

Live and learn

Guided reading

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Learning the art of critical thinking

- A) There is nothing more practical than sound thinking. No matter what your circumstance or goals, no matter where you are, or what problems you face, you are better off if your thinking is skilled. As a manager, leader, employee, citizen, lover, friend, parent — in every realm and situation of your life — good thinking pays off. Poor thinking, in turn, inevitably causes problems, wastes time and energy, and *engenders* frustration and pain.
- B) Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances. The general goal of thinking is to “figure out the lay of the land” in any situation we are in. We all have multiple choices to make. We need the best information to make the best choices.
- C) It is important to realize that serious study of thinking, serious thinking about thinking, is rare. It is not a subject in most colleges. It is seldom found in the thinking of our culture. But if you focus your attention for a moment on the role that thinking is playing in your life, you may come to recognize that, in fact, everything you do, or want, or feel is influenced by your thinking.
- D) To make significant gains in the quality of your thinking you will have to engage in a kind of work that most humans find unpleasant, if not painful — intellectual work. Yet once this thinking is done and we move our thinking to a higher level of quality, it is not hard to keep it at that level. Still, there is the price you have to pay to step up to the next level. One doesn't become a skillful critic of thinking overnight, any more than one becomes a skillful basketball player or musician overnight. To become better at

thinking, you must be willing to put the work into thinking that skilled improvement always requires.

- E) This means you must be willing to practice special “acts” of thinking that are initially at least uncomfortable, and sometimes challenging and difficult. You have to learn to do with your mind “moves” analogous to what accomplished athletes learn to do (through practice and feedback) with their bodies. Improvement in thinking, in other words, is similar to improvement in other domains of performance where progress is a product of sound theory, commitment, hard work, and practice. Consider the following key ideas, which, when applied, result in a mind practicing skilled thinking. These ideas represent just a few of the many ways in which disciplined thinkers actively apply theory of mind to the mind in order to think better.

1. Clarify your thinking.

- F) Our own thinking usually seems clear to us, even when it is not. But vague, *ambiguous*, *muddled*, *deceptive*, or misleading thinking are significant problems in human life. If we are to develop as thinkers, we must learn the art of clarifying thinking, of pinning it down, spelling it out, and giving it a specific meaning. Here’s what you can do to begin. When people explain things to you, summarize in your own words what you think they said. When you cannot do this to their satisfaction, you don’t really understand what they said. When they cannot summarize what you have said to your satisfaction, they don’t really understand what you said. Try it. See what happens.

2. Stick to the point.

- G) Be on the lookout for fragmented thinking, thinking that leaps about with no logical connections. Start noticing when you or others fail to stay focused on what is relevant. Focus on finding what will aid you in truly solving a problem. When someone brings up a point (however true) that doesn’t seem *pertinent* to the issue at hand, ask, “How is what you are saying relevant to the issue?” When you are working through a problem, make sure you stay focused on what sheds light on and, thus, helps address the problem. Don’t allow your mind to wander to unrelated matters. Don’t allow others to *stray* from the main issue. Frequently ask: “What is the central question? Is this or that relevant to it? How?”

3. Question questions.

- H) Most people are not skilled questioners. Most accept the world as it is presented to them. And when they do question, their questions are often superficial or “loaded”. Their questions do not help them solve their problems or make better decisions. Good thinkers routinely ask questions in order to understand and effectively deal with the

world around them. They question the *status quo*. They know that things are often different from the way they are presented. Their questions penetrate images, masks, fronts, and *propaganda*. Their questions make real problems explicit and discipline their thinking through those problems. If you become a student of questions, you can learn to ask powerful questions that lead to a deeper and more fulfilling life. Your questions become more basic, essential, and deep.

4. Be reasonable.

- I) One of the hallmarks of a critical thinker is the *disposition* to change one's mind when given good reason to change. Good thinkers want to change their thinking when they discover better thinking. They can be moved by reason. Yet, comparatively few people are reasonable. Few are willing to change their minds once set. Few are willing to suspend their beliefs to fully hear the views of those with which they disagree. How would you rate yourself?
- J) The extent to which any of us develops as a thinker is directly determined by the amount of time we dedicate to our development, the quality of the intellectual practice we engage in, and the depth, or the lack thereof, of our commitment to becoming more reasonable, rational, successful persons.

(956 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. Critical thinking is a kind of art that can be trained to guarantee that you use the best thinking you can in no matter what kind of circumstances.
- _____ 2. If other people are not satisfied with your summary of what they said, it means you have problems understanding what they said.
- _____ 3. Good thinking is the most useful thing.
- _____ 4. You may find that your thinking influences whatever you do, or want, or feel, if you consider for a moment the role thinking plays in your life.

- ___ 5. Most people are unwilling to suspend their beliefs and seriously listen to others' opinions with which they don't agree.
- ___ 6. Intellectual work, though unpleasant for most people, can help us make great achievements in the quality of our thinking.
- ___ 7. Most people think that the world is just what it looks like.
- ___ 8. In order to avoid thinking fragmentedly, you need to concentrate on finding the key factors that help to solve the problem.
- ___ 9. Critical thinkers will change their minds when there are good reasons to do so, which is one of the typical features of them.
- ___ 10. The process of learning to train your mind is similar to the process of athletes learning to train their bodies.

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. engender	A. information that is spread for the purpose of promoting some cause
___ 2. ambiguous	B. the present situation
___ 3. muddled	C. to make people have a particular feeling or make a situation start to exist
___ 4. deceptive	D. confusing and not clearly reasoned
___ 5. pertinent	E. to start thinking or talking about a different subject from the one that should be given attention to
___ 6. stray	F. having or expressing more than one possible meaning, sometimes intentionally
___ 7. status quo	G. relating directly to the subject being considered
___ 8. propaganda	H. a natural tendency to do sth, or to have or develop sth
___ 9. disposition	I. making one believe something that is not true

3 Increasing reading speed

Do the word recognition drills below. Pay attention to each word in the left column; then underline it every time it appears in the right column. No regression, no vocalization. Try to finish in 15 seconds or less.

1. engender	endanger engender endeavor enhancer emergence
2. improvement	important implement impoverishment improvident improvement
3. accomplish	accompany accomplished accomplish accommodate accomplice
4. domain	donation domestic denote domain dominance
5. ambiguous	ambiguous ambitious ambidextrous ambiguity ambiance
6. muddle	muddily muddle muffle model meddle
7. fragment	fragrance frustration fragment fragrance flagrant
8. pertinent	permanent permeate percent pertinent perfect
9. propaganda	propagate proportion probation proposal propaganda
10. disposition	disposal dispositive disappoint disposition disapprobation

II Reading skills

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

1. **【答案】** B

【题眼】 Critical thinking is a kind of art that can be trained to guarantee that you use the best thinking you can in no matter what kind of circumstances.

【定位】 B段第一句: Critical thinking is the disciplined art of ensuring that you use the best thinking you are capable of in any set of circumstances.

【解析】 段落主旨题。由关键词art, use the best thinking 以及 circumstances 可以定位至B段, 且trained与disciplined意思相近, no matter what与any意思相近, 因此正确答案为B。

2. **【答案】** F

【题眼】 If other people are not satisfied with your summary of what they said, it means you have problems understanding what they said.

- 【定位】 F段倒数第四句：When you cannot do this to their satisfaction, you don't really understand what they said.
- 【解析】 细节题。are not satisfied with与to their satisfaction意思相同，可以定位至F段倒数第四句，因此正确答案为F。
3. 【答案】 A
- 【题眼】 Good thinking is the most useful thing.
- 【定位】 A段第一句：There is nothing more practical than sound thinking.
- 【解析】 段落主旨题。good thinking与sound thinking意思相近，且nothing more practical与the most useful意思相近，可以定位到A段第一句，因此正确答案为A。
4. 【答案】 C
- 【题眼】 You may find that your thinking influences whatever you do, or want, or feel, if you consider for a moment the role thinking plays in your life.
- 【定位】 C段最后一句：But if you focus your attention for a moment on the role that thinking is playing in your life, you may come to recognize that, in fact, everything you do, or want, or feel is influenced by your thinking.
- 【解析】 细节题。由题中提到的you do, or want, or feel可以定位至C段，influence由被动语态改为主动语态，因此正确答案为C。
5. 【答案】 I
- 【题眼】 Most people are unwilling to suspend their beliefs and seriously listen to others' opinions with which they don't agree.
- 【定位】 I段倒数第二句：Few are willing to suspend their beliefs to fully hear the views of those with which they disagree.
- 【解析】 细节题。由关键词suspend their beliefs可以定位到I段倒数第二句。opinions与views同义，don't agree与disagree同义，因此正确答案为I。
6. 【答案】 D
- 【题眼】 Intellectual work, though unpleasant for most people, can help us make great achievements in the quality of our thinking.
- 【定位】 D段第一句：To make significant gains in the quality of your thinking you will have to engage in a kind of work that most humans find unpleasant, if not painful — intellectual work.
- 【解析】 段落主旨题。由关键词intellectual work和unpleasant可快速定位到D段第一句，因此正确答案为D。

7. 【答案】 H
- 【题眼】 Most people think that the world is just what it looks like.
- 【定位】 H段第二句：Most accept the world as it is presented to them.
- 【解析】 细节题。由关键词world定位到H段，且think that the world is just what it looks like与accept the world as it is presented to them意思相近，因此正确答案为H。
8. 【答案】 G
- 【题眼】 In order to avoid thinking fragmentedly, you need to concentrate on finding the key factors that help to solve the problem.
- 【定位】 G段第一句和第三句：Be on the lookout for fragmented thinking, thinking that leaps about with no logical connections ... Focus on finding what will aid you in truly solving a problem.
- 【解析】 细节题。由题中提到的 fragmentedly和solve the problem定位到G段第一句和第三句，且concentrate on与focus on同义，因此正确答案为G。
9. 【答案】 I
- 【题眼】 Critical thinkers will change their minds when there are good reasons to do so, which is one of the typical features of them.
- 【定位】 I段第一句：One of the hallmarks of a critical thinker is the disposition to change one's mind when given good reason to change.
- 【解析】 段落主旨题。由good reasons可定位至I段第一句，typical features与hallmarks意思相近，因此正确答案为I。
10. 【答案】 E
- 【题眼】 The process of learning to train your mind is similar to the process of athletes learning to train their bodies.
- 【定位】 E段第二句：You have to learn to do with your mind “moves” analogous to what accomplished athletes learn to do (through practice and feedback) with their bodies.
- 【解析】 细节题。由关键词athletes和their bodies可定位到E段第二句，且similar to与analogous同义，因此正确答案为E。

Timed reading 1

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Do you need to have a high IQ to be successful?

- A) You have probably heard the term “IQ” many times, and you probably know it has something to do with measuring intelligence. The letters “IQ” stand for “intelligence quotient”, and an IQ test is widely used as a way to measure intelligence. IQ tests are often used by educational institutions to *segregate* students into categories such as “normal”, “gifted”, and “challenged”. Children and young people are scored relative to each other on a variety of factors, including verbal and logical understanding, vocabulary, arithmetic and *spatial* orientation. A person with an IQ score of 100 is *deemed* to be of average intelligence, while a person with an IQ above 130 is deemed to be intellectually gifted.
- B) Although the IQ test is very widely used, and the results are almost *synonymous* with our idea of intelligence, there has also been a lot of criticism of the test, and of the way the results are used. Does having a high IQ score guarantee success in later life? No, it doesn't! It doesn't even guarantee success in school. A Canadian television program recently tracked down some of the people with the highest IQ scores in North America. One man who has an extremely high genius IQ works as a motorcycle mechanic, hangs out with biker gangs, and is frequently in and out of jail. Another man interviewed on the program has the highest IQ recorded in North America. He has worked as a bouncer (看门保镖) in a bar for 10 years, earns minimum wage, and lives in a tiny garage. Clearly, a high IQ is not enough to guarantee success in life.
- C) What IQ tests measure is a certain type of potential. That potential still needs to be developed and nurtured by the person who has it. That person may not have the inclination or desire to do so. Not everyone who has a potential talent also possesses the desire to do something with it. One person may have a wonderful God-given singing voice, but may have no interest in music, and no desire to perform. Another person may have the perfect physique to be a high jumper, but may hate sports. You can probably think of other examples. Having potential is just a beginning.

- D) The IQ tests we have now may predict which people have a certain type of intellectual potential, but they don't necessarily predict who will become a good teacher, a good manager, a good president, or a good parent. Some critics say that the only thing IQ tests can really predict is who will do well on IQ tests. Qualities such as determination and vision can be more important to your ultimate success in life than the IQ number you started out with. Being creative, *optimistic*, and flexible are important hallmarks of many successful people. Common sense, the ability to get along with other people, and knowing a good idea when you see one, may be more useful qualities than having a genius IQ.
- E) Although IQ tests measure a certain aspect of intelligence potential, there isn't complete agreement that what is being measured is actually intelligence. Standard intelligence tests focus a lot on exploring and measuring *linguistic* / logical / mathematical ability. But is that really the same quality as intelligence? Or is intelligence something broader than that? We have all met people who have a lot of "book smarts" but seem to have no "life smarts". Should we really be saying that they are intelligent? Some people who did poorly in school often turn out to be very successful in later life. Why do our current IQ tests seem unable to predict or explain these outcomes?
- F) Several experts in the field of intelligence have proposed that we need to broaden our understanding of what intelligence really is, and the role it plays in successful living.
- G) Psychologist Howard Gardner of Harvard University has suggested that we should consider a wide range of talents and abilities as valid forms of intelligence. In his *intriguing* book, *Frames of Mind: The Theory of Multiple Intelligences*, Gardner has proposed the existence of at least seven types of intelligence: verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic (动觉的), social-*interpersonal* and intra-personal.
- H) Another psychologist, Robert Sternberg, has suggested we consider three distinct forms of intelligence. One type is the ability to think logically and rationally, doing well in an academic type of environment. A second kind of intelligence identified by Sternberg is the ability to come up with creative solutions to real life situations. And the third type, according to Sternberg, is the ability to psychologically understand people and interact effectively with them.
- I) A very different perspective on the IQ issue is presented by Daniel Goleman in his best-selling book, *Emotional Intelligence: Why It Can Matter More Than IQ*. Goleman offers an explanation for why a high IQ does not always lead to success in career or in life. He says that EQ, or emotional intelligence, has been an overlooked factor that is an extremely important ingredient for success in life. An ability to get along with others, to

be optimistic, to be determined, are among the many factors that contribute to success, perhaps even more than intellectual ability.

- J) Are you starting to realize that intelligence is not just a question of one test score number that forever limits your possibilities? If we define intelligence primarily as an *aptitude* for mathematical and linguistic / logical thinking, we may be missing other forms of intelligence that are also important.
- K) If you happen to know your own IQ score, don't think of it as something that limits or defines your potential. If your IQ is in the average range it does not in any way mean you are limited to a life of average success and average accomplishment. If your IQ is in the above average range, it does not guarantee you a life of ease. You can't use either a high IQ score or a low one as an excuse not to try very hard.
- L) Your IQ score is only a number. It does not define you. It does not really limit you. It's just a starting point. Remember that many other qualities you already possess or can develop are also important for success in life.

(1048 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. A writer has pointed out that emotional intelligence, which is crucial to success in life has been neglected.
- _____ 2. Not everyone who possesses a potential gift also wishes to do something by using it.
- _____ 3. It has not been completely agreed that what IQ tests measure is actual intelligence, though they do measure a certain aspect of intelligence potential.
- _____ 4. To achieve ultimate success in life, other qualities like determination and vision are more important and useful than having a genius IQ.
- _____ 5. We have all met people who are good at reading books, but not good at dealing with problems in life.

- ___ 6. A person is considered to be intellectually gifted if his or her IQ score is over 130.
- ___ 7. A high IQ score does not ensure success either in school or in later years.
- ___ 8. Whether your IQ score is high or low, you cannot use it as an excuse not to make great efforts.
- ___ 9. Intelligence is more than only a matter of a test score number that permanently confines your potential.
- ___ 10. One psychologist has proposed that various talents and abilities should be regarded as intelligence.

2 Contextual reference

There are two meanings after the word in italics. Choose the correct one using the given context and word-building skills. Remember looking up unfamiliar words in a dictionary is time-consuming and should be done as a last resort.

1. IQ tests are often used by educational institutions to *segregate* (A. 控制 / B. 区分) students into categories such as “normal”, “gifted”, and “challenged”.
2. Children and young people are scored relative to each other on a variety of factors, including verbal and logical understanding, vocabulary, arithmetic and *spatial* (A. 空间的 / B. 其余的) orientation.
3. A person with an IQ score of 100 is *deemed* (A. 视为 / B. 注定) to be of average intelligence, while a person with an IQ above 130 is deemed to be intellectually gifted.
4. Although the IQ test is very widely used, and the results are almost *synonymous* (A. 暗示的 / B. 同义的) with our idea of intelligence, there has also been a lot of criticism of the test, and of the way the results are used.
5. Being creative, *optimistic* (A. 乐观的 / B. 快乐的), and flexible are important hallmarks of many successful people.
6. Standard intelligence tests focus a lot on exploring and measuring *linguistic* (A. 智能的 / B. 语言的) / logical / mathematical ability.
7. In his *intriguing* (A. 深刻的 / B. 引人入胜的) book, *Frames of Mind: The Theory of Multiple Intelligences*, Gardner has proposed the existence of at least seven types of intelligence: verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, social-*interpersonal* (A. 人际的 / B. 人文的) and intra-personal.
8. If we define intelligence primarily as an *aptitude* (A. 基础 / B. 天赋) for mathematical and linguistic / logical thinking, we may be missing other forms of intelligence that are also important.

Timed reading 2

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

Put yourself in a creative state of mind

A) We all have some level of creativity within us. As with other activities, you can teach yourself to be more creative. Sometimes *creativity* requires us to look at things from new perspectives. Learn to *unleash* your inventive genius by thinking backwards. Here is an appropriate *acronym* containing five steps to creative thinking — SAEDI — that’s IDEAS backwards!

S — State of mind

B) Creativity is a state of mind. Telling yourself or others “I’m not very creative”, or “I can never come up with new or clever ideas”, destroys that state of mind. Creative thinking requires positive thinking.

C) For long-term creativity, read and study books on positive thinking. Some classic titles include Norman Vincent Peale’s *The Power of Positive Thinking* and Robert H. Schuller’s *Tough Times Never Last, But Tough People Do!* If you have to come up with a clever new ad slogan or a new product name by next week, use some “quick fix” state-of-mind techniques: Get plenty of sleep; relax your body and mind with deep breathing; let your mind wander freely; don’t dwell on deadlines or other negative thoughts; finally, don’t forget to daydream, which can be a very effective tool for creative thinking.

A — Atmosphere

D) All of our senses — what we see, hear, feel, taste, and touch — influence our state of mind. A positive atmosphere contributes to a positive and creative state of mind. Some people thrive in loud, people-filled areas with much activity. Others need quiet and calm to think clearly and creatively. Find that place, noisy or quiet, that makes you feel comfortable.

E) If you think best “on your feet”, find a hallway, sidewalk, or park where you can walk. Wear comfortable shoes and clothing. Set up your office or other room with a good chair, paintings, lighting, music, fresh flowers, and anything else that will help you

relax. Surround yourself with inspirational *props*. Collect whatever materials inspire you — that give you ideas.

- F) Besides what we see or hear, the scents, textures, and tastes experienced during our “thinking” time contribute to our creativity. Both good and bad smells can trigger the ideas we need. Trying to come up with a name for a new food product? Smell it, taste it, hold it in your hands. Get all your senses involved in the process. With a clear head and a clear space you can let your mind wander — but not too much.

E — Effective thinking

- G) While positive thinking allows your mind to accept new ideas and creative thoughts, effective thinking involves directing your thoughts toward specific goals. Daydreaming, relaxation, and free association allow the mind to come up with new or unusual ideas or idea fragments. However, without a specific goal in mind, these thoughts and ideas may not be particularly useful.
- H) Gerald Kushel is the author of several books, including *Effective Thinking for Uncommon Success*. In a 1991 interview for *Bottom Line Personal* newsletter, Dr. Kushel says that to be an effective thinker, you need to have goals and a commitment to those goals. He outlines four steps toward effective thinking:

1. **Take notice.** Take stock of where you are or what you are doing. Is it moving you toward your goal?
2. **Pause.** Take a break when you get off-track.
3. **Identify effective thoughts.** When a thought enters your head, identify it as effective or defective, positive or negative.
4. **Choose.** We can choose our thoughts. It’s the *underlying premise* of positive thinking. It’s true of effective thinking and creative thinking, as well. Choose to focus on those thoughts that bring you closer to your goals.

D — Determination

- I) Creativity takes practice. Your creativity is there within you, but you must make a habit of using your imagination. Although many of your best ideas will come when you “aren’t really concentrating”, you can make them happen more often by regularly practicing effective thinking techniques.
- J) Schedule creative thinking. Even when not pondering (思考) a specific creative challenge, set aside a certain amount of time each day, week, or month to relax, brainstorm, and daydream. Make creative thinking a habit. By getting in the habit of scheduling regularly creativity thinking time and creativity exercises you’ll be better able to meet future challenges as they arise.

K) Ponder on problems that don't exist. This isn't the same as worrying about things you can't change or trying to fix what isn't broken. It means that even when you've come up with the perfect path to achieve your goals, think about alternatives. Keep a file of ideas that were discarded as not feasible this time around. You may find inspiration for solving future problems and creative challenges. Keep the sketches that clients rejected or that you never even showed to them. Sometimes pulling out these old ideas will generate new ones when needed.

I — Ink

L) Whether you use ink, pencil lead, chock, or a computer, write down your ideas. We retain more of what we hear or see if we write it down. That applies equally to college lectures and our own brainstorming sessions.

M) Get in the habit of making notes, outlines, sketches, or *doodles*. If you are actively pursuing a specific idea or problem, always have paper and pencil or recorder at the ready. *Jot* down or record all your thoughts, no matter how “off-the-wall” (古怪的). Some of your best thoughts come just before falling asleep and just after waking. Keep a notebook at your bedside so you will always be ready to write down ideas whenever they come. Create an inspiration file. Add the notes you regularly take. Don't just file it and forget it — go through the file during your scheduled creative thinking times and when actively pursuing ideas for a project.

N) The next time you start to think “I can never come up with good ideas”, think backwards. There are a countless number of useful ideas and *innovative* thoughts in all of us — if we take the time to learn to think and act creatively.

(996 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. Consider whether there will be better choices even when you've thought out the perfect idea to solve a problem.
- _____ 2. If you don't have a clear goal in mind, creative thoughts and new ideas may not be very useful.

- ___ 3. No matter how strange your thoughts may appear to be, you need to write down or record all of them.
- ___ 4. Thinking negatively destroys the creative state of mind.
- ___ 5. The next time when you begin to think that you cannot think of good ideas, try to think backwards.
- ___ 6. Writing things down will help us remember more of what we hear or see.
- ___ 7. Positive surrounding can help to create a positive and creative state of mind.
- ___ 8. You'll be better able to meet coming challenges if scheduling regularly creativity thinking time and creativity exercises has become a habit.
- ___ 9. Either good or bad smells can bring creative ideas.
- ___ 10. To make best ideas come more often, you need to practice effective thinking techniques regularly.

2 Contextual reference

There are two meanings after the word in italics. Choose the correct one using the given context and word-building skills. Remember looking up unfamiliar words in a dictionary is time-consuming and should be done as a last resort.

1. Sometimes *creativity* (A. 理解力 / B. 创造力) requires us to look at things from new perspectives.
2. Learn to *unleash* (A. 释放 / B. 保存) your inventive genius by thinking backwards.
3. Here is an appropriate *acronym* (A. 近义词 / B. 首字母缩略词) containing five steps to creative thinking — SAEDI — that's IDEAS backwards!
4. Surround yourself with inspirational *props* (A. 小道具 / B. 准备).
5. It's the *underlying* (A. 隐含的 / B. 明显的) *premise* (A. 前提 / B. 约定) of positive thinking.
6. Get in the habit of making notes, outlines, sketches, or *doodles* (A. 喃喃自语 / B. 信手涂鸦).
7. *Jot* (A. 认真记录 / B. 草草记下) down or record all your thoughts, no matter how "off-the-wall".
8. There are a countless number of useful ideas and *innovative* (A. 创新的 / B. 突发的) thoughts in all of us — if we take the time to learn to think and act creatively.

Timed reading 3

阅读理解用时	分 秒 (___ WPM)
阅读理解答题正确率	

A learning disability doesn't have to limit who you are

My awful week made me go public about my lifelong learning disorder.

Reservoir is not a place to show weakness. It's a place where some of the real working class live, so you have to be physically and mentally tough to hold your own.

I enjoyed growing up in Reservoir. But for me, going to school every day was a struggle. I was hopeless at English. I couldn't read out loud, I was a *chronically* bad speller and, to top it off, I also had a debilitating (使人虚弱的) stutter (结巴).

I was so bad at reading I used to *stall* at every word. Kids would make fun of how I couldn't put two words together. It cut deep and left a lasting *scar*.

In the end, I tried to avoid English classes. I knew I wasn't a dummy (笨人), but people thought I sounded like one. I was very good at maths and couldn't understand how I could be so brilliant at one thing and not another.

Reading out loud is so public. People can see that you suck and see you as a loser. Some days I just wanted to go home and cry. But no one saw how good I was at maths, except my teachers.

As a kid, it's what the other kids thought that was important. I just wanted to be normal and string a sentence together.

Sport was my escape from *ridicule*. I played everything from soccer to squash (壁球); on the sporting field I was normal.

Despite only getting 29 for English, I managed to get high-90s for both pure and applied maths in year 12 and qualified for university. My engineering degree didn't come easy. I struggled through the reading. I was slow in taking notes and scared to ask for help because I didn't want to be ridiculed at union as well. It meant that I had to work twice as hard. The experience taught me to process information more quickly because I knew it would take me longer to communicate it back.

After working for seven years, I did an MBA part-time while working full-time. This wasn't easy either. On a number of occasions I had use of a whiteboard. But this seemingly easy task was terrifying because I was afraid of spelling something incorrectly. I eventually solved the problem by using PowerPoint.

After years of long nights and hard work, I finished my MBA and went on to work in some senior positions. I still struggled talking in front of crowds but solved that by meeting people one-on-one.

The first six months in the Senate was tough: learning how to deal with the media, who were baying (大声叫嚷) for blood, and making important speeches in Parliament. But I never once doubted my ability to get the job done and make the right decisions for the Australian people. My biggest fear was that people wouldn't know the good work I was doing because I couldn't communicate it well enough. My other more secret fear was that I didn't want to *humiliate* my family by being labeled a loser again.

Then the inevitable happened. Last week I delivered a shocker of a speech in Parliament and the next day I struggled with pronouncing the word "fiscal" (金融的, 财政的). It came out "physical". I knew the difference but *articulating* them ended in disaster. I was left feeling as small as an ant. I didn't know what to do.

After talking with my wife, I decided to tell the country about my struggle with a specific learning *disability*. Some people want me to be more specific, but that's what it's been termed by the Australian Psychological Society. After doing a couple of interviews I was again in tears, *reliving* all the hurt and pain from long ago.

No words could describe how hard it was to speak out about the *demon* I had lived with for 48 years. It leaves no physical scars but mentally it eats away at you every day. For months I used to practice the phrase "double dissolution (解散)" but I still stuffed it up in front of the cameras. I laughed it off, but deep down it hurt because I knew people would think that I was a dummy.

Going public with my specific learning disability has left me feeling *numb*.

My staff have told me I have received hundreds of messages of support, which I appreciate. But I can't bring myself to read them just yet. I hope this very emotional and public "outing" means that others who struggle with a learning difficulty may not be laughed at quite so often.

And most of all I want people to understand that a learning difficulty doesn't have to restrict who you are — or what you can achieve.

(814 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. It was a struggle for the writer in Reservoir to _____.
A) be physically tough
B) hold his own
C) grow up
D) go to school
2. After getting deeply hurt by other kids because of his stutter, what did the writer do?
A) He tried to avoid English classes.
B) He learned maths well to show his brilliance.
C) He practised reading out loud in public.
D) He went home and cried.
3. As a kid, the writer cared very much about _____.
A) what his teachers thought
B) what his parents thought
C) what the other kids thought
D) what he himself thought
4. While doing his MBA, the writer solved his spelling problem by _____.
A) asking for help
B) using PowerPoint
C) processing information quickly
D) using a whiteboard
5. What was the writer's biggest fear in the Senate?
A) He could not deal with the media very well.
B) He had difficulty making important speeches in Parliament.
C) He always doubted his ability to get the job done.
D) He couldn't communicate well enough to get people know his good work.
6. How did the writer feel when he pronounced "fiscal" in a wrong way?
A) Shocked.
B) Natural.
C) Embarrassed.
D) Indifferent.
7. What's the writer's purpose of writing this passage?
A) To show how difficult it is for a stutter to achieve success.
B) To tell us not to let a difficulty block our way towards success.
C) To encourage us to find out who we really are.
D) To tell us how to solve the problem of a learning disability.

8. We can learn from the passage that the writer has been struggling with the specific learning disability for _____ years.
9. When the writer failed to pronounce the phrase “double dissolution”, he _____ but was hurt inside.
10. After making it known to the public about his learning disability, the writer received a lot of letters expressing their _____ for him.

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. chronically	A. a feeling of great sadness after an unpleasant experience
_____ 2. stall	B. to make sb feel ashamed or stupid and lose the respect of others
_____ 3. scar	C. to speak (sth) clearly and distinctly
_____ 4. ridicule	D. an evil spirit
_____ 5. humiliate	E. in a habitual and long-standing manner
_____ 6. articulate	F. to come to a stop
_____ 7. disability	G. a physical or mental condition that makes it difficult for sb to use a part of their body properly, or to learn normally
_____ 8. relive	H. unable to react or show emotions
_____ 9. demon	I. remarks or behaviour intended to make sb seem silly
_____ 10. numb	J. to experience again, often in the imagination