NEW FULCRUM
COLLEGE ENGLISH
SPEED READING

附趣味训练多媒体学习光盘

新支点大学英语
快速阅读

主 编 高 霄

4

高等教育出版社

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前言

在当今社会，面对报纸、杂志和网络带来的海量信息冲击，快速搜索、正确理解并有效利用信息的能力变得尤为重要，而快速阅读则是培养这种能力的有效途径，这也正是开发此套教材的初衷。

《新支点大学英语快速阅读》作为精品课程建设成果，由高霄教授主编，由具有丰富教学与科研经验的教师团队参编，适用于全国高等院校非英语专业学习者。教材编写以《大学英语课程教学要求》为指导，所有素材由参编团队精心筛选，配套练习设计历经编者认真思考、反复推敲与多方修改而成。教材共分四册，每册十个单元，每单元包含三篇主题相近的阅读素材。

本套教材具有以下三个特色。

第一，素材丰富多样。所选素材大多源自英语国家最新的报纸、杂志和主流网站。语言地道，内容新颖，体裁多样，题材广泛；素材话题涉及社会、家庭、教育、环保、健康、科技、职业、婚姻和体育等方面，贴近大学生生活，兼顾科学与人文知识，具有较强的知识性和趣味性。

第二，编写理念科学。教材开发严格遵循规范、科学的程序，并紧密结合教学实践，依据学生实际情况，经编写人员集思广益、反复讨论，充分发挥团队协作精神编写而成。选材方面，先确定单元主题，然后广泛搜寻与主题相关的素材，经所有成员反复筛选，最终确定最合适的素材。题目设计方面，不仅编写人员围绕材料内容精心设计题目，而且所有题目都经一定数量相应水平的学习者认真试做（被试的专业、年级、人数和语言水平等变量都得到规范控制），然后根据试做结果的统计数据（如难度系数、区分度和错误率)对试题进行反复甄选和修改。理论指导方面，为了改善阅读习惯，编者专门论述阅读策略，供学习者借鉴和参考。

第三，难易梯度合理。第一、二册与第三、四册之间在素材长度、题目数量与难度等方面形成梯度；每个单元内部的三篇素材也都根据试做结果，按由易到难的顺序排列，最易的用一颗星标识，最难的用五颗星标识，这有助于学习者加强自我监控，逐步提高阅读能力。

在使用本教材过程中，编者建议学习者遵循三个原则。

第一，速度和理解并重原则。练习过程中，力求避免重速度、轻理解的做法。没有理解的阅读不能称之为阅读，正确的做法是在理解的基础上逐步提高速度。编者建议学习者记录实际完成时间，然后对照建议用时监控自己的阅读速度及理解质量方面所取得的进步。

第二，持之以恒原则。阅读习惯是长期形成的，短期内很难发生质的改变，要避免急躁情绪。通过坚持不懈地练习，循序渐进，最终养成良好的阅读习惯，提高阅读能力。

第三，纸质教材与光盘并用原则。本教材配有光盘，学习者在使用纸质教材的同时，也可以根据自己的需求和实际水平，在光盘上选择恰当的内容与模式进行相应练习。

编　者

2014年4月

快速阅读策略

1. 提高阅读速度的必要性和可行性

在当今社会，信息的重要性日益凸显。信息被公认为是社会发展的主要动力和财富，无论是国家还是个人，未来竞争的胜负在很大程度上都将取决于对信息和知识的拥有程度。尽管报纸、杂志和网络等信息资源对于每个人来说都是开放的，但能在最短时间内高效获取、充分理解和有效使用信息并不是每人都具有的能力。因此能在纷繁芜杂的信息海洋中搜索、汲取有效信息，便成为一项重要的技能，而培养良好的阅读能力，是提高这种技能的有效途径。

实践证明，阅读速度是可以通过训练提高的。根据国外调查结果来看，普通成人的阅读速度为每分钟200到250词，大部分大学生的阅读速度是每分钟300词，快者可达到每分钟600词。经过训练的国际速读比赛选手阅读速度更是惊人，顶级选手阅读速度都在1 000到2 000词之间，而冠军的速度是每分钟4 700词，对阅读材料理解正确率高达67%。

2. 探究阅读速度慢的根源及建议

2.1 阅读速度慢的根源

要提高阅读速度，首先需了解阅读速度慢的原因。

第一，回视。阅读过程中，很多读者习惯性地或无意识地返回到前几句以加深理解。一旦养成这种习惯便会反复阅读已读过的词句，从而减慢阅读速度，浪费阅读时间。改掉这一毛病需要有意识地进行相应训练。

第二，默读。阅读时，一些人习惯默读或轻声读，即无意识地在心中或轻声地把每一个词转化为声音。如此阅读速度就会类似于说话或朗读速度，速度自然会明显降低。

第三，小意义单位阅读。意义单位的大小（长短）影响阅读速度。阅读意义单位一般分为三种：一是以单词为单位，二是以词块为单位，三是以句子为单位。这三种情况下，阅读单位由小变大，阅读速度也就逐级递增。阅读效率低的人，常常是小单位阅读，即每次只能扫描一个词，眼睛会停顿多次，既劳累又低效；而掌握正确阅读方法的人，阅读时眼睛会一次扫描多个词、句子甚或段落，阅读速度就会大幅提高。

2.2 建议

要提高阅读速度，必须克服不良阅读习惯，因此编者提出针对性建议，供学习者参考。

2.2.1 避免回视

回视主要有两个原因：（1）自信缺失——读者缺乏自信，不能确信自己对读过的内容确实已经理解；（2）理念偏颇——读者误认为慢读、细读、反复读才能充分理解阅读材料，久而久之，就养成了回视的习惯。

要改变这一现状，读者首先要纠正错误理念，阅读由易到难，增强自信心。其次，阅读过程中，读者可以先从心理暗示入手，阅读中有重读冲动的时候催促自己继续向前，逐渐消除心理依赖。若发现心理暗示难以奏效，可尝试用一张卡片或纸张遮住自己阅读过的字行，迫使自己读下去。

2.2.2 克服默读

养成默读习惯的阅读者需要通过默读进行意义转换，才能理解所读到的词句。理想状态是直接

理解所读到的材料，而不需要进行语码或意义转换。

首先，读者可以用食指或尺子作为“控制器”来调控自己的阅读速度。这里手指或尺子可以起到转移读者注意力的作用，随着手指或尺子在一行文字间停顿次数的减少，读者目光扫视的速度将快于默读的速度，默读的习惯也将慢慢地得以克服。

其次，读者可以尝试词块阅读法。默读必须具备一个条件，那就是逐词读出。利用我们的“周边视觉”进行分块阅读，眼睛按意群扫描，阅读时每次扫描多个词，从而减少默读的机会，最终克服这一习惯。

2.2.3 开阔视域

阅读速度不够快，其中一种可能是读者目光的覆盖面不够广。不少读者习惯于逐词阅读，在一行中眼睛会停顿多次。而阅读速度快的人批量阅读，即将一个段落的文字看作是一幅幅图片，每一次目光扫描几个词，快者甚至能一目数行。下面介绍两种非常有效的训练方法。

2.2.3.1 以指为尺

很多老师都告诉学生，阅读时绝对不能用手指点读。事实上，情况未必如此。阅读过程中，若能正确借助手指（其实用一把尺子或一支圆珠笔也可以），对阅读大有帮助，即阅读中用食指引导目光，起初可以多停顿几次，慢慢地过渡到每行点两次，甚或一次，最终达到调节和控制速度与节奏的目的。这种以指为尺的作用主要体现在三个方面：控制速度、避免回视和纠正默读的习惯。

2.2.3.2 拓宽识别区域

识别区域指搜索信息时眼睛所扫描的有效范围。识别区域越宽，所摄取的信息就越多，阅读速度就越快。为了拓宽识别区域，学习者可从目光停顿次数入手进行练习。如下面的图例所示。

Reading is $_\Lambda$ actually $_\Lambda$ a very $_\Lambda$ complex process $_\Lambda$ that requires

a great deal of $_\Lambda$ active participation $_\Lambda$ on the part of $_\Lambda$ the reader.

It is an active thinking process $_\Lambda$ involving the interaction

between the reader and the print.

初始阶段，学习者在阅读每一行文字时眼睛可以多停顿几次，每隔一到两个词停顿一次。通过类似的、反复的训练，学习者识别的范围逐渐扩大，这样眼睛就可以基于意义群增加扫描的词数，从而减少停顿的次数。这同时要求眼睛有效地扫描意义群中的某个关键词，大脑在最短时间内摄入有效的信息。

2.2.3.3 词簇训练法

为提高阅读速度，学习者不要逐词去解码，而是直接理解连续的几个词。可以先随意选择2个词、3个词、4个词乃至更多的词，对其所形成的词簇进行计时练习，如：

young babies,	the older women,	sit and talk about,
get ready,	take the boats,	parts of the village

除了这种练习形式，还可以将这些词簇分在几行来进行阅读练习，以扩大眼睛的扫描面积。

one hundred years （3词2行）	enough food and people （4词2行）	things are put into five groups （6词3行）

经过长期练习，读者目光可覆盖的范围将日渐扩大，阅读速度自然逐步提高。

3. 快速阅读策略

3.1 学会略读（skimming）

“略读”意指阅读中避轻就重，略去不重要的部分，这是快速阅读中重要的阅读方法。日常生活中，读者阅读的材料中有些信息不是太重要，有些内容只是对材料主要观点起辅助作用，没有这些内容不会破坏整个阅读材料的完整性，略去这些内容也不会影响读者对整个材料的理解。

一般来说，阅读中可把重点放在几个主要部分。第一，题目。通过浏览文章或阅读材料的题目，读者可以快速地抓住材料的主题。第二，引言。多数文章的第一段起着引导全文的作用，告诉读者整篇文章所谈及的话题。第三，主题句。每个段落的首句往往可能是主题句，告诉读者段落的中心思想，这更符合演绎推理模式。段中的其他部分大多是对主题句的进一步阐述。第四，结论。结论部分一般在文章的最后一到两个自然段，会起到概括文章重点、明确作者观点的作用。

以上是阅读中的重点部分，言外之意，其他部分就是可略去的内容。掌握了这一方法，能帮助读者浏览大量的文本以查找所需要的信息，阅读速度会得到很大程度的提高。

3.2 掌握寻读（scanning）

“寻读”意指扫描。如在会场找自己的朋友，并不需要看每个人的外表，而是略过那些不认识的人，直接寻找朋友的身影。

阅读中，读者常常要寻找特定数据或信息，并不需要通读整篇材料或整个章节，而且对于不同类别的材料，处理方式也有差异。如读报纸时，可以先浏览首版的栏目介绍和版面索引，定位自己感兴趣的专题。读杂志时，可以先看看目录，搜索自己感兴趣的文章和所在页面。阅读著作时，可以翻阅前面的目录，还可以借助书尾的关键词索引，寻找自己重点要阅读的内容。阅读文章时，首先浏览文章结构，搞清楚文章组织形式（如是按时间顺序组织还是根据所述内容的重要性排列），然后根据自己的需要在文章中最有可能的部分寻找需要的信息，或者在头脑中设定关键词的影像，从而在文章中扫视并寻找想要的信息。

3.3 扩大词汇量

阅读中，读者的词汇量越大，在阅读中遇到的障碍就越少，一般来说阅读速度也会越快。对于如何扩大词汇量，不同的人会选择不同的方法。有人推荐背诵单词，有人建议依靠篇章语境来记忆单词。阅读速度快的人更倾向于选择后者，因为词汇只有在实际使用环境中才有意义。人们也会主动去学习某些词汇，那么这些词汇也容易在大脑中扎根。国外研究表明，儿童和青少年时期人的词汇量增长最快，在青春期之后词汇增长速度明显放缓，因为在青春期之后让年轻人感到新奇并积极去探索的东西相对减少。

日常生活中，读者要努力创造机会使用所学到的词汇，不断唤醒那些休眠的词汇，从而加强对词汇的记忆。日常阅读中，读者可以借鉴几种扩大词汇量的方法。首先，尝试阅读跨领域的材料。

比如专业是文学的学习者，可以尝试阅读一些经济、商业领域的材料，这样可以扩大词汇面。第二，学会根据上下文推测生词意义，必要时查阅词典，这对词汇的理解和积累很有帮助。第三，掌握一些词根和词缀的意义及用法。

大部分英语词汇的词根源于拉丁语或希腊语，熟悉这些词根有助于直接猜测词的含义，试举几例。

词根学习范例

词　根	含　义	例　词
ann	*year*	*annual, anniversary*
arch	*first, ruler*	*archangel, monarch*
aud	*to hear*	*auditory, audience*
ced	*to go*	*precede, exceed*
aqua	*water*	*aquatic*
bio	*life*	*biography, biology*
cad	*year*	*decade*
vis	*to see*	*visible, supervise*

前缀学习范例

前　缀	含　义	例　词
bi-	*two*	*bicycle, bilateral*
anti-	*against*	*antibody, antivirus*
fore-	*before*	*forecast, forerunner*
de-	*to remove, to reduce*	*depress, degenerate*

后缀学习范例

后　缀	含　义	例　词
-less	*without*	*tireless, restless*
-ful	*full of*	*hopeful, respectful*
-fy	*to make*	*beautify, simplify*
-wise	*direction*	*clockwise, otherwise*

英语词汇的构成是有规律的，学习者只要掌握其构词特点，就可以举一反三，有效扩大词汇量，阅读速度也将会大幅提高。

3.4 结束语

以上介绍几种常用的快速阅读策略，但任何策略都不是一夜之间就能熟练掌握的，适量的练习必不可少。勤能补拙，学习者日常阅读中只要能坚持练习、总结与反思，经过一段时间有目的、讲策略的练习，阅读速度必然会提高。

Contents

Unit 1

Passage 1 *How to Rebuild Trust in Business*

A) Alistair Campbell agonized over "this huge stuff around trust". Organizations as diverse as BP, Goldman Sachs, Southern Water, Toyota, Castlebeck Care Homes, Stockport's Stepping Hill Hospital and, of course, News International and the Metropolitan Police have all endured lost stakeholder trust in recent years. Yet Madeleine Bunting has queried — correctly — the prevailing *despondency* (消沉) about trust in the wake of the phone-hacking scandal. So, are we living through a crisis of trust in organizations? If so, what can be done about it?

B) An analysis for the Institute of Business Ethics by Nicola Gillespie and I last year presented the latest research on repairing trust after organizational failures. The first thing to understand is trust itself. It may feel mysterious and elusive, but in fact we know a great deal about how it is formed and sustained, and recovered. The essential sequence is universal. To initiate trust, we must be worthy of it.

C) Trustworthiness, in turn, consists of three main characteristics: technical competence to perform a task reliably (ability), having benign motives (benevolence), and acting according to acceptable ethical principles such as fairness and honesty (integrity). Display these three attributes consistently and credibly, and you will be trusted by all but the most *paranoid* (偏执狂). Get any of them wrong, and your reputation will suffer. Trust is remade — strengthened or undermined — in every encounter.

D) As with individuals, so with organizations. A trustworthy organization is one that operates effectively, acts with due concern for the interests of its stakeholders and conducts itself with integrity. Support for trust and trustworthy employee conduct needs to be reinforced throughout the organization: by its leaders (role-modeling), its culture (values and beliefs), its policies and procedures (task design, checks and balances, HR), and management practices (targets, incentives, supervision).

Essay Length	**1 094 words**
Difficulty Scale	☆☆
Time Suggested	**13 minutes**
Time Used	

Organizational trustworthiness can also be achieved through external regulation. When an organization becomes *mired* (陷入泥潭) in a scandal, struck by a crisis, or suffers persistent underperformance, its investors, customers, regulators, and employees can lose confidence in its capacity to deliver, and disengage. The reputational damage can even be fatal — as with Arthur Andersen and *the News of The World*.

E) A failing organization needs to recover trust among its employees quickly. Barring mass layoffs, these are the only people that can deliver improved performance in the future. In any event, trust's impact on performance should be compelling enough to warrant senior leaders' attention. Trusted leaders inspire superior performance from their staff, and trusted employees deliver more for their leaders.

F) When people find themselves — quite suddenly — working for a discredited organization, the guilt and shame by association can be a distressing, even devastating experience. The depth and rigor of the response is critical at each stage, from the immediate official statements through the investigation into the failure's causes to the systemic reforms designed to ensure it cannot happen again. Preventing a reoccurrence is the bare minimum expected, but is not enough; the accused organization also needs to send fresh and enhanced signals of its ability, benevolence and integrity. A false move can make matters worse, as BP's Tony Hayward and *News International's* Rebekah Brooks have discovered to their cost.

G) Weighing up the options for those first public statements, for how to conduct an investigation, and for reforms to the system is a delicate task. Senior managers confronting these decisions face multiple audiences: whose interests to prioritize? On this, the CEO of Mattel Toys, Bob Eckert, has been exemplary. When Mattel faced a massive toy recall crisis in 2007, his explicit focus was not only on his customers — parents — but also his staff. When Tony Wray took over Severn Trent in the wake of a data manipulation scandal, he and his senior team undertook an imaginative roadshow of company locations to challenge his angry workforce with the potential for their own *culpability* (罪责) in errors or capitulation to dubious managerial pressures. His company won an industry award in 2008 for its recovery process.

H) Another fundamental decision point is whether to respond with a "legalistic" or a "relationship" approach. Both attempt to limit reputational damage, but in strikingly different ways. The legal route aims to minimize financial risk, and avoid a media firestorm, by suppressing information. Tactics include outright denials, "no comment", countersuits and even superinjunctions. But a self-serving legalistic response can heighten staff cynicism and risk further *opprobrium* (耻辱), undermining rather than recovering stakeholder trust. The "relationship" approach takes an alternative premise, which is that the best way to protect the organization's reputation in the short and long term is by investing in its relationships with key stakeholders. This approach *foregoes* (摒弃) some of the obvious defensive legal reactions in favor of transparency, candor, and taking responsibility — even if this means submitting to apologies and regret, and making costly reparations.

I) Although natural instinct may be defensive self-preservation, and to concede responsibility seems to justify stakeholders' lost trust in the short term, several case studies suggest, paradoxically, that sincere acceptance of culpability and remorse will be interpreted favorably, as a powerful display of benevolence and integrity. If it stops hostile momentum gathering behind the story, it can even be a shrewd PR move. The response last year of the chief executive of Castlebeck Care Homes to Panorama's expose of abuse at its Winterbourne House facility was impressive: contrite, self-critical, and thorough.

J) That said, a second paradox is that the "relationship" approach can be painful for staff: it is not easy to be confronted with the organization's failings, and many may resent the guilt by association. This certainly happened at the BBC after its faked phone-in and "Sachsgate" crises in 2007–2008, and more recently at *News International* following the arrest of *Sun* journalists in relation to alleged illegal payments to police and other public servants.

K) The third paradox is the prospect of an "over-reaction". After a major trust failure, a common response is to implement strict new controls. For many social workers the revised child protection procedures following the murder of "Baby P" are so *onerous* (繁重的) that they may make detection of vulnerable children harder, and hit recruitment into the profession. Goldman Sachs' reforms following the "Abacus" fraud case in 2010 were criticized for seemingly introducing layers of inflexible bureaucracy.

L) Systemic procedural reforms are vital for organizational trust repair, and trust can co-exist with controls. It is a matter of degree: over-regulation is frustrating for staff, and can be counter-productive in fostering trust and recovering operational competence. The reforms need to balance the need for a competent level of controls with considerations of operational effectiveness, and the implications for employees' trust and trustworthiness.

Exercises:

Read the paragraphs from the above passage and the following statements. Each statement contains information given in one of the paragraphs that are marked with letters. You should identify the paragraph from which the information is derived. You may choose a paragraph more than once.

1. Ability, benevolence and integrity are main features of trustworthiness.

2. Senior leaders should pay enough attention to the importance of trust, because trusted employees deliver more improved performance for organizations.

3. The first thing for organizations to repair trust is to understand how to form, sustain and recover it.

4. Building relationships with its key stakeholders is the best way to protect the organization's reputation.

5. Strict new controls are usually carried out as a response to a major trust failure.

6. Sincere acknowledgement of the fault can be interpreted as a powerful display of integrity.

7. To repair trust, the organization should take systemic procedural reforms, during which trust and controls can co-exist.

8. A trustworthy organization is characteristic of effective operation, due attention to its stakeholders' interests and honest conduct.

9. The staff feel it hard to face the organization's failings, so the "relationship" approach may be painful for them.

10. People will feel distressed when they come to a sudden awareness that they are working for an unreliable organization.

Passage 2 *Millennials, Boomers and the Search for Meaning*

Decades back, when many of us Boomers went off to college, the purpose for that four-year experience seemed twofold. On the one hand, get "credentialed" by securing an academic degree from a good university. This was *paramount* (最主要的). The other aim, while not always celebrated or articulated by parents, was also quite clear: this was to be a period of discovery, a time to explore who you are, get the craziness and wanderlust out of your system. Following graduation, things would *starkly* (明显地) change, you were to be automatically responsible and mature, evidenced by landing a solid paying job with a long term career *trajectory* (轨道), probably getting married and having kids — in essence, on with "life". For the most part, the way for young people as well as the metrics for success was very structured, predictable and widely understood.

70 percent of 30 year olds in the 1960s had accomplished certain specific benchmark, financial independence, married, and likely with children, among others. Looking at 2000, the picture is quite different, with less than 40 percent of 30 year olds similarly positioned. Some scholars see this as a reaction to tightly structured and controlled childhoods where choice and decision-making on the part of children were at a minimum. Once "launched" in their 20's, they often appear bewildered, much to the consternation (惊慌失措) of parents. Often ill-equipped to face a global world fraught with perceived danger, intense competition and uncertainty at every turn, they can appear "lost", at least in the view of some parents. This extended discovery phase of life's journey, named now, the odyssey years, is an extended period of launch.

So the question becomes, is this a troubling trend, or is it merely different, perhaps even better, than the "Boomer" approach?

Put differently, what does it mean to be moving toward that illusive goal of success, particularly in these times? I have been curious as to what motivates and challenges those in their 20's. Having three boys in this age group, I have a unique window into this wonderful yet quite confusing period of life. Happily, the elder two, who went to school in Manhattan, continue to pursue their passion for music. Their rock creative *duo* (二重奏), BlueBrain, is at the *nexus* (连接) of music and technology and has met with real critical acclaim. Our one consistent prayer for our three was that they would find a passion, something that excites and motivates them. This seems to be happening, not just with our musicians but with our youngest as well, who loves all things sports, and played NCAA D-1 golf. He is working on a sports app, has a college sports blog, coaches JV and *varsity* (校队) basketball, and is teaching part time. And while I celebrate the achievements of all three, their journeys and metrics for success are quite different from anything I knew following college graduation.

I buy the notion that life is, at its essence, a journey, not a destination. Whether you read Hesse's *Siddhartha*, Homer's *Odyssey* or Jack Kerouac's *On the Road*, you notice that we human beings are always in search of something, of a place, an idea, an experience, a relationship — something that will complete us and help us understand who we are and for what we were created. Part of what keeps us alive and growing is this desire to go deeper, to be better, to find things which make us come alive. My observation is that when we stop questing, we die. So, I return to the thought: should we be concerned about this "odyssey" phase for our young people?

Essay Length	**1 097 words**
Difficulty Scale	☆☆
Time Suggested	**13 minutes**
Time Used	

Perhaps our "problem" with understanding our young people and their version of the life journey lies within us.

Often when I speak to college students or an MBA class, I ask a simple question: "Has the light gone out for your fathers?" In other words, are your parents going through the motions, lacking passion, meaningful relationships and purpose? A stunning number of the students nod their heads in agreement. My next question is to ask, "what will be different about your journey so that you don't end up in the same *cul de sac* (死胡同)?"

Is it possible that what is happening with young people today is a reaction to what they have observed of our generation? After all, modeling — for good or ill — is how we learn. From their perspective, the accumulation of things, the failure of marriage and the illusive, often empty, quest for "success", seem in question for their generation. So some conclude that they should chart a quite different course, where means are more important than ends.

When I left the State Department in 1987, I interviewed in New York for a position in finance. I recalled one specific interaction at Morgan Stanley in midtown Manhattan. At the end of my interview with a highly educated and accomplished investment banker, he surprised me with his *candor* (直率). "I have made a lot of money, yet in the process, lost my family. I am in prison. It is a very nice prison, but I am trapped nonetheless."

For whatever complex combination of reasons, many young adults seem to be yearning for more and for less. More time for friends, experiences, life-enriching activities and some freedom from feeling trapped. And yet less desire for material things for the sake of accumulation and keeping score. So if the desire for the Hermes tie or Rolex watch goes away, a simpler life style is far easier to support. Defining success for this crowd is a bit more complex than in the "Boomer" era. This seems virtuous on its face, yet again, it is complex.

So back to the "odyssey" generation, and our assessment of them. Perhaps they are on to something by challenging us "boomers" to consider what matters most in life, the end or the means. It was Gandhi who observed that "the ends are the means in the making." Yes, the actual journey in its day to dayness truly matters.

The famous Chicago social critic, Studs Terkle, did some research on the attitudes of 90 year olds, asking them the question: if you could live life over, what would you do differently? The top few responses by a large margin: spend more time with family and friends, and work to leave a legacy that matters. Curious that what's most important in life is difficult to measure. Some of these older friends seem on a page quite similar to the "odyssey" generation. Curious.

Exercises:

Read the above passage and answer the following questions. For questions 1–7, choose the most appropriate 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. Besides securing an academic degree, Boomers also entered college __________.
   A) to obtain a ticket to success
   B) to make discoveries in life
   C) to become a well-rounded person
   D) to develop a sense of right and wrong

2. What is said about the 30 year olds in 2000?
   A) Most of them were ambitious and competent.
   B) Most of them made decisions on their own.
   C) Most of them found a proper position in life.
   D) Most of them were financially dependent and unmarried.

3. Taking his three college-age sons as an example, the author intends to state that __________.
   A) effective communication will bridge the generation gap
   B) music and sports are essential to a successful life
   C) views on success are changing in these times
   D) life is a destination rather than a journey

4. In the author's view, we human beings are always in search of something that helps us __________.
   A) to establish a positive image
   B) to understand the meaning of our lives
   C) to establish good relationship with others
   D) to understand different phases in life

5. Questioning their parents' quest for "success", young people decide __________.
   A) to idle their youth
   B) to retreat from reality
   C) to change their parents' life style
   D) to pay more attention to the journey of life

6. What can be learned about the banker the author met in the interview?
   A) The banker once worked in the State Department.
   B) The banker was once in prison.
   C) The banker was trapped in financial problems.
   D) The banker lost a lot in the pursuit of success.

7. It seems that many young adults desire more for ___________.
   A) a fashionable life style
   B) success in every aspect of life
   C) freedom from feeling trapped
   D) the accumulation of material things

8. With no desire for such luxuries as Rolex watch, it is much easier for young adults to live ______________________.

9. The "odyssey" generation challenges Boomers to consider which is the most important in life, ______________________.

10. In Studs Terkle's research, the 90 year olds respond that they would spend more time with ______________________ if they could live life over.

Passage 3 Celebrity Worship Syndrome: Could You Have It?

Are you just a fan, or could you be obsessed?

Jenny, 13, has a boyfriend called Josh. He's gorgeous, sweet and very famous. In fact, you might have seen him in *Pearl Harbour*. Yep, Josh is Josh Hartnett, and he's a Hollywood star, not the boyfriend of a teenage girl.

Jenny knows this, but it doesn't stop her from believing she and Josh really do have a connection. She dreams about Josh, her walls are brimming with posters of him and her MSN Messenger name is "Josh's Girl". Does she sound like a nutter? Well, according to a new study, her behavior is quite common.

Essay Length	1 250 words
Difficulty Scale	☆☆☆
Time Suggested	15 minutes
Time Used	

Jenny is suffering from something recently diagnosed as Celebrity Worship Syndrome (CWS) which, according to a recent British study, is *rampant* (蔓延的) with one in three Brits affected to some degree. There are currently no statistics available for this country, but if you've ever had a celeb crush or been obsessed with a star, then you