

A working life

Guided reading

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Using the Internet to help college students with career planning

- A) If asked to *conjure up* the image of college students surfing the Web, one very well might imagine them in their dorms downloading MP3s, playing high-tech video games, or hanging out in chat rooms. However, it is also the case that an increasing number of college students are turning to the Internet to research career and educational opportunities and seek assistance in making the transition from college into the workforce. Students will find no lack of information on various institutions, scholarships, school and corporate rankings, internships, and job postings.
- B) With an increasingly tight and complex job market and a growing number of New Economy refugees, young people seem to be giving more thought to their career choices. While the days of chasing high salaries, options, or other *perks* using online job posting boards may not be completely gone, there seems to be a sense that all of this earlier frenzy may have yielded more disappointments than millionaires. Students and career changers are now looking for support services to help them navigate their way to personally and professionally rewarding careers.
- C) Survey data from the Gallup Organization reveal that almost 25 percent of college students would include the Internet for help or information in their career planning. While this percentage may not seem large, keep in mind that, as more students of the Internet generation progress through the educational system, this number is likely to grow tremendously.

- D) As colleges, universities, and other institutions enter the online education space, they are looking into ways to provide a full array of support services to distance learners as well as traditional student populations. These services include academic advisement, career counseling, and recruitment assistance. The delivery of online career counseling is taking on a new face due to the abundance of technology-based services, and finally seems to be getting its due. The Internet's ability to allow students and career counselors to engage in real-time online conversations, as well as videoconferencing (视频会议) counseling sessions, has created exciting and effective options for what is becoming known as distance career counseling.
- E) Questions naturally arise with regard to the differences and relative advantages of distance career counseling in comparison with more traditional delivery systems. How does it differ from face-to-face models? Can it be personal? Is it effective?
- F) Many career counseling *practitioners* and trainers of counselors are weighing the benefits and risks of online counseling and determining how theory informs practice in this important field of education and human services. With distance career counseling, the challenge is to combine the best practices of traditional career counseling with electronically assisted strategies in order to provide state-of-the-art career counseling services to today's college students.
- G) A structured career counseling process usually includes the following four steps:
1) Assessment of interests, skills, values, and related personal characteristics;
2) Exploratory research techniques aimed at linking personal characteristics with career options;
3) Decision-making with regard to employment or further educational options;
4) Self-marketing strategies, including resume and interview preparation.
- H) While these steps often unfold in a linear and sequential way, they are also *recursive* in that individuals frequently "take a step back" and revisit tasks within an earlier step from a more-informed perspective. For example, students involved in preparing for an interview may need to reconsider and fine-tune their grasp of actual skill-set capabilities, which they anticipate presenting to a potential employer.
- I) Typically, Web-based resources assist students in steps one, two, and four outlined above. Many individuals consider career counseling to be synonymous with assessments. The Internet offers a *cornucopia* of self-assessment instruments, and, while questions often arise with regard to their validity, such tests continue to be very appealing, especially for students embarking on a journey of self-discovery. However, the results may be confusing without expert interpretation, and more often than not, students are trying to understand them without counselor assistance. Current research reinforces the belief that effective career counseling includes a clear understanding of assessment results accompanied by a trained counselor's guided exploration and a *well-formulated* action plan.

- J) Moving to the next step — exploration and research — students will find thousands of websites offering occupational information, company profiles, job market projections, interviewing tips, and resume preparation techniques. Often, they may be overwhelmed by the sheer amount of information or number of options they face in choosing from what appears to be an endless sea of *cyber-based* assistance. This, too, becomes a more effective and rewarding experience with the insight and support of a professional counselor who can integrate the steps in the process and help students weed out *extraneous* or unreliable information.
- K) As students begin to wrestle with the third and fourth steps of the process — decision-making and self-marketing — counselor assistance becomes even more important. Where do college students find this supportive presence that clarifies and holds the career counseling process together and gives them something tangible they can present to the world of work? The primary resource is usually the Office of Career Services or Career Development on a college campus. Historically, these services used to be called the Placement Office due to their emphasis on assisting students with job interviews, resume preparation, and other activities related to self-marketing. With the newer emphasis on career planning as a developmental and proactive series of related steps, college and university career counselors have made genuine efforts to draw students into the process early in their college years, offering many programs to help through the assessment, exploration, and decision-making stages as well. In addition, with the involvement and partnership with companies such as Jobtrak (www.jobtrak.com) and Experience.com (www.experience.com), career centers have tried to bring more recruitment opportunities to their students. They are also finding that online student programs and support services from companies such as ReadyMinds (www.readyminds.com) and CareerPlanner (www.careerplanner.com) offer ways to help them meet the needs of their student population and provide them with the necessary tools and resources that allow them to deal with career planning issues now and in the future.
- L) As technologies improve, online delivery systems are proving to be advantageous in their ability to reach populations who may have been *underserved* in the past, namely, commuter students, transfer students, *alumni*, persons with disabilities that inhibit mobility, and students who live in remote areas. Interestingly, initial research suggests that certain individuals, perhaps more reserved or somewhat reluctant to seek face-to-face counseling, actually prefer the *anonymity* of distance counseling and benefit tremendously from these services as they pursue their educational goals. It is also becoming clear that distance career counseling is convenient for the counselor and the student. Sessions may be scheduled outside of regular business hours and in travel-free

locations such as the student's dorm or home. Distance counseling can be established by using the telephone or engaging in cybercounseling, which *entails* distance interaction between counselor and student using Internet-supported email, chat, or videoconferencing capabilities.

(1,144 words)

I Exercises

1 Reading comprehension

Read the following 10 statements. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Write down the corresponding letter before each statement.

- ___ 1. Career centres and companies have formed partnership to provide more recruitment opportunities to students.
- ___ 2. The Internet creates exciting and effective options for distance career counseling.
- ___ 3. Students may feel confused about the self-assessment results without expert interpretation.
- ___ 4. With the improvement of technologies, online delivery systems are advantageous due to their ability to reach underserved populations.
- ___ 5. It seems that online job posting boards don't do very well in living up to job seekers' expectations.
- ___ 6. Many career counseling practitioners and trainers are concerned with the benefits and risks of online counseling.
- ___ 7. The four steps of a structured career counseling process can be revisited when needed.
- ___ 8. The Internet provides college students with a variety of information on career and education.
- ___ 9. In the second step of the career counseling process, a counselor can help students to sort out trustworthy information.
- ___ 10. According to the data from Gallup Organization, almost one quarter of college students would take advantage of the Internet in their career planning.

2 Contextual reference

Match the words and phrases in Column A with their meanings in Column B. You need to decide the meanings of the words and phrases in the context of the passage.

A	B
___ 1. conjure up	A. sb who works in a particular profession
___ 2. perk	B. well-developed according to an orderly plan
___ 3. practitioner	C. relating to a procedure that can repeat itself indefinitely
___ 4. recursive	D. to bring a thought, picture or memory to sb's mind
___ 5. cornucopia	E. not relating to the subject or situation you are dealing with
___ 6. well-formulated	F. having a basis of computers or information on the Internet
___ 7. cyber-based	G. the former students of a school or college
___ 8. extraneous	H. sth that you get legally from your work in addition to your wages, such as goods, meals, or a car
___ 9. underserved	I. to involve sth as a necessary part or result
___ 10. alumni	J. when others do not know who you are or what your name is
___ 11. anonymity	K. not getting enough care or help
___ 12. entail	L. a lot of good things

II Reading skills

Go through the following tips to Reading comprehension and learn the reading skills employed.

1. 【答案】 K

【题眼】 Career centres and companies have formed partnership to provide more recruitment opportunities to students.

【定位】 K段倒数第二句：In addition, with the involvement and partnership with companies such as Jobtrak (www.jobtrak.com) and Experience.com (www.experience.com), career centres have tried to bring more recruitment opportunities to their students.

【解析】 细节题。通过关键词 career centres 和 recruitment opportunities 可定位到K段倒数第二句。此外，原文中出现的Jobtrak等公司机构名和网址可进一步帮助确定答案为K。

2. 【答案】 D
- 【题眼】 The Internet creates exciting and effective options for distance career counseling.
- 【定位】 D段最后一句：The Internet's ability to allow students and career counselors to engage in real-time online conversations, as well as videoconferencing counseling sessions, has created exciting and effective options for what is becoming known as distance career counseling.
- 【解析】 细节题。根据题目中的关键词distance career counseling可定位到D段。快速浏览该段可知，该段主要讲述的是远程职业咨询。再结合另一个关键词Internet可定位至本段最后一句，确定答案为D。
3. 【答案】 I
- 【题眼】 Students may feel confused about the self-assessment results without expert interpretation.
- 【定位】 I段第四句：However, the results may be confusing without expert interpretation, and more often than not, students are trying to understand them without counselor assistance.
- 【解析】 细节题。根据关键词expert interpretation进行查读，可以定位到I段第四句。此处讲述：没有专家的解释，学生不能完全理解自我评价的结果，而对测试结果感到困惑。据此判断该段与题目意思匹配，因此可确定答案为I。
4. 【答案】 L
- 【题眼】 With the improvement of technologies, online delivery systems are advantageous due to their ability to reach underserved populations.
- 【定位】 L段第一句：As technologies improve, online delivery systems are proving to be advantageous in their ability to reach populations who may have been underserved in the past ...
- 【解析】 段落主旨题。根据关键词online delivery systems和 underserved populations可定位至L段。此段第一句为主题句，讲述随着科技的发展，网络传输系统的优势之一是能够为过去无法享受到服务的人群提供服务。据此可知，该主题句与题目意思相符，因此可确定答案为L。
5. 【答案】 B
- 【题眼】 It seems that online job posting boards don't do very well in living up to job seekers' expectations.
- 【定位】 B段第二句：While the days of chasing high salaries, options, or other perks using online job posting boards may not be completely gone, there

seems to be a sense that all of this earlier frenzy may have yielded more disappointments than millionaires.

【解析】 细节题。根据关键词online job posting boards可定位至B段第二句。该句讲述：通过网络公告栏或留言板找工作，求职者能找到满意工作的几率并不大。因此可确定答案为B。

6. **【答案】** F

【题眼】 Many career counseling practitioners and trainers are concerned with the benefits and risks of online counseling.

【定位】 F段第一句：Many career counseling practitioners and trainers of counselors are weighing the benefits and risks of online counseling and determining how theory informs practice in this important field of education and human services.

【解析】 段落主旨题。利用查读法，根据题目中的关键词career counseling practitioners and trainers可定位到F段第一句。该句讲述的是职业咨询师们所关心的问题，与题目意思相符，可确定答案为F。

7. **【答案】** H

【题眼】 The four steps of a structured career counseling process can be revisited when needed.

【定位】 H段第一句：While these steps often unfold in a linear and sequential way, they are also recursive in that individuals frequently “take a step back” and revisit tasks within an earlier step from a more-informed perspective.

【解析】 段落主旨题。通过关键词four steps和revisit可以定位到H段第一句，该句意思与题意相匹配，可确定答案为H。

8. **【答案】** A

【题眼】 The Internet provides college students with a variety of information on career and education.

【定位】 A段后两句：However, it is also the case that an increasing number of college students are turning to the Internet to research career and educational opportunities and seek assistance in making the transition from college into the workforce. Students will find no lack of information on various institutions, scholarships, school and corporate rankings, internships, and job postings.

【解析】 段落主旨题。题目主要讲的是Internet对就业的帮助，这是对全文的概括，可初步判断该信息出现在文章开头。再利用information on career and education精确定位到A段最后两句，可确定答案为A。

9. 【答案】 J

【题眼】 In the second step of the career counseling process, a counselor can help students to sort out trustworthy information.

【定位】 J段最后一句：This, too, becomes a more effective and rewarding experience with the insight and support of a professional counselor who can integrate the steps in the process and help students weed out extraneous or unreliable information.

【解析】 段落主旨题。可根据the second step定位至J段。快速浏览该段可知，最后一句讲counselor对学生就业的帮助。另外题目中的sort out trustworthy information和原文的weed out extraneous or unreliable information是意义对等的表达，该句表达了该段的主旨大意，意思与题意相匹配，因此可确定答案为J。

10. 【答案】 C

【题眼】 According to the data from Gallup Organization, almost one quarter of college students would take advantage of the Internet in their career planning.

【定位】 C段第一句：Survey data from the Gallup Organization reveal that almost 25 per cent of college students would include the Internet for help or information in their career planning.

【解析】 细节题。题目涉及学生利用网络找工作的内容，初步判断该内容应出现在文章前面的部分，再以Gallup Organization为关键词，即可进一步定位至C段首句，该句意思与题意相匹配，可确定答案为C。

Timed reading 1

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

We overvalue college

More and more Americans are going to college, but that doesn't mean they're learning valuable skills or improving the economy.

— Professor X on the ridiculous premium placed on a BA in this country

- A) Is there really such a thing as a “college premium”, the increase in earnings over a lifetime that one can expect to get with a college degree?
- B) A recent report, “The College Payoff”, examines the data and not surprisingly answers the question *resoundingly* in the affirmative. I say “not surprisingly” because the study was sponsored by the Georgetown University Center on Education and the Workforce. What possible economic interest could the folks at Georgetown University have in promoting ever-increasing levels of college attendance? As the authors tell us in their introduction, they “are honored to be partners in the mission of promoting *postsecondary* access and completion for all Americans”.
- C) They might have wanted to tag this statement with a big SPOILER ALERT. This study couldn't have turned out any other way.
- D) “The data are clear: A college degree is key to economic opportunity,” the report concludes, “conferring substantially higher earnings on those with credentials than those without.”
- E) Some of what the report reveals is obvious. Workers who never finish high school often don't make all that much money. Workers with professional or graduate degrees sometimes make a boatload of it. It's good to be a doctor or a lawyer. And as for the vast *swath* of jobs in the middle, the ones between janitor (看门人) and cardiologist (心脏病专家), workers with a bachelor's degree will indeed earn more than their less-educated counterparts. A human resource manager who has not attended college can expect to earn \$1.9 million over the course of a working lifetime; throw in a four-year degree, and the figure increases by a cool million. A food service manager can expect

to take home \$1.2 million in a 40-year work life; that same manager with a bachelor's degree can pull in \$1.8 million. A college *sheepskin* will boost the figure for a paralegal (律师的助手) or legal assistant from \$1.7 million to \$2 million, or about \$7,500 a year, figuring an employment span of 40 years.

- F) OK, so the college premium exists. That doesn't make it necessary or right.
- G) What the study reveals inadvertently (非故意地) is most interesting: Just how many positions are currently being filled by those who never made it past high school. Some numbers will come as no surprise: Seventy-one percent of janitors have only high-school degrees. Fully three quarters of all pest-control and grounds maintenance workers are in the same situation. A little more than half of barbers and cosmetologists (美容师) have a high-school diploma or less; the same holds true for 67 percent of tobacco-roasting-machine operators.
- H) But did you know that 11 percent of "chief executives and legislators" — the study's *categorization* — have been only to high school? The figure jumps to 23 percent with an associate's degree or less. Eighteen percent of general and operations managers never attended college. Education administrators — now that might seem a highly educated group, but five percent have seen no reason to pass through the gates of higher education, and 14 percent have only some college. Claims adjusters, appraisers, examiners, and investigators — 18 percent haven't gone beyond high school, and twice that don't have a four-year college degree. Fourteen percent of advertising salespersons went to high school and then called it quits. High school only: electrical and electronics engineers, four percent; industrial engineers, eight percent.
- I) Some of these percentages might not be large, but their very existence demonstrates the fact that those without college, or without a completed college degree, can probably do their jobs just fine.
- J) American colleges would have us believe that the skills they purport to teach, the critical thinking and higher levels of reasoning and all that, are crucial to competent performance in the workplace. This is *baloney*, less a line of reasoning than a sales pitch rooted in academic snobbery — a naked appeal to our intellectual insecurities.
- K) Do we want to extend the argument, and say that those lacking a bachelor's degree are the absolute worst at their jobs? Twelve percent of financial managers have only a high-school education — are they the ones who plunged the country into the recession we can't seem to climb out of? Perhaps the 14 percent of human resource managers who didn't go to college are the ones who are keeping our unemployment rate hovering at 10 percent. The four percent of *miscellaneous* engineers, including nuclear engineers,

who didn't get past high school — did we dispatch a delegation of those Homer Simpson-like nincompoops (傻子) to help set up the safety systems for Tokyo's nuclear reactors? I guess we should blame the bottom eight percent of securities, commodities, and financial service sales agents for designing all those toxic mortgage instruments.

- L) The surgeon and the rocket scientist require specialized training, but most occupations are not brain surgery and not rocket science. The students I teach as an adjunct are pointed toward mid-level careers. If not for America's *lopsided* love affair with higher education, none of my students would really require the BA or BS degrees toward which they labor painfully. High-school literacy math skills would be quite sufficient. Four years of college is, for them, a waste of time and an economic burden.
- M) According to the latest figures from the Project on Student Debt, it's fair to assume that more than 60 percent of them will graduate with student loans, and those debts will average about 25 grand (一千美元).
- N) The college premium exists, unfortunately, but it's an artificial construct. Colleges have inserted themselves squarely in the occupational world. Industry and academia march hand in hand to a song of credential inflation: Young people who aspire to working at anything beyond fast food assembly won't get a look without the college diploma. Most BA degrees say little to employers in terms of specific skills; they are a marker, like a hand stamp that gains one entrance to a nightclub. They point to little more than a willingness to pay college tuition and complete degree requirements. Those lacking higher education find themselves ineligible for promotion, *herded* to lesser career tracks.
- O) There are more college graduates in the United States than ever before. Are things running noticeably more smoothly?
- P) A firefighter with a college degree can expect to earn, in his lifetime, \$600,000 more than his counterparts without. When my house is burning down, when I'm trapped on an upper floor, I want simply the best firefighter to come to my aid. I want someone brave and true and skilled in the art of rescue. I have no interest in reading his research paper on Maslow's hierarchy or his final exam comparing "To His Coy Mistress" and "My Last Duchess".

(1,138 words)

Exercises

1 Reading comprehension

Read the following 10 statements. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Write down the corresponding letter before each statement.

- ___ 1. Colleges in the United States would like to convince us that what they teach are important for their students to become competent workers.
- ___ 2. Most occupations do not require the kind of specialized training received by a rocket scientist.
- ___ 3. “The College Payoff” report concludes that college degree holders can expect their earnings to increase over time.
- ___ 4. For some positions, the skill should be valued the most, rather than the educational background.
- ___ 5. Seventy-five per cent of pest-control and ground maintenance workers have only high-school degrees.
- ___ 6. It can be assumed from the Project on Student Debt that for many students four years of college is an economic burden.
- ___ 7. Thirty-six per cent of claims adjusters, appraisers, examiners, and investigators didn’t finish their four-year college study.
- ___ 8. A food service manager with a bachelor’s degree can earn more money than his less-educated counterpart.
- ___ 9. People without a bachelor’s degree are not necessarily the worst at their jobs.
- ___ 10. Most BA degrees are a marker that gains one entrance to a job.

2 Contextual reference

Figure out meanings of the words in italics using only the context given and word-building skills.

- 1. A recent report, “The College Payoff”, examines the data and not surprisingly answers the question *resoundingly* in the affirmative.

- 2. As the authors tell us in their introduction, they “are honoured to be partners in the mission of promoting *postsecondary* access and completion for all Americans”.

3. And as for the vast *swath* of jobs in the middle, the ones between janitor and cardiologist, workers with a bachelor's degree will indeed earn more than their less-educated counterparts.
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4. A college *sheepskin* will boost the figure for a paralegal or legal assistant from \$1.7 million to \$2 million, or about \$7,500 a year, figuring an employment span of 40 years.
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5. But did you know that 11 per cent of “chief executives and legislators” — the study's *categorization* — have been only to high school?
-

6. This is *baloney*, less a line of reasoning than a sales pitch rooted in academic snobbery — a naked appeal to our intellectual insecurities.
-

7. The four per cent of *miscellaneous* engineers, including nuclear engineers, who didn't get past high school — did we dispatch a delegation of those Homer Simpson-like nincompoops to help set up the safety systems for Tokyo's nuclear reactors?
-

8. If not for America's *lopsided* love affair with higher education, none of my students would really require the BA or BS degrees toward which they labour painfully.
-

9. Those lacking higher education find themselves ineligible for promotion, *herded* to lesser career tracks.
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Timed reading 2

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Nine ways to ace a job interview

A) Congratulations — you’ve landed a job interview! In today’s market, where every job listing generates *unprecedented* floods of applicants, being granted an interview is a *coup* in and of itself. And given the scarcity of interviews, it’s crucial that you give each and every one your very best effort.

B) With the help of several career experts, MainStreet compiled the necessary tools to help you give your best interview, plus some helpful hints on how to land an interview in the first place.

1. Schedule immediately.

C) Chad Mihalick, founder of action sports and outdoor job site, Malakye.com, recommends that “when you do have an opportunity to schedule an appointment, do not hesitate to respond. You should always be on call — like a doctor! Also use the opportunity to ask any pregame questions you may have — such as who will be present at the interview and what support materials the interviewers might be interested in. Develop these questions when you begin your job search.”

2. Confirm your appointment.

D) The experts at the Dale Carnegie Institute, which offers professional training services, advise that “recruiters like correspondence that is short and sweet. When the interview is one day away, send an email confirming the appointment. If it is on the phone, make sure you have the right number. If it is in an office, make sure you know the floor and if you need any type of security credentials like a photo ID.”

3. How to prepare

E) In addition to putting together an outfit in which you feel confident and successful, make sure you do your homework on the company you are interviewing with. Research it online, follow it on Twitter, LinkedIn and Facebook if those options are available. Being informed will help you prepare interesting questions beforehand.

F) “One way to stand out in an interview is to ask questions. In addition to the most important basics — when they plan to hire for the position and if they contact all applicants or only those who are hired — my favorite questions to ask the interviewer are: What is a typical week like in this position? What are the opportunities for growth and advancement? Be sure to ask for their business card so you have correct contact information for the follow-up thank-you card,” suggests career coach Stephanie Florman.

4. What to bring

G) Frances Cole-Jones, media coach and author of *The Wow Factor*, suggests, “Bring two copies of your resume. That way when your interviewer doesn’t have it in front of him or her, you can hand it to him or her. Yes, it’s likely he or she will have misplaced it.” Other than your A-game, Dale Carnegie Training suggests bringing a notepad that is large enough to write on but small enough to be handled gracefully. Optional items include a list of references from past employment and / or a condensed *portfolio* of work if these pieces are easily portable.

5. When to arrive

H) Media coach Cole-Jones notes that “you will be interviewed from three blocks away: You don’t know who is in the nearby Starbucks, the elevator etc. You need to be on-site five minutes early. How you greet the receptionist will be noticed. Do not talk on the phone or send texts while you are waiting. Simply sit and observe.”

I) Florman, the career coach, agrees and suggests, “arriving to the interview location a half hour early. This gives you time to find parking, use the restroom, make sure your cell phone is turned on silent and to organize your thoughts. Once you are there, you can relax. Never be late.”

6. Questions to prepare for

J) Cole-Jones provided these common interview questions with suggestions on how to prepare for them:

K) Q: *Why do you want to work for us?*

L) Have a specific reason based on the company’s history, products or reputation. Find ways that it intersects with your history and experience.

M) Q: *What’s your greatest strength / weakness?*

N) Tell a story that demonstrates your strength or weakness. Don’t fall back on useless modifiers like: “People say I’m an amazing leader.” As your weakness, identify a

strength you take to an extreme: “Sometimes I get so caught up in my subject that I give people too much information,” for example.

- O) Q: *What salary are you looking for?*
- P) Have a number in mind based on research you can do at the Bureau of Labor Statistics on salaries for similar positions in your area. Don't ask: “What are you offering?”

7. Body language

- Q) How should you sit, act or just be in your interview? Although you'll likely be nervous, try to be yourself, as much as possible. Your face-to-face interview is your one opportunity to show the real you to your prospective employer, and may be the key to set you apart from other applicants. Also, keep in mind that sometimes the person who is interviewing you might also be nervous. Do what you can to feel as comfortable as possible, so you, in turn, can make them feel more comfortable.
- R) In addition, “your body language should *exude* confidence. A strong, confident handshake goes a very long way. So do smiling, nodding and maintaining eye contact. Keep your voice clear and strong,” suggests career coach Florman.
- S) Cole-Jones recommends that you sit up and forward in your chair, because no one wants to hire someone who is “too cool for school”. Also, keep your hands where others can see them. It's hard to trust someone when you can't see their hands.

8. How to leave the interview

- T) In *How to Win Friends and Influence People*, Dale Carnegie wrote that two great ways “to make people like you” are to “smile and remember that a person's name is to that person the sweetest and most important sounds in any language.”
- U) Once your interview is done, address the interviewer by name, smile and offer *genuine* appreciation for the investment of his or her time in your future with the company. You want to leave the interviewer with a compelling impression of yourself, so remember to exude a blend of confidence, *composure* and dedication.

9. Follow up.

- V) Mihalick of Malakye.com thinks what you do after the interview counts a great deal in the employer's impression on you. “When your interview is over, FOLLOW UP! Send a follow-up email as soon as possible; a few hours later or the next day are good rules of thumb, regardless of if you think it went well. Say thanks, *reiterate* important points and tell them you're looking forward to finding out more about the next steps.”

W) “Emails are efficient,” says Florman, the career coach, “but they are common and do not show great effort. I suggest a hand-written thank-you note to follow up from an interview. *Recap* the interview by including the position you applied for, what you liked about the organization, why you would be a great fit for the position, and conclude by thanking them for their time and consideration.”

(1,162 words)

Exercises

1 Reading comprehension

Read the following 10 statements. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Write down the corresponding letter before each statement.

- ___ 1. The experts at the Dale Carnegie Institute advise that applicants should confirm the appointment one day before the interview.
- ___ 2. According to Stephanie Florman, asking questions can make you stand out in an interview.
- ___ 3. It is hard to get a job interview opportunity in today’s market.
- ___ 4. Media coach Cole-Jones says that the way you greet the receptionist also counts in your interview.
- ___ 5. Such body languages as a confident handshake, smiling and nodding can exhibit confidence.
- ___ 6. Dale Carnegie said that one way to make an interviewer like you is to remember his name.
- ___ 7. Before going to an interview, you should research the company you are interviewing with online to obtain helpful information.
- ___ 8. Florman believes a hand-written thank-you note is better than an email to follow up after a job interview.
- ___ 9. According to Chad Mihalick, you should always be ready to answer the call for an interview appointment.
- ___ 10. In an interview, being the real you can distinguish yourself from other applicants.

2 Contextual reference

Match the words in Column A with their meanings in Column B. You need to decide the meanings of the words in the context of the passage.

A	B
___ 1. unprecedented	A. never having happened before, or never having happened so much
___ 2. coup	B. real rather than pretended or false
___ 3. portfolio	C. to say sth again or repeatedly
___ 4. exude	D. to summarize or state again the main points
___ 5. genuine	E. to display strongly and openly
___ 6. composure	F. an impressive and surprising success
___ 7. reiterate	G. a set of pieces of creative work intended to demonstrate a person's ability to a potential employer
___ 8. recap	H. the feeling of being calm, confident, and relaxed

Timed reading 3

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Eight essential soft skills for leadership for changing and challenging times

“Even turkeys can fly in a strong wind.”

Isn't that a great comment? I heard it the other day from someone talking about the true measure of leadership. When things are going well and the “wind” is blowing strong, even the very average person can fly high and lead reasonably well. It is, however, when there is little or no “wind” as there is at present, that the true leader emerges, the one who can fly high against all odds, using his or her own resources.

These are the leaders whose soft skills are as well-developed as their technical or hard skills. They also have a good balance between their soft skills and hard skills. These are the kinds of outstanding leaders we need in challenging times.

So what really are soft skills?

- They are the people skills, social skills and interpersonal skills that, when well-developed, improve the quality of our relationships with people.
- They are reflected in our personality, attitudes and behavior.
- They are the *intangible*, difficult-to-measure skills whose existence, nevertheless, impacts significantly on our personal and professional development and on the culture of our organization.
- They are the skills related to self-development, self-management and self-awareness.

What then are hard skills?

- These are the technical skills that relate to our specific profession or industry group, for example, engineering or accountancy (会计工作) skills, IT skills, building and construction skills or skills of reading financial reports.
- They are the tangible and measurable skills of the profession or business that enable us to do our job and produce results and outcomes.
- They are the skills in which people can be trained.

Why are soft skills so important for leadership?

Leaders lead people. They need to be able to bring out the very best in their people so they can put that talent at the disposal of the organization and their own career development. They therefore need to really understand their people well. They need to be insightful and *intuitive* and be able to tap into the motivations and aspirations of their people. They need to know what makes them tick, what stresses them and what they need to do as leaders to engage their loyalty and commitment. They need to know how to inspire them to commit to the organization's vision and make it a reality. They need to be genuine and people of integrity because their people will see through them if they attempt to manipulate them.

These are all the skills we don't get taught in our professional or vocational training courses. They are the people skills, the interpersonal and communication skills that see exceptional leaders stay on top, be resilient and manage the change in these challenging times and inspire their people to do the same.

At the moment, leaders are challenged. Many businesses have their backs to the wall and there are high levels of stress in leaders and managers of companies. This can easily flow through to employees and before you know it the entire organization is living the *provisional* life, doing nothing, just waiting to see what happens, not taking any risks and living on the edge of nothingness. The *diagnosis*: "Business has drastically slowed." Much of the problem has been led from the top and the lack of soft skills at the leadership of the organization to create a more *robust* and resilient culture.

We have eight essential soft skills that we believe will enhance leadership in these changing and challenging times. They are:

- **Self-awareness**, that ability to reflect on and know ourselves, become conscious of our own leadership style and how it impacts on those we lead. Being in tune with ourselves is a necessary prerequisite for being in tune with our employees.
- **Resilience**, that capacity to bounce back from any *adversity*, to not get stuck and to move forward positively and constructively.
- **Emotional maturity and intelligence**, that awareness of how our emotions impact on the way we think, behave and react and how the way we manage them can either enhance our relationships with our people or be very destructive of them.
- **Pro-activity**, that positive, empowering mindset that allows us to take responsibility for shaping our lives and our work, rather than merely reacting to what happens to us in a negative and *disempowering* way.
- **Embracing change**, that capacity to work with change, rather than be threatened by it.

- **Making connections**, that commitment to grow and develop our careers and our organizations through building relationships and networking.
- **People skills**, those skills in knowing how to give feedback; how to motivate, inspire, empower, value and appreciate people; engage loyalty and commitment; constructively manage conflict and difficult people; communicate effectively; coach and mentor.
- **Organizational skills**, that capacity to manage time and stress effectively and to develop good work-life balance.

We believe that if leaders have these eight skills they will manage and inspire their people to greatness. It has never been more important for leaders to look after their people because if they do their people will look after their organizations. These eight soft skills for leadership are the skills that will help leaders do just that.

(879 words)

Exercises

1 Reading comprehension

Go over the passage quickly and answer the following questions. For questions 1-7, choose the best answer from the four choices marked A, B, C, and D. For questions 8-10, complete the sentences with the information given in the passage.

1. What do we learn from the comment that “Even turkeys can fly in a strong wind.”?
 - A) Even an average person can lead well when things go smoothly.
 - B) Even great leaders need help and support to fly high.
 - C) Even true leaders can fail to fly high against all odds without a strong wind.
 - D) Even a person with poor leadership skills can rely on his or her own resources to lead well.
2. What kind of skills do outstanding leaders need in challenging times?
 - A) A solid foundation of hard skills.
 - B) A good balance between soft skills and hard skills.
 - C) Well-developed interpersonal skills.
 - D) Intangible and difficult-to-measure skills.
3. Which of the following belongs to hard skills?
 - A) The skills of understanding people.
 - B) The skills of developing ourselves.
 - C) The skills of dealing with relationships.
 - D) The skills of reading financial reports.

4. What can leaders do to bring out the very best in their employees?
 - A) They can take advantage of the employees' talents to develop the organization.
 - B) They can put some stresses on the employees to tap into their motivations and aspirations.
 - C) They can try to understand the employees and inspire them to commit to the organization.
 - D) They can learn to see through the employees and then manipulate them.
5. What will happen if high levels of stress in leaders flow through to employees?
 - A) The leaders and managers will be challenged by employees.
 - B) The employees will take risks looking for other job opportunities.
 - C) The leaders will be more stressed and worried about the company's future.
 - D) The employees will stop working hard, which leads to slowed business.
6. What does the author say about the ability of self-awareness?
 - A) It helps us to think carefully about ourselves.
 - B) It is closely related to our leadership style.
 - C) It is an ability to show ourselves before our employees.
 - D) It is the most essential among the eight soft skills.
7. Why does emotional maturity have an impact on leadership?
 - A) Our emotions reflect what we think and determine how we react.
 - B) Emotion management can influence our relationships with the employees.
 - C) Being mature helps you better understand other people.
 - D) Emotional maturity is the foundation for our career.
8. In professional or vocational training courses, we are not taught _____.
9. Resilience refers to the ability to recover from _____.
10. Pro-activity is the positive attitude that makes us take responsibility for _____.

2 Contextual reference

Read the sentences first and guess the meaning of the words in italics, and then choose the correct answer in further definitions.

1. They are the *intangible*, difficult-to-measure skills whose existence, nevertheless, impacts significantly on our personal and professional development and on the culture of our organization.
Definition: An *intangible* quality or feeling is (A. difficult / B. easy) to describe exactly.
2. They therefore need to really understand their people well. They need to be insightful and *intuitive* and be able to tap into the motivations and aspirations of their people.
Definition: Someone who is *intuitive* is (A. able / B. unable) to understand situations without being told or having any proof about them.

3. This can easily flow through to employees and before you know it the entire organization is living the *provisional* life, doing nothing, just waiting to see what happens, not taking any risks and living on the edge of nothingness.

Definition: *Provisional* means likely or able to be (A. changed / B. fixed) in the future.

4. The *diagnosis*: “Business has drastically slowed.”

Definition: *Diagnosis* means the process of discovering (A. approximately / B. exactly) what is wrong with someone or something, by examining them closely.

5. Much of the problem has been led from the top and the lack of soft skills at the leadership of the organization to create a more *robust* and resilient culture.

Definition: A *robust* system, organization etc is (A. weak / B. strong) and not likely to have problems.

6. Resilience (is) that capacity to bounce back from any *adversity*, to not get stuck and to move forward positively and constructively.

Definition: The word *adversity* means a situation in which you (A. haven't / B. have) a lot of problems that seem to be caused by bad luck.

7. *Pro-activity* (is) that positive, empowering mindset that allows us to take responsibility for shaping our lives and our work, rather than merely reacting to what happens to us in a negative and *disempowering* way.

Definition: *Pro-activity* means being anticipatory and taking (A. discharge / B. charge) of situations.

Disempowering means (A. depriving / B. giving) of power or authority.