1How Work Will Change When Most of Us Live to 100

A) Today in the United States there are 72,000 *centenarians*（百岁老人）.Worldwide, Probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 or more. Broadly the same holds for the UK, Germany, France, Italy and Canada, and for Japan 50% of 2007 babies can expect to live to 107.

B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate *longevity* (长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.

C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that “70 is the new 60” or “40 the new 30.” If you age more slowly over a longer time period, then you are in some sense younger for longer.

D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that *milestone*(里程碑)had shifted to age 29.

E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid-40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to *cognitive*(认知的) and emotional vitality. Many people may simply not want to do it.

G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

I) It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or oven more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an

independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide foundation for building a wide variety of skills.

J) Transitions between stages could be marked with *sabbaticals* (休假) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

K）A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

L） These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.

M） With this variety will come the end of the close association of age and stage. I n a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

N） Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

36. An extended lifespan in the future will allow people to have more careers than now.

37. Just extending one’s career may have both positive and negative effects.

38. Nowadays, many Americans have on average delayed their marriage by some eight years.

39. Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.

40. Many more people will be expected to live over 100 by the mid-21st century.

41. A longer life will cause radical changes in people’s approach to life.

42. Fast technological change makes it necessary for one to constantly upgrade their skills.

43. Many people may not want to retire early because it would do harm to their mental and emotional well-being.

44. The close link between age and stage may cease to exist in a multi-stage life.

45. People living a longer and healthier life will have to rearrange their work and life.

2Living with parents edges out other living arrangements for 18-to 34-year-olds

A) Broad *demographic* (人口的)shifts is marital status, educational attainment and employment have transformed the way young adults in the U.S. are living, and a new Pew Research Center analysis highlights the implications of these changes for the most basic element of their lives—where they call home. In 2014,for the first time in more than 130 years, adults ages 18 to 34 were slightly more likely

to be living in their parents' home than they were to be living with a spouse or partner in their own household.

B) This turn of events is fueled primarily by the dramatic drop in the share of young Americans who are choosing to settle down romantically before age 35. Dating back to 1880, the most common living arrangement among young adults has been living with a romantic partner, whether a spouse or a significant other. This type of arrangement peaked around 1960, when 62% of the nation's 18-to 34-year-olds were living with a spouse or partner in their own household, and only one-in-five were living with their parents.

C) By 2014, 31.6% of young adults were living with a spouse or partner in their own household, below the share living in the home of their parent(s) (32.1%). Some 14% of young adults lived alone, were a single parent or lived with one or more roommates. The remaining 22% lived in the home of another family member (such as a grandparent, in-law or *sibling*（兄弟姐妹）, a non-relative, or in group quarters like college dormitories.

D) It's worth noting that the overall share of young adults living with their parents was not at a record high in 2014. This arrangement peaked around 1940, when about 35% of the nation's 18-to 34-year-olds lived with mom and/or dad (compared with 32% in 2014). What has changed, instead, is the relative share adopting different ways of living in early adulthood, with the decline of romantic coupling pushing living at home to the top of a much less uniform list of living arrangements.

E)Among young adults, living arrangements differ significantly by gender. For men ages 18 to 34, living at home with mom and/or dad has been the dominant living arrangement since 2009, In 2014,28% of young men were living with a spouse of partner in their own home, while 35% were living in the home of their parent(s). Young women, however,are still more likely to be living with a spouse of romantic partner(35%) than they are to be living with their parent(s)(29%).

F) In 2014, more young women (16%) than young men (13%) were heading up a household without a spouse or partner.This is mainly because women are more likely than men to be single parents living with their children. For their part, young men (25%) are more likely than young women (19%) to be living in the home of another family member, a non-relative or in some type of group quarters.

G) A variety of factors contribute to the long-run increase in the share of young. Adults living with the parents. The first in the postponement of, if not retreat from, marriage. The average age of first marriage has risen steadily for decades. In addition, a growing share of young adult may be avoiding marriage altogether. A previous Pew Research Center analysis projected that as many as one-in-four of today's young adult may never marry. While *cohabitation*（同居）has been on the rise, the overall share of young adults either married or living with an unmarried partner has substantially fallen since 1990.

H) In addition, trends in both employment status and wages have likely contributed to the growing share of young adults who are living in the home of their parent(s), and this is especially true of young men. Employed young men are much less likely to live at home than young men without a job, and employment among young men has fallen significantly in recent decades. The share of young men with jobs peaked around 1960 at 84%. In 2014, only 71% of 18-to-34-year-old men were employed. Similarly with earnings, young men's wages (after adjusting for inflation) have been on a downward *trajectory* (轨迹) since 1970 and fell significantly form 2000 to 2010. As wages have fallen ,the share of young men living in the home of their parent(s) has risen.

I) Economic factors seem to explain less of why young adult women are increasingly likely to live at home. Generally, young women have had growing success in the paid labor market since 1960 and hence might increasingly be expected to be a be to afford to afford to live independently of their

parents. For women, delayed marriage—which is related, in part, to labor market outcomes for men—may explain more of the increase in their living in the family home.

J) The Great Recession (and modest recovery) has also been associated with an increase in young adults living at home. Initially in the wake of the recession, college enrollments expanded, boosting the ranks of young adults living at home. And given the weak job opportunities facing young adults, living at home was part of the private safety net help young adults to weather the economic storm.

K) Beyond gender, young adult's living arrangements differ considerable by education—which is tied to financial means. For young adults without a bachelor's degree, as of 2008 living at home with their parents was more prevalent than living with a romantic partner. By 2014, 36% of 18-to 34-year-olds who had not completed a bachelor's degree were living with their parent(s) while 27% were living with a spouse or partner. Among college graduates, in 2014 46% were married or living with a partner, and only 19% were living with their parent(s). Young adults with a college degree have fared much better in the labor market than their less-educated counterparts, which has in turn made it easier to establish their own households.

36.Unemployed young men are more likely to live with their parents than the employed.

37.In 2014, the percentage of men aged 18 to 34 living with their parents was greater than that of their female counterparts.

38.The percentage of young people who are married or live with a partner has greatly decreased in the past three decades or so.

39.Around the mid-20th century, only 20 percent of 18- to 34-year-old lived in their parents' home.

40.Young adults with a college degree found it easier to live independently of their parents.

41.Young men are less likely to end up as single parents than young women.

42.More young adult women live with their parents than before due to delayed marriage.

43.The percentage of young men who live with their parents has grown due to their decreased pay in recent decades.

44.The rise in the number of college students made more young adults live with their parents.

45.One reason for young adults to live with their parents is that get married late or stay single all their lives.

3Make Stuff, Fail, And Learn While You're At It

A) We've always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.

B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, Which was founded in a garage in Menlo Park, California, in the mid-1970s. Members — including guys named Jobs and Wozniak — started making and inventing things they couldn't buy.

D) So it's no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you're learning to do.

F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

G） Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

H）I really believe the core idea of making is to have an idea within your head — or you just borrow it from someone — and begin to develop it , repeat it and improve it. Then, realize that idea somehow. That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.

I）In some ways, a lot of forms of making in school *trivialize*（使变得无足轻重）making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the cardboard tubes.

J）Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It's to let them be in control and to drive the car.

K） Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished rote for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at . Are they engaged? A they developing and repeating their project? Are they *stumbling* (受挫)？ Do they need something that they don't have? Can you help them be aware of where they are?

M)My belief is that the goal of making is not to get every kid to be hands-on, but it enable us to be good learners. It's not the knowledge that is valuable, It's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require

many people instead of one person, and many skills instead of one.

N) If teachers keep it form-free and student-led, it can still be tied to a curriculum and an educational plan. I think a maker space is more like a like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, 'This is science, over here is history,' I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

O) I feel like this is a shift away form a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

36.A maker space is where people make things according to their personal interests.

37.The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.

38.Coming up with an idea of one's own or improving one from others is key to the concept of making.

39.Contrary to structured learning, learning by doing is highly individualized.

40.America is a nation known for the idea of making things by oneself.

41.Making will be boring unless students are able to take charge.

42.Making can be related to a project, but it is created and carried out by students themselves.

43.The author suggests incorporating the idea of a maker space into a school curriculum.

44.The maker concept is a modern version of some ancient philosophical ideas.

45.Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

4 Some College Students Are Angry That They Have to Pay to Do Their Homework

A) Digital learning systems now charge students for access codes needed to complete coursework, take quizzes, and turn in homework. As universities go digital, students are complaining of a new hit to their finances that's replacing—and sometimes joining—expensive textbooks: pricey online access codes that are required to complete coursework and submit assignments.

B) The codes—which typically range in price from $ 80 to $ 155 per course—give students online access to systems developed by education companies like McGraw Hill and Pearson. These companies, which long reaped big profits as textbook publishers, have boasted that their new online offerings, when pushed to students through universities they partner with, represent the future of the industry.

C) But critics say the digital access codes represent the same profit-seeking ethos (观念) of the textbook business, and are even harder for students to opt out of. While they could once buy second-hand

textbooks, or share copies with friends, the digital systems are essentially impossible to avoid.

D) "When we talk about the access code we see it as the new face of the textbook monopoly (垄断), a new way to lock students around this system," said Ethan Senack, the higher education advocate for the U.S. Public Interest Research Group, to BuzzFeed News. "Rather than $250 (for a print textbook) you're paying $ 120," said Senack. "But because it's all digital it eliminates the used book market and eliminates any sharing and because homework and tests are through an access code, it eliminates any ability to opt out."

E) Sarina Harpet, a 19-year-old student at Virginia Tech, was faced with a tough dilemma when she first started college in 2015—pay rent or pay to turn in her chemistry homework. She told BuzzFeed News that her freshman chemistry class required her to use Connect, a system provided by McGraw Hill where students can submit homework, take exams and track their grades. But the code to access the program cost $ 120—a big sum for Harper, who had already put down $ 450 for textbooks, and had rent day approaching.

F) She decided to wait for her next work-study paycheck, which was typically $ 150- $ 200, to pay for the code. She knew that her chemistry grade may take a dive as a result. "It's a balancing act," she said. "Can I really afford these access codes now?" She didn't hand in her first two assignments for chemistry, which started her out in the class with a failing grade.

G) The access codes may be another financial headache for students, but for textbook businesses, they're the future. McGraw Hill, which controls 21% of the higher education market, reported in March that its digital content sales exceeded print sales for the first time in 2015. The company said that 45% of its $ 140 million revenue in 2015 "was derived from digital products."

H) A Pearson spokesperson told BuzzFeed News that "digital materials are less expensive and a good investment" that offer new features, like audio texts, personalized knowledge checks and expert videos. Its digital course materials save students up to 60% compared to traditional printed textbooks, the company added. McGraw Hill didn't respond to a request for comment, but its CEO David Levin told the Financial Times in August that "in higher education, the era of the printed textbook is now over."

I) The textbook industry insists the online systems represent a better deal for students. "These digital products aren't just mechanisms for students to submit homework, they offer all kinds of features," David Anderson, the executive director of higher education with the Association of American Publishers, told BuzzFeed News. "It helps students understand in a way that you can't do with print homework assignments."

J) David Hunt, an associate professor in sociology at Augusta University, which has rolled out digital textbooks across its math and psychology departments, told BuzzFeed News that he understands the utility of using systems that require access codes. But he doesn't require his students to buy access to a learning program that controls the class assignments. "I try to make things as inexpensive as possible," said Hunt, who uses free digital textbooks for his classes but designs his own curriculum.

"The online systems may make my life a lot easier but I feel like I'm giving up control. The discussions are the things where my expertise can benefit the students most."

K) A 20-year-old junior at Georgia Southern University told BuzzFeed News that she normally spends $ 500-$ 600 on access codes for class. In one case, the professor didn't require students to buy a textbook, just an access code to turn in homework. This year she said she spent $ 900 on access codes to books and programs. "That's two months of rent," she said. "You can't sell any of it back. With a traditional textbook you can sell it for $ 30 - $ 50 and that helps to pay for your new semester's books. With an access code, you're out of that money. "

L) Benjamin Wolverton, a 19-year-old student at the University of South Carolina, told BuzzFeed News that "it's ridiculous that after paying tens of thousands in tuition we have to pay for all these access codes to do our homework." Many of the access codes he's purchased have been required simply to complete homework or quizzes. "Often it's only 10% of your grade in class." he said. "You're paying so much money for something that hardly affects your grade—but if you didn't have it, it would affect your grades enough. It would be bad to start out at a B or C." Wolverton said he spent $ 500 on access codes for digital books and programs this semester.

M) Harper, a poultry (家禽) science major, is taking chemistry again this year and had to buy a new access code to hand in her homework. She rented her economics and statistics textbooks for about $ 20 each. But her access codes for homework, which can't be rented or bought second-hand, were her most expensive purchases: $ 120 and $ 85.

N) She still remembers the sting of her first experience skipping an assignment due to the high prices. "We don't really have a missed assignment policy," she said. "If you miss it, you just miss it. I just got zeros on a couple of first assignments. I managed to pull everything back up. But as a scared freshman looking at their grades, it's not fun."

36. A student's yearly expenses on access codes may amount to their rent for two months.
37. The online access codes may be seen as a way to tie the students to the digital system.
38. If a student takes a course again, they may have to buy a new access code to submit their assignments.
39. McGraw Hill accounts for over one-fifth of the market share of college textbooks.
40. Many traditional textbook publishers are now offering online digital products, which they believe will be the future of the publishing business.
41. One student complained that they now had to pay for access codes in addition to the high tuition.
42. Digital materials can cost students less than half the price of traditional printed books according to a publisher.
43. One student decided not to buy her access code until she received the pay for her part-time job.
44. Online systems may deprive teachers of opportunities to make the best use of their expertise for their students.
45. Digital access codes are criticized because they are profit-driven just like the textbook

5 As Tourists Crowd Out Locals, Venice Faces 'Endangered' List

A) On a recent fall morning, a large crowd blocked the steps at one of Venice's main tourist sites, the Rialto Bridge. The Rialto Bridge is one of the four bridges spanning the Grand Canal. It is the oldest bridge across the canal, and was the dividing line between the districts of San Marco and San Polo. But on this day, there was a twist: it was filled with Venetians, not tourists.

B) "People are cheering and holding their carts in the air," says Giovanni Giorgio, who helped organize the march with a grass-roots organization called Generazione '90. The carts he refers to are small shopping carts—the symbol of a true Venetian. "It started as a joke," he says with a laugh. "The idea was to put blades on the wheels! You know? Like Ben Hur. Precisely like that, you just go around and run people down."

C) Venice is one of the hottest tourist destinations in the world. But that's a problem. Up to 90,000 tourists crowd its streets and canals every day—far outnumbering the 55,000 permanent residents. The tourist increase is one key reason the city's population is down from 175,000 in the 1950s. The outnumbered Venetians have been steadily fleeing. And those who stick around are tired of living in a place where they can't even get to the market without swimming through a sea of picture-snapping tourists. Imagine, navigating through 50,000 people while on the way to school or to work.

D) Laura Chigi, a grandmother at the march, says the local and national governments have failed to do anything about the crowds for decades, because they're only interested in tourism—the primary industry in Venice, worth more than $3 billion in 2015. "Venice is a cash cow," she says, "and everyone wants a piece."

E) Just beyond St. Mark's Square, a cruise ship passes, one of hundreds every year that appear over their medieval (中世纪的) surroundings. Their massive wake creates waves at the bottom of the sea, weakening the foundations of the centuries-old buildings themselves. "Every time I see a cruise ship, I feel sad," Chigi says. "You see the mud it drags; the destruction it leaves in its wake? That hurts the ancient wooden poles holding up the city underwater. One day we'll see Venice break down."

F) For a time, UNESCO, the cultural wing of the United Nations, seemed to agree. Two years ago, it put Italy on notice, saying the government was not protecting Venice. UNESCO considers the entire city a World Heritage Site, a great honor that means Venice, at the cultural level, belongs to all of the world's people. In 2014, UNESCO gave Italy two years to manage Venice's flourishing tourism or the city would be placed on another list—World Heritage In Danger, joining such sites as Aleppo and Palmyra, destroyed by the war in Syria.

G) Venice's deadline passed with barely a murmur (嘟哝) this summer, just as UNESCO was meeting in Istanbul. Only one representative, Jad Tabet from Lebanon, tried to raise the issue. "For several years, the situation of heritage in Venice has been worsening, and it has now reached a dramatic situation," Tabet told UNESCO. "We have to act quickly—there is not a moment to waste."

H) But UNESCO didn't even hold a vote. "It's been postponed until 2017," says Anna Somers, the founder and CEO of The Art Newspaper and the former head of Venice in Peril, a group devoted to restoring Venetian art. She says the main reason the U.N. cultural organization didn't vote to declare Venice a World Heritage Site In Danger is because UNESCO has become "intensely politicized. There would have been some back-room negotiations."

I) Italy boasts more UNESCO World Heritage Sites than any other country in the world, granting it considerable power and influence within the organization. The former head of the UNESCO World Heritage Centre, which oversees heritage sites, is Francesco Bandarin, a Venetian who now serves as UNESCO's assistant director-general for culture.

J) Earlier this year, Italy signed an accord with UNESCO to establish a task force of police art detectives and archaeologists (考古学家) to protect cultural heritage from natural disasters and terror groups, such as ISIS. The accord underlined Italy's global reputation as a good steward of art and culture.

K) But adding Venice to the UNESCO endangered list—which is dominated by sites in developing and conflict-ridden countries—would be an international embarrassment, and could even hurt Italy's profitable tourism industry. The Italian Culture Ministry says it is unaware of any government efforts to pressure UNESCO. As for the organization itself, it declined a request for an interview.

L) The city's current mayor, Luigi Brugnaro, has ridiculed UNESCO and told it to mind its own business, while continuing to support the cruise ship industry, which employs 5,000 Venice residents.

M) As for Venetians, they're beyond frustrated and hoping for a solution soon. "It's a nightmare for me. Some situations are really difficult with tourists around," says Giorgio as he navigates around a

swelling crowd at the Rialto Bridge. "There are just so many of them. They never know where they are going, and do not walk in an orderly manner. Navigating the streets can be exhausting."

N) Then it hits him: This crowd isn't made up of tourists. They're Venetians. Giorgio says he's never experienced the Rialto Bridge this way in all his 22 years. "For once, we are the ones who are blocking the traffic," he says delightedly. "It feels unreal. It feels like we're some form of endangered species. It's just nice. The feeling is just pure." But, he worries, if tourism isn't managed and his fellow locals continue to move to the mainland, his generation might be the last who can call themselves native Venetians.

36. The passing cruise ships will undermine the foundations of the ancient buildings in Venice.

37. The Italian government has just reached an agreement with UNESCO to take measures to protect its cultural heritage.

38. The heritage situation in Venice has been deteriorating in the past few years.

39. The decrease in the number of permanent residents in Venice is mainly due to the increase of tourists.

40. If tourism gets out of control, native Venetians may desert the city altogether one day.

41. UNESCO urged the Italian government to undertake its responsibility to protect Venice.

42. The participants in the Venetian march used shopping carts to show they were 100% local residents.

43. Ignoring UNESCO's warning, the mayor of Venice maintains his support of the city's tourism industry.

44. One woman says that for decades the Italian government and local authorities have only focused on the revenues from tourism.

45. UNESCO has not yet decided to put Venice on the list of World Heritage Sites In Danger.

6 How to Eat Well

A) Why do so many Americans eat tons of processed food, the stuff that is correctly called junk (垃圾) should really carry warning labels?

B) It's not because fresh ingredients are hard to come by. Supermarkets offer more variety than ever, and there are over four times as many farmers' markets in the U. S. as there were 20 years ago. Nor is it for lack of available information. There are plenty of recipes (食谱), how-to videos and cooking classes available to anyone who has a computer, smartphone or television. If anything, the information is overwhelming.

C) And yet we aren't cooking. If you eat three meals a day and behave like most Americans, you probably get at least a third of your daily calories (卡路里) outside the home. Nearly two-thirds of us grab fast food once a week, and we get almost 25% of our daily calories from snacks. So we're eating out or taking in, and we don't sit down-or we do, but we hurry.

D) Shouldn't preparing-and consuming-food be a source of comfort, pride, health, well-being, relaxation, sociability? Something that connects us to other humans? Why would we want to outsource(外包) this basic task, especially when outsourcing it is so harmful?

E) When I talk about cooking, I'm not talking about creating elaborate dinner parties or three-day science projects. I'm talking about simple, easy, everyday meals. My mission is to encourage green hands and those lacking time or money to feed themselves. That means we need modest, realistic expectations, and we need to teach people to cook food that's good enough to share with family and friends.

F) Perhaps a return to real cooking needn't be far off. A recent Harris poll revealed that 79% of Americans say they enjoy cooking and 30% "love it" ; 14% admit to not enjoying kitchen work and just 7% won't go near the stove at all. But this doesn't necessarily translate to real cooking, and the result of this survey shouldn't surprise anyone: 52% of those 65 or older cook at home five or more times per week; only a third of young people do.

G) Back in the 1950s most of us grew up in households where Mom cooked virtually every night. The intention to put a home-cooked meal on the table was pretty much universal. Most people couldn't afford to do otherwise.

H) Although frozen dinners were invented in the '40s, their popularity didn't boom until televisions became popular a decade or so later. Since then, packaged, pre-prepared meals have been what's for dinner. The microwave and fast-food chains were the biggest catalysts (催化剂), but the big food companies—which want to sell anything except the raw ingredients that go into cooking—made the home cook an endangered species.

I) Still, I find it strange that only a third of young people report preparing meals at home regularly. Isn't this the same crowd that rails against processed junk and champions craft cooking? And isn't this the generation who say they're concerned about their health and the well-being of the planet? If these are truly the values of many young people, then their behavior doesn't match their beliefs.

J) There have been half-hearted but well-publicized efforts by some food companies to reduce calories in their processed foods, but the Standard American Diet is still the polar opposite of the healthy, mostly plant-based diet that just about every expert says we should be eating. Considering that the government's standards are not nearly ambitious enough, the picture is clear: by not cooking at home, we're not eating the right things, and the consequences are hard to overstate.

K) To help quantify (量化) the costs of a poor diet, I recently tried to estimate this impact in terms of a most famous food, the burger (汉堡包). I concluded that the profit from burgers is more than offset (抵

消) by the damage they cause in health problems and environmental harm.

L) Cooking real food is the best defense — not to mention that any meal you're likely to eat at home contains about 200 fewer calories than one you would eat in a restaurant.

M) To those Americans for whom money is a concern, my advice is simple; Buy what you can afford, and cook it yourself. The common prescription is to primarily shop the grocery store, since that's where fresh produce, meat and seafood, and dairy are. And to save money and still eat well you don't need local, organic ingredients; all you need is real food. I'm not saying local food isn't better; it is. But there is plenty of decent food in the grocery stores.

N) The other sections you should get to know are the frozen foods and the canned goods. Frozen produce is still produce; canned tomatoes are still tomatoes. Just make sure you're getting real food without tons of added salt or sugar. Ask yourself, would Grandma consider this food? Does it look like something that might occur in nature? It's pretty much common sense; you want to buy food, not unidentifiable foodlike objects.

O) You don't have to hit the grocery store daily, nor do you need an abundance of skill. Since fewer than half of Americans say they cook at an intermediate level and only 20% describe their cooking skills as advanced, the crisis is one of confidence. And the only remedy for that is practice. There's nothing mysterious about cooking the evening meal. You just have to do a little thinking ahead and redefine what qualifies as dinner. Like any skill, cooking gets easier as you do it more; every time you cook, you advance your level of skills. Someday you won't even need recipes. My advice is that you not pay attention to the number of steps and ingredients, because they can be deceiving.

P) Time, I realize, is the biggest obstacle to cooking for most people. You must adjust your priorities to find time to cook. For instance, you can move a TV to the kitchen and watch your favorite shows while you're standing at the sink. No one is asking you to give up activities you like, but if you're watching food shows on TV, try cooking instead.

46. Cooking benefits people in many ways and enables them to connect with one another.
47. Abundant information about cooking is available either online or on TV.
48. Young people do less cooking at home than the elderly these days.
49. Cooking skills can be improved with practice.
50. In the mid-20th century, most families ate dinner at home instead of eating out.
51. Even those short of time or money should be encouraged to cook for themselves and their family.
52. Eating food not cooked by ourselves can cause serious consequences.
53. To eat well and still save money, people should buy fresh food and cook it themselves.
54. We get a fairly large portion of calories from fast food and snacks.
55. The popularity of TV led to the popularity of frozen food.

7 When Work Becomes a Game

A)What motivates employees to do their jobs well? Competition with coworkers, for some. The promise of rewards, for others. Pure enjoyment of problem-solving, for a lucky few.

B)Increasingly, companies are tapping into these desires directly through what has come to be known as "gamification": essentially, turning work into a game. "Gamification is about understanding what it is that makes games engaging and what game designers do to create a great experience in games, and taking those learnings and applying them to other contexts such as the workplace and education," explains Kevin Werbach, a gamification expert who teaches at the Wharton School of Business at the University of Pennsylvania in the United States.

C)It might mean monitoring employee productivity on a digital leaderboard and offering prizes to the winners, or giving employees digital badges or stars for completing certain activities. It could also mean training employees how to do their jobs through video game platforms. Companies from Google to L'Oreal to IBM to Wells Fargo are known to use some degree of gamification in their workplaces. And more and more companies are joining them. A recent report suggests that the global gamification market will grow from $1.65 billion in 2015 to $11.1 billion by 2020.

D)The concept of gamification is not entirely new, Werbach says. Companies, marketers and teachers have long looked for fun ways to engage people's reward-seeking or competitive spirits. Cracker Jacks has been "gamifying" its snack food by putting a small prize inside for more than 100 years, he adds, and the turn-of- the-century steel magnate(巨头)Charles Schwab is said to have often come into his factory and written the number of tons of steel produced on the past shift on the factory floor, thus motivating the next shift of workers to beat the previous one.

E)But the word "gamification" and the widespread, conscious application of the concept only began in earnest about five years ago, Werbach says. Thanks in part to video games, the generation now entering the workforce is especially open to the idea of having their work gamified. " We are at a point where in much of the developed world the vast majority of young people grew up playing video games, and an increasingly high percentage of adults play these video games too，" Werbach says.

F)A number of companies have sprung up—GamEffective, Bunchball and Badgeville, to name a few—in recent years offering gamification platforms for businesses. The platforms that are most effective turn employees' ordinary job tasks into part of a rich adventure narrative. "What makes a game game-like is that the player actually cares about the outcome," Werbach says. "The principle is about understanding what is motivating to this group of players, which requires some understanding of psychology."

G)Some people, Werbach says, are motivated by competition. Sales people often fall into this category. For them, the right kind of gamification might be turning their sales pitches into a competition with other team members, complete with a digital leaderboard showing who is winning at all times. Others are more motivated by collaboration and social experiences. One company Werbach has studied uses gamification to create a sense of community and boost employees' morale （士气）.When employees log in to their computers, they're shown a picture of one of their coworkers and asked to guess that person's name.

H)Gamification does not have to be digital. Monica Cometti runs a company that gamifies employee trainings. Sometimes this involves technology, but often it does not. She recently designed a gamification strategy for a sales training company with a storm-chasing theme. Employees formed "storm chaser teams" and competed in storm-themed educational exercises to earn various rewards. "Rewards do not have to be stuff," Cometti says. "Rewards can be flexible working hours." Another training, this one for

pay roll law, used a Snow White and the Seven Dwarfs theme. “Snow White” is available for everyone to use, but the “dwarfs” are still under copyright, so Cometti invented sound-alike characters (Grumpy Gus, Dopey Dan) to illustrate specific pay roll law principles.

I)Some people do not take naturally to gamified work environments, Cometti says. In her experience, people in positions of power or people in finance or engineering do not tend to like the sound of the word. “If we are designing for engineers, I’m not talking about a ‘game’at all,” Cometti says. “I’m talking about a ‘simulation’（模拟），I’m talking about ‘ being able to solve this problem. ’ ”

J) Gamification is “not a magic bullet,” Werbach warns. A gamification strategy that is not sufficiently thought through or well tailored to its players may engage people for a little while, but it will not motivate people in the long term. It can also be exploitative, especially when used with vulnerable populations. For workers, especially low-paid workers, who desperately need their jobs yet know they can be easily replaced, gamification may feel more like the Hunger Games. Werbach gives the example of several Disneyland hotels in Anaheim, California, which used large digital leaderboards to display how efficiently laundry workers were working compared to one another. Some employees found the board motivating. To others, it was the opposite of fun. Some began to stop taking bathroom breaks, worried that if their productivity fell they would be fired. Pregnant employees struggled to keep up. In a Los Angeles Times article, one employee referred to the board as a “digital whip.” “It actually had a very negative effect on morale and performance, ” Werbach says.

K) Still, gamification only stands to become more popular, he says, “as more and more people come into the workforce who are familiar with the structures and expressions of digital games.” “We are far from reaching the peak,” Cometti agrees. “There is no reason this will go away.”

36.Some famous companies are already using gamification and more are trying to do the same.

37.Gamification is not a miracle cure for all workplaces as it may have negative results.

38.To enhance morale, one company asks its employees to identify their fellow workers when starting their computers.

39.The idea of gamification was practiced by some businesses more than a century ago.

40.There is reason to believe that gamification will be here to stay.

41.Video games contributed in some ways to the wide application of gamification.

42.When turning work into a game, it is necessary to understand what makes games interesting.

43.Gamification in employee training does not always need technology.

44.The most successful gamification platforms transform daily work assignments into fun experiences.

45.It is necessary to use terms other than “gamification” for some professions.

8 The Secret to Raising Smart Kids

A) I first began to investigate the basis of human motivation--and how people persevere after setbacks--as a psychology graduate student at Yale University in the 1960s. Animal experiments by psychologists at the University of Pennsylvania had shown that after repeated failures, most animals conclude that a situation is hopeless and beyond their control. After such an experience an animal often remains passive even when it can effect change--a state they called learned helplessness.

B) People can learn to be helpless, too. Why do some students give up when they encounter difficulty, whereas others who are no more skilled continue to strive and learn? One answer, I soon discovered, lay in people's beliefs about why they had failed.

C) In particular, attributing poor performance to a lack of ability depresses motivation more than does the belief that lack of effort is to blame. When I told a group of school children who displayed helpless behavior that a lack of effort led to their mistakes in math, they learned to keep trying when the problems got tough. Another group of helpless children who were simply rewarded for their success on easier problems did not improve their ability to solve hard math problems. These experiments indicated that a focus on effort can help resolve helplessness and generate success.

D) Later, I developed a broader theory of what separates the two general classes of learners—helpless versus mastery-oriented. I realized these different types of students not only explain their failures differently, but they also hold different "theories" of intelligence. The helpless ones believe intelligence is a fixed characteristic: you have only a certain amount, and that's that. I call this a "fixed mind-set (思维模式). " Mistakes crack their self-confidence because they attribute errors to a lack of ability, which they feel powerless to change. They avoid challenges because challenges make mistakes more likely. The mastery-oriented children, on the other hand, think intelligence is not fixed and can be developed through education and hard work. Such children believe challenges are energizing rather than intimidating (令人生畏); they offer opportunities to learn. Students with such a growth mind-set were destined (注定) for greater academic success and were quite likely to outperform their counterparts.

E) We validated these expectations in a study in which two other psychologists and I monitored 373students for two years during the transition to junior high school, when the work gets more difficult and the grading more strict, to determine how their mind-sets might affect their math grades. At the beginning of seventh grade, we assessed the students' mind-sets by asking them to agree or disagree with statements such as "Your intelligence is something very basic about you that you can't really change. " We then assessed their beliefs about other aspects of learning and looked to see what happened to their grades.

F) As predicted, the students with a growth mind-set felt that learning was a more important goal than getting good grades. In addition, they held hard work in high regard. They understood that even geniuses have to work hard. Confronted by a setback such as a disappointing test grade, students with a growth mind-set said they would study harder or try a different strategy. The students who held a fixed mind-set, however, were concerned about looking smart with less regard for learning. They had negative views of effort, believing that having to work hard was a sign of low ability. They thought that a person with talent or intelligence did not need to work hard to do well. Attributing a bad grade to their own lack of ability, those with a fixed mind-set said that they would study less in the future, try never to take that subject again and consider cheating on future tests.

G) Such different outlooks had a dramatic impact on performance. At the start of junior high, the math achievement test scores of the students with a growth mind-set were comparable to those of students who displayed a fixed mind-set. But as the work became more difficult, the students with a growth

mind-set showed greater persistence. As a result, their math grades overtook those of the other students by the end of the first semester--and the gap between the two groups continued to widen during the two years we followed them.

H) A fixed mind-set can also hinder communication and progress in the workplace and discourage or ignore constructive criticism and advice. Research shows that managers who have a fixed mind-set are less likely to seek or welcome feedback from their employees than are managers with a growth mind-set.

I) How do we transmit a growth mind-set to our children? One way is by telling stories about achievements that result from hard work. For instance, talking about mathematical geniuses who were more or less born that way puts students in a fixed mind-set, but descriptions of great mathematicians who fell in love with math and developed amazing skills produce a growth mind-set.

J) In addition, parents and teachers can help children by providing explicit instruction regarding the mind as a learning machine. I designed an eight-session workshop for 91 students whose math grades were declining in their first year of junior high. Forty-eight of the students received instruction in study skills only, whereas the others attended a combination of study skills sessions and classes in which they learned about the growth mind-set and how to apply it to schoolwork. In the growth mind-set classes, students read and discussed an article entitled "You Can Grow Your Brain. " They were taught that the brain is like a muscle that gets stronger with use and that learning prompts the brain to grow new connections. From such instruction, many students began to see themselves as agents of their own brain development. Despite being unaware that there were two types of instruction, teachers reported significant motivational changes in 27% of the children in the growth mind-set workshop as compared with only 9% of students in the control group.

K) Research is converging (汇聚) on the conclusion that great accomplishment and even genius is typically the result of years of passion and dedication and not something that flows naturally from a gift.

36. The author's experiment shows that students with a fixed mind-set believe having to work hard is an indication of low ability.

37. Focusing on effort is effective in helping children overcome frustration and achieve success.

38. We can cultivate a growth mind-set in children by telling success stories that emphasize hard work and love of learning.

39. Students' belief about the cause of their failure explains their attitude toward setbacks.

40. In the author's experiment, students with a growth mind-set showed greater perseverance in solving difficult math problems.

41. The author conducted an experiment to find out about the influence of students' mind-sets on math learning.

42. After failing again and again, most animals give up hope.

43. Informing students about the brain as a learning machine is a good strategy to enhance their motivation for learning.

44. People with a fixed mind-set believe that one's intelligence is unchangeable.

45. In the workplace, feedback may not be so welcome to managers with a fixed mind-set.

9 Can Burglars Jam Your Wireless Security System?

[A]Any product that promises to protect your home deserves careful examination. So it isn't surprising that you'll find plenty of strong opinions about the potential vulnerabilities of popular home-security systems.

[B]The most likely type of burglary（入室盗窃）by far is the unsophisticated crime of opportunity, usually involving a broken window or some forced entry. According to the FBI, crimes like these accounted roughly two-thirds of all household burglaries in the US in 2013.The wide majority of the rest were illegal, unforced entries that resulted from something like a window being left open. The odds of a criminal using technical means to bypass a security system are so small that the FBI doesn't even track those statistics.

[C]One of the main theoretical home-security concerns is whether or not a given system is vulnerable to being blocked from working altogether. With wired setups, the fear is that a burglar（入室盗贼）might be able to shut your system down simply by cutting the right cable. With a wireless setup, you stick battery-powered sensors up around your home that keep an eye on windows, doors, motion, and more. If they detect something wrong while the system is armed, they'll transmit a wireless alert signal to a base station that will then raise the alarm. That approach will eliminate most cord-cutting concerns—but what about their wireless equivalent, jamming? With the right device tuned to the right frequency, what's to stop a thief from jamming your setup and blocking that alert signal from ever reaching the base station?

[D]Jamming concerns are nothing new, and they're not unique to security systems. Any device that's built to receive a wireless signal at a specific frequency can be overwhelmed by a stronger signal coming in on the same frequency. For comparison, let's say you wanted to “jam” a conversation between two people—all you'd need to do is yell in the listener's ear.

[E] Security devices are required to list the frequencies they broadcast on—that means that a potential thief can find what they need to know with minimal Googling. They will, however, need so know what system they're looking for. If you have a sign in your yard declaring what setup you use, that'd point them in the right direction, though at that point, we're talking about a highly targeted, semi-sophisticated attack, and not the sort forced-entry attack that makes up the majority of burglaries. It's easier to find and acquire jamming equipment for some frequencies than it is for others.

[F] Wireless security providers will often take steps to help combat the threat of jamming attacks. SimpliSafe, winner of our Editor's Choice distinction, utilizes a special system that's capable of separating incidental RF interference from targeted jamming attacks. When the system thinks it's being jammed, it'll notify you via push alert（推送警报）. From there, it's up to you to sound the alarm manually.

[G] SimpliSafe was singled out in one recent article on jamming, complete with a video showing the entire system being effectively bypassed with handheld jamming equipment. After taking appropriate measures to contain the RF interference to our test lab, we tested the attack out for ourselves, and were able to verify that it's possible with the right equipment. However, we also verified that SimpliSafe's anti-jamming system works. It caught us in the act, sent an alert to my smartphone, and also listed our RF

interference on the system's event log. The team behind the article and video in question make no mention of the system, or whether or not in detected them.

[H]We like the unique nature of that software. It means that a thief likely wouldn't be able to Google how the system works, then figure out a way around it. Even if they could, SimpliSafe claims that its system is always evolving, and that it varies slightly from system to system, which means there wouldn't be a universal magic formula for cracking it. Other systems also seem confident on the subject of jamming. The team at Frontpoint addresses the issue in a blog on its site, citing their own jam protection software and claiming that there aren't any documented cases of successful jam attack since the company began offering wireless security sensors in the 1980s.

[I] Jamming attacks are absolutely possible. As said before, with the right equipment and the right know-how, it's possible to jam any wireless transmission. But how probable is it that someone will successfully jam their way into your home and steal your stuff?

[J] Let's imagine that you live in a small home with a wireless security setup that offers a functional anti-jamming system. First, a thief is going to need to target your home, specifically. Then, he's going to need to know the technical details of your system and acquire the specific equipment necessary for jamming your specific setup. Presumably, you keep your doors locked at night and while you're away. So the thief will still need to break in. That means defeating the lock somehow, or breaking a window. He'll need to be jamming you at this point, as a broken window or opened door would normally release the alarm. So, too, would the motion detectors in your home, so the thief will need to continue jamming once he's inside and searching for things to steal. However, he'll need to do so without tripping the anti-jamming system, the details of which he almost certainly does now have access to.

[K]At the end of the day, these kinds of systems are primarily designed to protect against the sort of opportunistic smash-and-grab attack that makes up the majority of burglaries. They're also only a single layer in what should ideally be a many-sided approach to securing your home, one that includes common sense things like sound locks and proper exterior lighting at night. No system is impenetrable, and none can promise to eliminate the worst case completely. Every one of them has vulnerabilities that a knowledgeable thief could theoretically exploit. A good system is one that keeps that worst-case setting as improbable as possible while also offering strong protection in the event of a less-extraordinary attack.

36. It is possible for burglars to make jamming attacks with the necessary equipment and skill.

37. Interfering with a wireless security system is similar to interfering with a conversation.

38. A burglar has to continuously jam the wireless security device to avoid triggering the alarm, both inside and outside the house.

39. SimpliSafe provides devices that are able to distinguish incidental radio interference from targeted jamming attacks.

40. Only a very small proportion of burglaries are committed by technical means.

41. It is difficult to crack SimpliSafe as its system keeps changing.

42. Wireless devices will transmit signals so as to activate the alarm once something wrong is detected.

43. Different measures should be taken to protect one's home from burglary in addition to the wireless security system.

44. SimpliSafe's device can send a warning to the house owner's cellphone.

45. Burglars can easily get a security device's frequency by Internet search.

10 The Perfect Essay

A. Looking back on too many years of education, I can identify one truly impossible teacher. She cared about me, and my intellectual life, even when I didn't. Her expectations were high--impossibly so. She was an English teacher. She was also my mother.

B. When good students turn in an essay, they dream of their instructor returning it to them in exactly the same condition, save for a single word added in the margin of the final page : "Flawless." This dream came true for me one afternoon in the ninth grade. Of course, I had heard that genius could show itself at an early age, so I was only slightly taken aback that I had achieved perfection at the tender age of 14.Obviously, I did what any professional writer would do; I hurried off to spread the good news. I didn't get very far. The first person I told was my mother.

C. My mother, who is just shy of five feet tall, is normally incredibly soft-spoken, but on the rare occasion when she got angry, she was terrifying. I am not sure if she was more upset by my *hubris*(得意忘形) or by the fact that my English teacher had let my ego get so out of hand. In any event, my mother and her red pen showed me how deeply flawed a flawless essay could be. At the time, I am sure she thought she was teaching me about mechanics, *transitions* (过渡), structure, style and voice. But what I learned, and what stuck with me through my time teaching writing at Harvard, was a deeper lesson about the nature of creative criticism.

D. First off, it hurts. Genuine criticism, the type that leaves a lasting mark on you as a writer, also leaves an existential *imprint* (印记) on you as a person. I have heard people say that a writer should never take criticism personally. I say that we should never listen to these people.

E. Criticism, at its best, is deeply personal, and gets to the heart of why we write the way we do. The intimate nature of genuine criticism implies something about who is able to give it, namely, someone who knows you well enough to show you how your mental life is getting in the way of good writing. Conveniently, they are also the people who care enough to see you through this painful realization. For me it took the form of my first, and I hope only, encounter with writer's block--I was not able to produce anything for three years.

F. Franz Kafka once said: "Writing is utter *solitude* (独处), the descent into the cold *abyss* (深渊) of oneself." My mother's criticism had shown me that Kafka is right about the cold abyss, and when you make the *introspective* (内省的) descent that writing requires you are not always pleased by what you find. But, in the years that followed, her sustained tutoring suggested that Kafka might be wrong about the solitude. I was lucky enough to find a critic and teacher who was willing to make the journey of writing with me."It is a thing of no great difficulty," according to Plutarch, "to raise objections against

another man's speech, it is a very easy matter; but to produce a better in its place is a work extremely troublesome." I am sure I wrote essays in the later years of high school without my mother's guidance, but I can't recall them. What I remember, however, is how she took up the "extremely troublesome" work of ongoing criticism.

G. There are two ways to interpret Plutarch when he suggests that a critic should be able to produce "a better in its place." In a straightforward sense, he could mean that a critic must be more talented than the artist she *critiques* (评论).My mother was well covered on this count. But perhaps

Plutarch is suggesting something slightly different, something a bit closer to Marcus Cicero's claim that one should "criticize by creation, not by finding fault." Genuine criticism creates a precious opening for an author to become better on his own terms--a process that is often extremely painful, but also almost always meaningful.

H. My mother said she would help me with my writing, but first I had to help myself. For each assignment, I was to write the best essay I could. Real criticism is not meant to find obvious mistakes, so if she found any--the type I could have found on my own--I had to start from scratch. From scratch. Once the essay was "flawless," she would take an evening to walk me through my errors. That was when true criticism, the type that changed me as a person, began.

I. She criticized me when I included little-known references and professional *jargon* (行话).She hadno patience for brilliant but irrelevant figures of speech."Writers can't *bluff* (虚张声势) their way through ignorance." That was news to me--I would need to freed another way to structure my daily existence.

J. She trimmed back my flowery language, drew lines through my exclamation marks and argued for the value of restraint in expression."John," she almost whispered. I leaned in to hear her: "I can't hear you when you shout at me." So I stopped shouting and bluffing, and slowly my writing improved.

K. Somewhere along the way I set aside my hopes of writing that flawless essay. But perhaps I missed something important in my mother's lessons about creativity and perfection. Perhaps the point of writing the flawless essay was not to give up, but to never willingly finish. Whit man repeatedly reworked "Song of Myself' between 1855 and 1891.Repeatedly.We do our absolute best with a piece of writing, and come as close as we can to the ideal. And, for the time being, we settle. In critique, however, we are forced to depart, to give up the perfection we thought we had achieved for the chance of being even a little bit better. This is the lesson I took from my mother: If perfection were possible, it would not be motivating.

46.The author was advised against the improper use of figures of speech.

47.The author's mother taught him a valuable lesson by pointing out lots of flaws in his seemingly perfect essay.

48.A writer should polish his writing repeatedly so as to get closer to perfection.

49.Writers may experience periods of time in their life when they just can't produce anything.

50.The author was not much surprised when his school teacher marked his essay as "flawless".

51.Criticizing someone's speech is said to be easier than coming up with a better one.

52.The author looks upon his mother as his most demanding and caring instructor.

53.The criticism the author received from his mother changed him as a person.

54.The author gradually improved his writing by avoiding fancy language.

55.Constructive criticism gives an author a good start to improve his writing.

KEYS:

1. IGDNA KHMFC
2. HEGBK FIHJG
3. ELHFA JGNDI
4. KDMGB LHFJC
5. EJGCN FBLDH
6. DBFOG EJMCH
7. KOJDG BEMLC
8. FCIFG EAJDH
9. IDJFB HCKGE
10. ICKEB FAHJG