doing / done / to do
- ▶ 谓语 + 连词 + 谓语 + 连词 + 谓语

从句

- ▶ 定语从句：修饰名词，跟在名词后
 - ▶ that which who whom whose
- ▶ 名词性从句：本身是名词，主宾表从句
 - ▶ that whether who why when
- ▶ 状语从句：补充说明，位置灵活
 - ▶ because so when where if although..

- ▶ 介词短语/doing/done/todo .., adj+**主语** +定从
+adj+doing/done+to do +介词短语+插入语+
同位语+adv+**谓语**+adv+**宾语/宾从**+状从.....

Changes in Performance Feedback

In the past, feedback about your performance used to mean a quiet chat with the boss. But now 360-degree feedback – the system where employees are also given feedback from peers and from the people they manage – is taking root in corporate culture. The system is characterised by greater participation and has grown out of the desire of companies to create more open working environments where people work better together and ideas and opinions are exchanged between teams and across levels of seniority.

- ▶ 介词短语/doing/done/todo .., adj+主语 +定从
+adj+doing/done+to do +介词短语+插入语+
同位语+adv+谓语+adv+宾语/宾从+状从.....

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做题方法

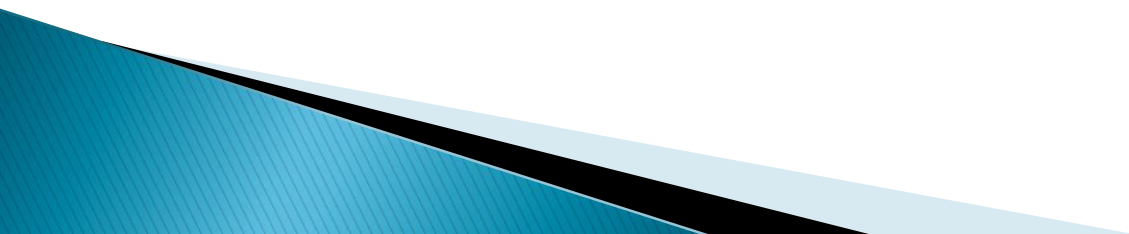
顺序

- ▶ 3-1-2-4-5
- ▶ 3-1-4-5-2

做题方法



Part 3





做题步骤

1. 简化题干
2. 简化选项
3. 定位
4. 首读排除错误选项
5. 二读确定答案句
6. 确定选项





简化题干

路标词——+提问词 OOO

**路标词：问句中会最先提到的实词（组）
定位**

**提问词：问句最终问的方面，对应选项的实词（组）
排除/选择选项**





**路标词： 自然段
实词**

**提问词： 实词
简短
对应选项**





简化选项

1. 选项中回答问题的词
2. 选项之间的区别词
3. 符号简化
4. 简短（为了排除3）





定位和范围

1. 自然段---全段
2. 某词---前1句/本句一段末





速读方法

1. 整句概念
2. 读主句主干：主谓（宾）、主表
3. 读从句修饰：定从，状从，名从，插入语，状语





首读排除错误选项

1. 无关内容
2. 情感态度不符
3. 提到但否认

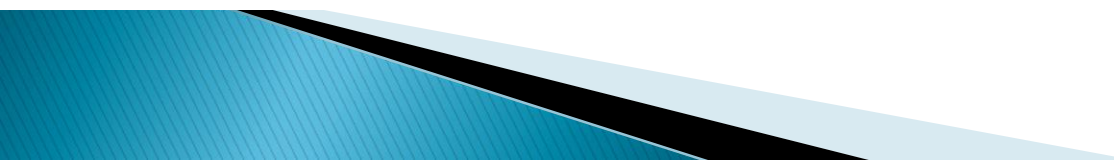




二读选出正确选项

- 1.比较明确剩下选项的区别
- 2.在文中找对应词，一一对应
- 3.比较符合度，确定选项



- 13** In the first paragraph, the writer says that poor leaders
- A** do not want to listen to criticism.
 - B** do not deserve to be taken seriously.
 - C** are easier to identify than good ones.
 - D** are more widespread than people think.
- 14** Why does the writer believe there is disagreement about what effective leadership is?
- A** Definitions of successful leadership vary according to the situation.
 - B** There are few examples of outstanding leaders available to study.
 - C** Leaders are unable to give clear descriptions of their qualities.
 - D** The results of research on the subject have concluded little.
- 15** The publishing executive's priorities for leadership focused on
- A** significant and long-term aims.
 - B** internal organisational aspects.
 - C** professional skills and abilities.
 - D** overall business contexts.
- 

13 In the **first paragraph**, the writer says that **poor leaders**

- A do not want to listen to criticism. X
- B do not deserve to be taken seriously. X
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15 The **publishing executive's priorities** for leadership focused on

- A significant and long-term aims.
- B internal organisational aspects.
- C professional skills and abilities.
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- 16** According to the writer, the finance director was unsuccessful because
- A** staff were uncomfortable with his style.
 - B** existing clients were suspicious of change.
 - C** competitors had a more dynamic approach.
 - D** colleagues gave little support to his ideas.
- 17** Staff at the accountancy firm who were promoted were required to
- A** correct mistakes.
 - B** have a high level of knowledge.
 - C** maintain discipline within the organisation.
 - D** advise clients on responding to uncertainty.
- 18** The example of the manager at the manufacturing company is given to emphasise that
- A** managers need support from their employers.
 - B** leaders should not be afraid of being unpopular.
 - C** effective leaders must be sensitive to staff needs.
 - D** managers do not always understand the attitudes of staff.

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From workplace surveys, I have found that most people want to be – and feel they could be – more effective leaders. Certainly they want their leaders to be more effective. But what do we mean by effective leadership in business? It would appear a simple question. Unfortunately, effectiveness is more easily recognisable when it is absent. Leaders who attempt to use business jargon and try out the latest ideas are too often perceived as figures of fun. Whilst people frequently agree on what ineffective leadership is, clearly knowing what not to do is hardly helpful in practice.

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Huge amounts of research have been done on this very wide subject. When you look at leadership in different ways, you see different things. While descriptions of leadership are all different, they are all true – and this is where disagreement arises. However, leadership is specific to a given context. The effectiveness of your actions is assessed in relation to the context and to the conditions under which you took them.

- 14** Why does the writer believe there is disagreement about what effective leadership is?
- A** Definitions of successful leadership vary according to the situation.
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- 

For a magazine article I wrote recently, I interviewed one publishing executive, author of several well-known publications, about what effective leadership is. It was significant that, at first, he did not mention his own company. He talked at length about what was happening in the industry – the mergers, take-overs and global nature of the business. Before he was able to describe his own objectives for the new publishing organisation he was setting up, he had to see a clear fit between these proposals and the larger situation outside. Obvious? Of course. But I have lost count of the number of leaders I have coached who believed that their ideas were valid, whatever the situation.

- 15** The publishing executive's priorities for leadership focused on
- A** significant and long-term aims.
 - B** internal organisational aspects.
 - C** professional skills and abilities.
 - D** overall business contexts.

At this point, I should also mention another example, that of a finance director whose plan of action was not well received. The company he had joined had grown steadily for twenty years, serving clients who were in the main distrustful of any product that was too revolutionary. The finance director saw potential challenges from competitors and wanted his organisation to move with the times. Unfortunately, most staff below him were unwilling to change. I concluded that although there were certainly some personal skills he could improve upon, what he most needed to do was to communicate effectively with his subordinates, so that they all felt at ease with his different approach.

16 According to the writer, the finance director was unsuccessful because

- A** staff were uncomfortable with his style.
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Some effective leaders believe they can control uncertainty because they know what the organisation should be doing and how to do it. Within the organisation itself, expertise is usually greatly valued, and executives are expected, as they rise within the system, to know more than those beneath them and, therefore, to manage the operation. A good example of this would be a firm of accountants I visited. Their business was built on selling reliable expertise to the client, who naturally wants uncertainty to be something only other companies have to face. Within this firm, giving the right answer was greatly valued, and mistakes were clearly to be avoided.

- 17** Staff at the accountancy firm who were promoted were required to
- A** correct mistakes.
 - B** have a high level of knowledge.
 - C** maintain discipline within the organisation.
 - D** advise clients on responding to uncertainty.

I am particularly interested in what aims leaders have and what their role should be in helping the organisation achieve its strategic aims. Some leaders are highly ineffective when the aim doesn't fit with the need, such as the manufacturing manager who was encouraged by her bosses to make revolutionary changes. She did, and was very successful. However, when she moved to a different part of the business, she carried on her programme of change. Unfortunately, this part of the business had already suffered badly from two mismanaged attempts at change. My point is that what her people needed at that moment was a steady hand, not further changes – she should have recognised that. The outcome was that within six months staff were calling for her resignation.

- 18** The example of the manager at the manufacturing company is given to emphasise that
- A** managers need support from their employers.
 - B** leaders should not be afraid of being unpopular.
 - C** effective leaders must be sensitive to staff needs.
 - D** managers do not always understand the attitudes of staff.



常考陷阱

- 1.原词出现
- 2.原句替换但不符合题干
- 3.错误归因
- 4.部分代整体

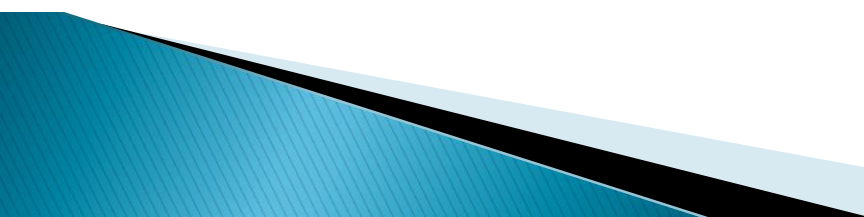


T2

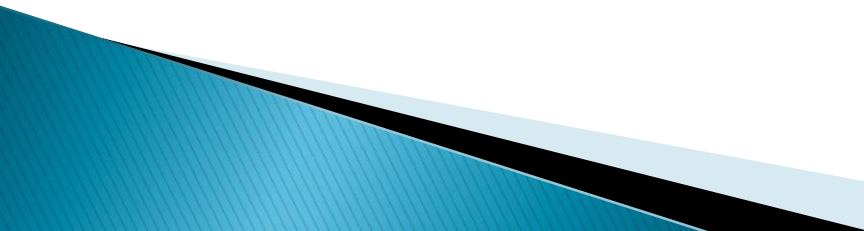
- 13** The writer says that in comparison to publishing, other companies
- A** are more concerned with pleasing their shareholders.
 - B** are more focused on achieving their goals.
 - C** place greater importance on keeping their best managers.
 - D** work harder on interpersonal relationships.
- 14** Sarah Carter changed her job within William Davis Publishing because
- A** the Public Relations department made it clear they wanted her.
 - B** she saw more long-term potential in public relations.
 - C** she did not want to relocate to another floor.
 - D** it represented a promotion for her.
- 15** Virginia Coutts says that when she first started at Prodigy Publications
- A** she intended to move on quickly.
 - B** she had a wide range of skills.
 - C** she had to do too many different jobs.
 - D** she had a good line manager.

- 16** What does Mark Harlock say about formal training?
- A** It is faster than learning on the job.
 - B** It should be based on the trainee's specific needs.
 - C** It is more often approved for managers than other employees.
 - D** It enables better working relationships to be built.
- 17** In using the words 'scratch the surface' (line 30), Barbara Foster means that her actions
- A** have started something that will take a lot of work to complete.
 - B** have revealed big problems that she could not have foreseen.
 - C** may turn out to be unpopular with some employees.
 - D** may cause disputes with other publishers.
- 18** In the final paragraph, the writer recommends that the publishing industry should
- A** encourage managers to delegate minor matters more often.
 - B** put pressure on directors to change the way they work.
 - C** look for people with business flair and good ideas.
 - D** spend more time training existing managers.

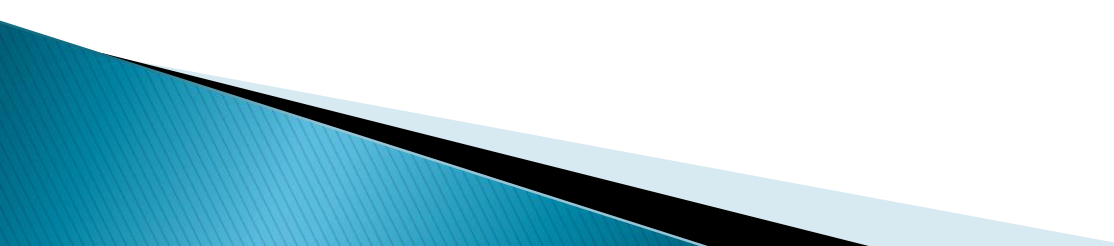
To get on in the world of children's book publishing one needs to be 'bright, nice and not ambitious'. Those are the words of a 37-year-old manager thinking about leaving the industry. Managers in other industries would, by that age, be striving towards greater leadership challenges and rewards, while Human Resources departments would be doing all they could to prevent hungry competitors from getting hold of experienced and talented employees. Maintaining successful corporations and happy shareholders is, after all, dependent on using the talents and experience of one's staff, not on being nice.

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- 

Career progression in the children's sector of publishing seems to be determined almost by luck rather than a proper career structure or assessment of employees' competencies. Sarah Carter, for example, started her career as an assistant in the customer service department at William Davis Publishing. She only became aware of a vacancy in public relations because her department was on the same floor as the publicity office. 'I had already been promoted to manager in my department, but realised that any career development there would be limited. I decided to move sideways into PR, which was also where I felt my skills were more suited. I was lucky a position came up within the company.'

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Across the publishing houses, staff training or development is generally dependent on the approach taken by your immediate boss. Virginia Coutts, editorial director at Prodigy Publications, says, 'This is fine, if you happen to have one who is effective. When I started at Prodigy I worked for Roger Gibbons. I was in children's fiction, but he also gave me some work on picture books and non-fiction, and that meant I gained experience in a range of areas. He also made sure that new people didn't come in, train and then move on. And it wasn't a question of being here for three years or so before you got promoted.'

- 15** Virginia Coutts says that when she first started at Prodigy Publications
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- 

Not everyone has a similar experience with their manager, but this is not surprising when one considers that few managers have themselves had any structured training. Mark Harlock, marketing manager at T R Publishers, says, 'My job change into management was completely unsupported – my requests for training took months, and by the time they were approved the need had passed. Yes, you learn on the job, but how much more constructive for all involved if it happens in a structured way. Surely this would speed up the learning curve?'

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However, there are changes in the air. At Little Feet Publications, Barbara Foster has been overhauling the company's training and career structure so that all employees have regular appraisals. 'We are ahead of our competitors here at Little Feet, but even we are only beginning to scratch the surface. So far there's been little opposition to the appraisals, but there's still loads to do and the results will not become clear for a few years yet.'

- 17 In using the words 'scratch the surface' (line 30), Barbara Foster means that her actions
- A have started something that will take a lot of work to complete.
 - B have revealed big problems that she could not have foreseen.
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Perhaps the industry should consider itself lucky to have so many dedicated managers who have, through a combination of chance and determination, successfully developed their careers in publishing. Clearly it now needs to review what is being done to develop, train and reward the next generation of bosses. Above all, the industry has to find more people with entrepreneurial spirit and push them into demanding roles rather than make them serve their time at a junior level. But such changes can only come from the very top.

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