

## Passage I

You are going to read a passage with 10 statements attached to it. 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.

### Leisure Time and Technology

- A) Leisure time constitutes a period of free time that may be spent in any manner one chooses. It provides a framework for a very wide scope of individual leisure activities: from active to passive pursuits; from personal productivity to showy consumption; from relaxing, quiet activities at home such as reading to making music and attending parties; from indoor activities such as watching TV or playing computer games to going to restaurants, fairs and museums; and, finally, from shopping and participating in outdoor sports to space tourism. These are activities that occur in very different contexts and circumstances, some of which can only be undertaken with the aid of some type of technology. Historical research on these highly individualized leisure-time activities, their transformation and the period-specific activities of individuals can be just as informative as analyses of the social, economic and technological conditions that influenced them.
- B) Leisure time appears to have been first distinguished from heteronymous (相关而异名的) learning within the context of the school system. Over the course of industrialization, the concept was subsequently contrasted with gainful employment. Recognizing that people had free time even before the concept of “leisure” was formulated, it is useful to look more closely at its availability and how it was utilized in the more distant past.
- C) Enlightenment ideas about freedom and human development contributed greatly to the positive conception of leisure time as an interval that should be spent productively and further the individual education. From the mid-19th century onward, the availability of leisure time generally continued to increase. The hallmark (特点) of most leisure-time activities, at least since the beginning of industrialization, has been the interpenetration (相互渗透) of leisure and technology. This has occurred because the gains in productivity resulting from the use of technology have led to an increase in time and money, the principal commodities that make participation in leisure possible. Whether watching TV at home or taking a holiday flight, leisure-time activities have

been increasingly influenced by technology. Technology, as a consequence, has become more and more connected with both the economical conditions for the possibility of leisure and the actual leisure-time activities themselves.

### Leisure-Time Activities at a Glance

- D) Traditional forms of leisure-time activities have included dancing, various kinds of celebrations, visiting fairs and bars, attending the opera and theater, as well as reading, painting and playing music. Beginning in the 18th century, Grand Tours<sup>1</sup> (educational excursions that were at first reserved for the nobility) and attending salons became common, as did visits to museums at the turn of the 19th century. Finally, strolling through the city came to be a classic pastime in the 19th century. With the growth of cities during industrialization, not only cities turned into tourist attractions, but also apparently untouched natural areas as alternative realities to human-engineered urban environments. Numerous sports were adopted from England in the second half of the 19th century and quickly spread across the Continent. The period before the First World War showed evidence of efforts being made to engage many people in sports and to establish a link between leisure sports and health.
- E) While the first world exhibition in 1851 in London's Crystal Palace<sup>2</sup> featured different technical advances, entertainment became a focal point in subsequent decades. An amusement park ride—the first ferris wheel (摩天轮)—was the symbol of the 1893 Chicago Fair. The fair reached its peak in popularity during industrialization, as the use of steam and later on electric motors enabled ever-faster and more complex rides and contemporary modes of transportation gave new design impulses for carousel wagons (旋转木马). All these fairground businesses were adorned by progressively brighter electric lighting.
- F) Besides fair and comedian performances, the cinema became one of the most important leisure-time activities, its heyday (全盛时期) lasting until the 1960s when TVs became available for the masses. The advent of radio in the 1920s signified an unprecedented technology-based expansion of domestic leisure since it permitted the audience to experience in real-time events that happened outside their homes. This development would be intensified with the invention of television and the Internet. Compared to the passive forms of recreation represented by radio and television, however, the Internet requires at least some degree of active involvement. Starting in the 1950s, rising wages and a growing number of vacation days led to a substantial expansion of tourist travel. Both the distance to destinations and the overall number of tourists grew considerably.
- G) If leisure time in the 1950s was characterized by a desire for rest and recreation due to the long periods of work, its devotion to the purpose of consumption would become the norm in the following decades. Cars, televisions and clothing developed into status symbols. The rise of the consumer society coincided with the development of shopping as a pastime for all classes. For many people this led to the accumulation of a growing number of leisure-time accessories, from games, books and cameras to music and video equipment as well as sporting paraphernalia (装备). Owing to an initial saturation (饱和) of the demand for such merchandise in the 1980s,

advertising now linked shopping to tourism—signaling the start of a redefinition of leisure. The goal of having a special kind of experience had now become paramount (至高无上的).

### Leisure-Time Activities and Leisure-Time Mobility

- H) The railway, the bicycle, the automobile and the airplane—they drastically changed people’s mobility. These developments also influenced leisure-time travel, making new destinations accessible. The British rail companies introduced trains that were used exclusively for excursions already at an early stage of railway development. As a result, coastal locations were now as accessible as attractive regions closer to home. Sporting events and industrial fairs were also target destinations for special trains. Adding to the excursion traffic of regular trains, these special trains already carried several million passengers by 1860. Contemporaries were well aware that a new type of mobility had emerged which they equated with progress.
- I) Construction of the Austrian Southern Railway (Vienna–Trieste) made it easier for Vienna’s residents to indulge in their interest in alpine hiking or summer recreation, giving the tourist industry in the Rax and Schneeberg region a substantial boost. Hiking and climbing routes, chalets (小木屋) and inns, mountain railways and cable cars and, later, ski slopes were all being constructed. For a region that had been used to some extent by agriculture, but had remained in other parts largely untouched by men, the pursuit of leisure-time activities in the area caused dramatic changes. A similar development has occurred in the Mediterranean since the late 1960s, although on a much larger scale. The establishment of charter services, promising shorter travel times and lower costs, triggered a rush of tourists to the Mediterranean shores that had been developed (or disfigured) since the 1960s to accommodate a massive inflow of visitors. In Andalusia, the resulting structural changes were especially extreme: A rural and largely coastal region of mostly fishing villages was covered with the city-like development of an area 100 kilometers long, but only a few hundred meters wide.
- J) The growth of leisure-time travel had an impact on individual leisure-time activities and consumer demand. Technology made new kinds of events possible such as film screenings and also brought larger audiences to more traditional events. In the 1930s, when concerts could first be supported by sound systems, it also became possible to have performances on large open-air stages or in sports arenas. As radio and, later, television broadcasts hit the air waves, the size of the potential audience expanded even further. More recently, performances have been enhanced by multimedia presentations on large screens. Musical experiences changed along with the development of new media. Some directors saw the artistic potential of incorporating sound’s new acoustic possibilities into their productions such as by using music at different moments to augment certain scenes. The composers’ and performers’ experimentations with technology not only influenced potential concertgoers, but also opened the way to novel kinds of creativity.

(1,329 words)

Time taken: \_\_\_\_\_ minutes

- \_\_\_\_\_ 1 The building of the Austrian Southern Railway stimulated the tourist industry in the Rax and Schneeberg region.
- \_\_\_\_\_ 2 After their demand for leisure-time merchandise was satisfied in the 1980s, people then desired to have a special kind of travel experience.
- \_\_\_\_\_ 3 Technology makes it possible for people to own more time and money, and thus they can afford leisure-time activities.
- \_\_\_\_\_ 4 Higher wages and more vacation days enabled people to travel to more distant places.
- \_\_\_\_\_ 5 Technology once attracted more audiences to traditional events.
- \_\_\_\_\_ 6 In the process of industrialization, the concept of leisure time formed in contrast with gainful employment.
- \_\_\_\_\_ 7 Historical research on leisure-time activities can be as informative as analyses of the social, economic and technological conditions that had effects on them.
- \_\_\_\_\_ 8 Enlightenment ideas about freedom and human development had a positive influence on people's conception of leisure time.
- \_\_\_\_\_ 9 Evidence showed that before World War I, efforts were made to involve people in sports in order to improve their health.
- \_\_\_\_\_ 10 The development of transportation such as the automobile and airplane provided people with accesses to new travel destinations.

## Cultural Notes

- 1 **Grand Tour** was a trip round Europe made in the past by young British or American people from rich families as part of their education. The custom flourished from about 1660 until the advent of large-scale rail transit in the 1840s, and was associated with a standard itinerary. It served as an educational rite of passage. Though primarily associated with the British nobility and wealthy landed gentry, similar trips were made by wealthy young men of Protestant Northern European nations on the Continent.
- 2 The **Crystal Palace** was a cast-iron and glass building originally erected in Hyde Park to house the Great Exhibition of 1851. Following the success of the exhibition, the palace was moved and reconstructed from 1852 to 1854 in a modified and enlarged form on Sydenham Hill in south London. In 1936, the Crystal Palace was tragically destroyed in a spectacular fire.

## Passage II

You are going to read a passage with 10 statements attached to it. 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.

### How to Read a Painting

- A) Art is a great status symbol in modern society and because of that it can be quite intimidating to the casual viewer. For many the first impulse is to blow it off, to see it as a worthless plaything for the rich and boring. This is too bad, not only because art can be a great source of pleasure in our lives, but also because even a passing acquaintance with art can enrich and deepen our understanding of the world around us.
- B) Fortunately, developing a casual understanding of art is not all that difficult. It is true that some people devote their entire lives to studying the minutest details of an artist's work, but there's no need to become an expert to have a meaningful relationship with art. All it takes is a moderate attention to detail, a little bit of patience, and a willingness to reflect on your own feelings.
- C) Here, I'll show you a quick way to approach and appreciate a painting, although the ideas here can be applied to works in other mediums (sculpture, drawing, even architecture and fashion) quite easily. There's no shortcut to understanding I can give; great art rewards the hundredth viewing as much as the first, and you can spend a lifetime pondering the decisions an artist made in one painting. Instead, I'll try to give you a process to follow that will help you get the most out of a painting the first time you see it.
- D) While I'm on the subject, a word about "great art", Andy Warhol said that if you want to tell a good painting from a bad one, first look at a thousand paintings. There are no hard and fast rules about what makes a piece great, mediocre, or bad; remember, van Gogh's<sup>1</sup> work was once considered amateurish and forgettable. There are, of course, standards that matter within the professional art world, but you don't owe the professionals anything, so don't worry too much about what they think qualifies as "great".

#### Take a look.

- E) Art should appeal to you first through your senses. That doesn't mean a painting has to be beautiful to be good, but it must grab your eye in some way. Give a work a moment to do its thing—some works are intriguing in subtle ways. A work might grab your attention through its subject matter, its use of color, an interesting juxtaposition (并列) of objects, its realistic appearance, a visual joke, or any number of other factors.
- F) Once you've gotten an overall look at the painting, ask yourself "What's this picture of?" That is, what is the subject of the painting? The subject might be a landscape, a person or group of people,

a scene from a story, a building or city scene, an animal, a still life (a collection of everyday items like a bowl of fruit, a pile of books, or a set of tools), a fantasy scene, and so on. Some paintings won't have a subject—much of the work of the 20th century is abstract, playing with form and color and even the quality of the paint rather than representing reality.

- G) Scenes from the Bible or from classical mythology are popular in older works, such as one of the paintings by Bruegel, which represents the Tower of Babel<sup>2</sup>. Since the end of the 19th century, scenes of everyday life have become more common. If you know the story, you're one step ahead of the game, but it's possible to enjoy the work without knowing the story it illustrates.

### What's that all about?

- H) Look for symbols. A symbol, very simply, is something that means something else. The Tower of Babel is a well-known symbol in Western society, representing both the dangers of pride and the disruption of human unity. Often a painting will include very clear symbols—skulls, for instance, were often included in portraits of the wealthy to remind them that their wealth was only worldly and, in the grand scheme of things, ultimately meaningless. But just as often the symbolism is unique, so is the artist's own individual statement. Don't get caught in the trap of trying to figure out "what the artist meant"; focus instead on what the work says to you.

### How'd they do that?

- I) The next consideration is style, which is essentially the mark of the artist's individual creativity on the canvas. Some artists follow well-established styles—many Renaissance (文艺复兴时期的) portraits look almost exactly alike to the casual viewer, for instance—while others go out of their way to be different and challenging. Some artists create closely-detailed, finely-controlled works, while others slap paint around almost freely creating a wild, fantastic effect.
- J) It may not seem as obvious as the subject and symbolism, but style can also convey meaning to a viewer. For example, Jackson Pollock's famous drip paintings convey the motion and freedom of the artist in the act of creation, despite being completely abstract. Vermeer's *Milkmaid*, on the other hand, is notable for its incredibly fine detail and careful application of thin glazes of oil paints (which doesn't come across in a photograph, alas) which create a luminous quality, imparting a kind of nobility and even divinity to the simple act of a servant pouring milk.

### My kid could do that!

- K) A large part of the appeal of art is emotional—some artists go out of their way to inspire strong reactions ranging from awe and lust to anger and disgust. It's easy to dismiss works that upset our notion of what art could be, and any visitor to a gallery of modern art is likely to overhear at least one person complaining that "any three-year-old with a box of crayons could do that!"
- L) Knowing that an artist may be deliberately evoking an emotional response, it pays to take a moment and question our immediate reactions. If a work makes you angry, ask yourself why. What is it about the work that upsets you? What purpose might the artist have in upsetting you?

Likewise, if your feelings are positive, why are they positive? What about the painting makes you happy? And so on—take the time to examine your own emotions in the presence of the painting.

**M)** This is by no means a complete introduction to art, let alone a complete course, but it should help get you started in appreciating art. The more you know, the better the experience will become, but you don't need to know much to get at least something out of a painting. Keep in mind these four concepts (I'm trying not to call them the "Four Ss")—subject, symbolism, style, and self-examination—and pay a visit to your local art museum or gallery and see if you don't find something worth your time.

(1,133 words)

**Time taken:** \_\_\_\_\_ **minutes**

- \_\_\_ 1 Skulls in portraits of the rich serve as a symbol to remind them that wealth is worldly, and meaningless at the end of life.
- \_\_\_ 2 Many paintings of the 20th century only play with form, color, or quality, and do not have subjects.
- \_\_\_ 3 If you want to cultivate a general understanding of art, you only need to pay some attention to detail, have a little patience and be willing to examine your feelings.
- \_\_\_ 4 A painting appealing to you must capture your eye in one way or another although it is not necessarily beautiful.
- \_\_\_ 5 A little knowledge of art can help people understand their real world better.
- \_\_\_ 6 It pays to take time to examine your own feelings and reactions in front of paintings.
- \_\_\_ 7 Not knowing the story a painting illustrates will not stop you from appreciating it.
- \_\_\_ 8 If you go to local art museums or galleries with the concepts of subject, symbolism, style and self-examination in mind, you are most likely to find something worth observing.
- \_\_\_ 9 Appreciating hundreds of paintings is the first step toward helping you distinguish a good painting from a bad one.
- \_\_\_ 10 Most of the art attraction comes to us by means of emotions.

## Cultural Notes

- 1 **Van Gogh** (1853-1890), born in Holland, was a Post-Impressionist painter whose works, notable for rough beauty, emotional honesty, and bold color, had a far-reaching influence on 20th-century art. After years of painful anxiety and frequent bouts of mental illness, he died at the age of 37 from a gunshot wound, generally accepted to be self-inflicted (although no gun was ever found). His famous works include *Sunflowers*, *The Starry Night*, etc.
- 2 The **Tower of Babel** is a story in the Old Testament of the Bible. According to the story, everyone originally spoke the same language, but when people tried to build a tower that would reach up to Heaven, God prevented them by making them all speak different languages. Then people could not understand each other, and were unable to finish building the tower. People sometimes use the word “babel” to talk about a situation in which many people are talking at the same time and it is impossible to understand anyone.

## Passage III

You are going to read a passage and answer the questions following it.

For questions 1-7, mark

- |    |                 |  |
|----|-----------------|--|
| Y  | (for YES)       | if the statement agrees with the information given in the passage; |
| N  | (for NO)        | if the statement contradicts the information given in the passage; |
| NG | (for NOT GIVEN) | if the information is not given in the passage.                    |

For questions 8-10, complete the sentences with the information given in the passage.

## Developing a Model Leisure Education Program

Despite the fact that most people take their leisure time for granted, it is, in fact, an important component of every individual's life. For youth, leisure time can be an opportunity for positive activities and development of life skills, or it can be filled with boredom and negative experiences. Coming Up Taller (2002) reports that about 40 percent of a youth's time can be labeled as discretionary (自由决定的) or unsupervised. It is during this unoccupied time that many youths have the opportunity to develop attitudes and choose friends that contribute to negative or sometimes, antisocial behavior. Many people incorrectly believe that children naturally know how to fill their leisure time with healthy, positive and life-enhancing activities. Csikszentmihalyi supports this notion when he suggests that although many people believe that few skills are involved in enjoying free time, in actuality the opposite is true. He states “free time is more difficult to enjoy than work”. Free time can be difficult to enjoy when a youth experiences barriers to optimal use of leisure time. These barriers can include transportation to after-school activities and other programs, adequate money to



pay for leisure programs and supplies, motivation to be involved in positive activities, friends to enjoy activities with, and knowledge of what is available for them to enjoy.

With many leisure education programs available, it can be argued that there are a great variety of topics and goals that could be used for each program. However, in researching leisure education programs it is clear that they have many commonalities. Most programs focus their curriculum on leisure attitudes and self-awareness, developing skills for leisure activities and for planning activities, overcoming barriers to leisure and developing community resource skills. Although there is no widely accepted “ideal” leisure education model, D’Attilo suggests a formula for developing a comprehensive leisure education program based on the writings and studies of several authors.

The first component of a suggested leisure education program is appreciating leisure. In order to appreciate leisure, students must understand it, consider the benefits of participating, identify with the flexibility of leisure possibilities and develop an understanding of when and where leisure is available to them. One way that a leisure education program facilitator can help students develop an appreciation for leisure is to have students participate in a values clarification exercise. Values clarification in leisure can help a student understand why they choose the activities they do. According to Piatt, values are what motivate a person to choose the things that they do in their free time.

In the second component of D’Attilo’s model leisure education program, students must “develop knowledge about themselves in a leisure context”. This includes such experiences as identifying leisure preferences, thinking about past, present and future leisure involvement, and critically evaluating personal attitudes to leisure. Researchers have found that many students who have special needs have little knowledge of recreation resources. In a study by Mithaug, Horiuchi, and Fanning, less than half of the student subjects were socially active or integrated into the community after graduating and moving into secondary schools. Leisure education curriculum can include sessions that help students develop awareness of what types of activities are pleasurable to them.

In the third component of a comprehensive leisure education program, D’Attilo suggests that students become self-determined in their leisure in order to “take control” of their personal choice and freedom. Essentially, self-determination can help a student understand that they have the ability to make choices related to their leisure involvement, but that there are consequences related to their choices. In addition, studying self-determination may include assertiveness training. Pesavento suggests that leisure skills such as assertiveness training may help students cope with pressure from peers and conflict management.

D’Attilo recommends that students also learn social interaction skills for leisure involvement. According to Austin, the development of social skills is important to “enhance self-esteem as clients take pride in their abilities to gain new skills and receive social reinforcement during social interactions”. D’Attilo identifies specific areas of importance when considering the development of social skills. These include verbal and nonverbal communication and the ability to initiate and develop friendships. In addition, students should be able to understand and identify rules in the social milieu (环境), and demonstrate social competence in situations that may be encountered in daily life.

The fifth area of focus for model leisure education programs is using resources in leisure. According to D'Attilo, some of the major barriers that people face in leisure involvement are related to resources. These include overcoming barriers such as knowledge of programs, supplies, transportation, and money. In providing leisure education programs, the author suggests that students develop skills in identifying potential contacts for resources, identifying recreation facilities and programs in the community and understanding the types of rules that different recreation programs have for involvement in an activity. The author also suggests that students be able to understand activity and skill requirements and be able to seek out answers to questions about recreation resources.

The sixth element of a model leisure education program as suggested by D'Attilo is developing skills to make decisions related to leisure. The author suggests that although many people have difficulty making decisions related to their leisure lifestyle, students can study problem-solving techniques to facilitate decision-making. In considering the prospect of change, Olson identifies two ways that students can make decisions related to changes in their leisure. These include eliminating the things that detract from leisure, and increasing the things that promote or embrace a healthy leisure lifestyle. To develop decision-making skills in leisure education programs, students should also be able to identify goals and solve problems related to leisure participation.

D'Attilo identifies the final component of an ideal leisure education program as the ability to “acquire recreation activity skills”. As students develop and become proficient in specific skills for participation in leisure activities they become more confident in future leisure endeavors. Iso-Ahola suggests that a student who experiences success at his chosen activity will develop further motivation for other leisure activities, while an individual who is unsuccessful at his chosen activity may feel helpless and experience decreased motivation. It can be argued then that students who develop adequate leisure activity skills that enable them to experience success may become motivated to try additional leisure activities. A leisure education program facilitator can help students become confident in their activity skills by encouraging internal attributions. According to Adams, students are more likely to be motivated for positive leisure involvement if they attribute their success to internal attributions such as their own ability and effort.

In summary, D'Attilo recommends seven components of a model leisure education program. These include lessons on: appreciating leisure, becoming aware of self in leisure, becoming self-determined in leisure, interacting socially during leisure, using resources in leisure, making decisions related to leisure, and acquiring activity skills for recreation.

Leisure education is a valuable type of program for recreation and after-school organizations to develop and cultivate. In addition, the variety of models and curriculums that have been developed provide excellent examples of model programs, several of which can be purchased and implemented without taking the time to develop a curriculum from scratch. Should an organization elect to develop their own curriculum, D'Attilo has shown that there are seven effective subjects to consider when putting together a leisure education curriculum. Regardless of illness or disability, it is important for all youths to have the opportunity to develop leisure skills and have positive leisure experiences. As Pesavento states, through leisure education programs, some youths have their first

experience of lifelong leisure experiences. These experiences can help develop skills that enable the student to succeed in other areas of life.

In conclusion, professionals in the recreation and leisure studies field are often said to be in the business of improving people's quality of life. When comparing this common statement with Mundy's suggested idea of leisure education—the goal of leisure education is to enable individuals to enhance the quality of their lives through leisure—it is clear that it is the responsibility of recreation professionals everywhere to make sure that leisure education programs are a part of every after-school program and available to every youth throughout the community.

(1,374 words)

**Time taken:** \_\_\_\_\_ **minutes**

- 1 According to Coming Up Taller (2002), many youths have the opportunity to do positive activities during their unsupervised time. ( )
- 2 Csikszentmihalyi believes that a number of skills should be involved in enjoying leisure time. ( )
- 3 Although there are many leisure education programs, they have a lot in common. ( )
- 4 In the second component of a comprehensive leisure education program, D'Attilo suggests that students become self-determined in their leisure. ( )
- 5 According to Pesavento, leisure skills may be beneficial for students to communicate with their parents. ( )
- 6 Austin thinks that the development of social skills is important to boost self-esteem, while D'Attilo disagrees. ( )
- 7 A student with successful experience in one leisure activity may become motivated to try additional leisure activities. ( )
- 8 The passage mainly tells about \_\_\_\_\_ of a model leisure education program recommended by D'Attilo.
- 9 If an organization plans to start a leisure education program without developing a curriculum from scratch, they can \_\_\_\_\_ some of the model programs.
- 10 According to Mundy, the purpose of leisure education is to enhance the \_\_\_\_\_ of individuals' lives through leisure.

## Expanding Vocabulary

**Complete the following sentences with the appropriate form of the words given in brackets.**

- 1 You need to provide your \_\_\_\_\_ card or passport to get a ticket. (identify)
- 2 They have attempted to take the \_\_\_\_\_ in dealing with the problem. (initiate)
- 3 Environment protection \_\_\_\_\_ has increased over the years. (aware)

- 4 All passengers are \_\_\_\_\_ to show their tickets when boarding the train. (requirement)
- 5 What the \_\_\_\_\_ child needs is just encouragement. (succeed)
- 6 The manufacturers disclaimed all the \_\_\_\_\_ for the damage caused by misuse. (responsible)
- 7 The school offers many recreational \_\_\_\_\_ to the students. (act)
- 8 In \_\_\_\_\_, the advantages of studying abroad outweigh its disadvantages. (conclude)
- 9 These brief remarks may serve to \_\_\_\_\_ the fact relative to this problem. (clarification)
- 10 This paper raises another \_\_\_\_\_ to cure lung cancer. (possible)

## Passage I

You are going to read a passage with 10 statements attached to it. 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.

### People First Language—Describing People with Disabilities

#### Who are people with disabilities?

- A) People with disabilities are—first and foremost, people—people who have individual abilities, interests and needs. For the most part, they are ordinary individuals seeking to live ordinary lives. People with disabilities are moms, dads, sons, daughters, sisters, brothers, friends, neighbors, co-workers, students and teachers. About 54 million Americans—one out of every five individuals—have a disability. Their contributions enrich our communities and society as they live, work and share their lives.

#### What do you call a person with a disability?

- B) What words define who you are? The color of your skin or hair? Your age? Your weight? Of course not. When words alone define a person, the result is a label—a label that often reinforces barriers created by negative and stereotypical attitudes. Every individual deserves to be treated with dignity and respect—regardless of gender, ethnicity, religion, sexual orientation, hair color, or anything else.

#### Have a look at the changing images.

- C) Historically, people with disabilities have been regarded as individuals to be pitied, feared or ignored. They have been portrayed as helpless victims, heroic individuals overcoming tragedy, and charity cases who must depend on others for their well-being and care. Media coverage frequently focused on heartwarming features and inspirational stories that reinforced stereotypes and underestimated individuals' capabilities.

- D) Much has changed lately. New laws, disability activism and expanded coverage of disability issues have altered public awareness and knowledge, eliminating the worst stereotypes and misrepresentations. Still, old attitudes, experiences and stereotypes die hard.
- E) People with disabilities continue to seek accurate portrayals that present a respectful, positive view of individuals as active participants of society, in regular social work and home environments. Additionally, people with disabilities are focusing attention on tough issues that affect quality of life, such as accessible transportation, housing, affordable health care, employment opportunities and discrimination.

### Eliminate stereotypes—Words matter!

- F) Every individual, regardless of sex, age, race or ability, deserves to be treated with dignity and respect. As part of the effort to end discrimination—in employment, education and our communities at large—it's important to eliminate prejudicial language.
- G) Like other minorities, the disability community has developed preferred terminology—People First Language. People First Language is an objective and respectful way of acknowledging, communicating and reporting on disabilities. It acknowledges what a person has, and recognizes that a person is not the disability. In putting the person before the disability, People First Language highlights a person's value, individuality and capabilities. It eliminates generalizations, assumptions and stereotypes by focusing on the person rather than the disability.
- H) As the term implies, People First Language refers to the individual first and the disability second. It's the difference in saying the autistic and a child with autism (自闭症). While some people may not use preferred terminology, it's important you don't repeat negative terms that stereotype, devalue or discriminate, just as you'd avoid racial slurs (侮辱性的言辞) and say women instead of gals.
- I) Equally important, ask yourself if the disability is even relevant and needs to be mentioned when referring to individuals, in the same way racial identification is being eliminated from news stories when it is not significant.

### What should you say?

- J) Be sensitive when choosing the words you use. Here are a few guidelines on appropriate language.
- Recognize that people with disabilities are ordinary people with common goals for a home, a job and a family. Talk about people in ordinary terms.
  - Never equate a person with a disability—such as referring to someone as retarded (智力迟钝的), epileptic (癫痫的) or quadriplegic (四肢瘫痪的). These labels are simply medical diagnoses. Use People First Language to tell what a person HAS, not what a person IS.
  - Emphasize abilities not limitations. For example, say a man walks with crutches, not he is crippled.
  - Avoid negative words that imply tragedy, such as *afflicted with*, *suffer*, *victim*, *prisoner* and *unfortunate*.
  - Recognize that a disability is not a challenge to be overcome, and don't say people succeed in spite

of a disability. Ordinary things and accomplishments do not become extraordinary just because they are done by a person with a disability. What is extraordinary are the lengths people with disabilities have to go through and the barriers they have to overcome to do the most ordinary things.

- Use *handicap* to refer to a barrier created by people or the environment. Use *disability* to indicate a functional limitation that interferes with a person’s mental, physical or sensory abilities, such as walking, talking, hearing and learning. For example, people with disabilities who use wheelchairs are handicapped by stairs.
- Do not refer to a person as *bound to* or *confined to* a wheelchair. Wheelchairs are liberating to people with disabilities because they provide mobility.
- Do not use *special* to mean “segregated”, such as separate schools or buses for people with disabilities, or to suggest a disability itself makes someone special.
- Avoid cute euphemisms (委婉的说法) such as *physically challenged*, *inconvenienced* and *differently abled*.
- Promote understanding, respect, dignity and positive outlooks.

**Look at some examples of People First Language.**

Say This	Not This
people with disabilities	the handicapped, the disabled
people without disabilities	normal, healthy, whole or typical people
person who has a congenital (先天的) disability	person with a birth defect
person who has (or has been diagnosed with)...	person afflicted with, suffering from, a victim of...
person who has Down’s syndrome (唐氏综合征)	Down’s person, mongoloid, mongol
person who has (or has been diagnosed with) autism	the autistic
person with quadriplegia, person with paraplegia, person diagnosed with a physical disability	a quadriplegic, a paraplegic
person with a physical disability	a cripple
person of short stature, little person	a dwarf, a midget (侏儒)
person who is unable to speak, person who uses a communication device	dumb, mute
people who are blind, person who is visually impaired	the blind
person with a learning disability	learning disabled
person diagnosed with a mental health condition	crazy, insane, psycho, mentally ill, emotionally disturbed
person diagnosed with a cognitive disability or with an intellectual and developmental disability	mentally retarded, retarded, slow, idiot, moron (痴愚者)

(to be continued)

(continued)

Say This	Not This
person who uses a wheelchair or a mobility chair	confined to a wheelchair, wheelchair-bound
accessible parking, bathrooms, etc.	handicapped parking, bathrooms, etc.

(1,049 words)

Time taken: \_\_\_\_\_ minutes

- \_\_\_ 1 The media usually attracted people's attention on heartwarming stories of people with disabilities.
- \_\_\_ 2 Negative and stereotypical attitudes will be reinforced by the words you choose to describe a person.
- \_\_\_ 3 In spite of remarkable progress, old attitudes and stereotypes toward people with disabilities are hard to abandon.
- \_\_\_ 4 It is improper to use unpleasant terms like *afflicted with*, *suffer*, *victim*, *prisoner* and *unfortunate* to refer to people with disabilities.
- \_\_\_ 5 As an objective and respectful language, People First Language focuses on a person's value, individuality, and capacities rather than his disability.
- \_\_\_ 6 You do not need to mention the disability when referring to people if it is irrelevant.
- \_\_\_ 7 People with disabilities have usually been seen as pitiful people relying on charity.
- \_\_\_ 8 Even euphemisms such as *physically challenged*, *inconvenienced* and *differently abled* shouldn't be used to refer to people with disabilities.
- \_\_\_ 9 Most people with disabilities try to live ordinary lives, and they also make contributions to our communities and society.
- \_\_\_ 10 The elimination of prejudicial language is part of the effort to end discrimination against people with disabilities.



## Passage II

You are going to read a passage with 10 statements attached to it. 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.

### The Three Great Gifts of a Positive No

*A “No” uttered from the deepest conviction is better than a “Yes” merely uttered to please, or worse, to avoid trouble.*

—Gandhi

- A) No. The most powerful and needed word in the language today is also potentially the most destructive and, for many people, the hardest to say. Yet when we know how to use it correctly, this one word has the power to profoundly transform our lives for the better.
- B) Every day we find ourselves in situations in which we need to say No to people on whom we depend. Imagine all the occasions for No that might plausibly arise in the course of an average day.
- C) Over breakfast, your young daughter begs you to buy her a new toy. “No,” you respond, trying to hold the line, “you have enough toys.” “Please, pretty please, all my friends have one.” How can you say “No” without feeling like a bad parent?
- D) When you arrive at work, your boss invites you into her office and asks you to work through the weekend to complete an important project. It is the very weekend you and your spouse have been looking forward to for some much-needed getaway time. But it is the boss who is making the request, and your promotion review is coming up very soon. How can you say No without undermining your relationship with your boss and jeopardizing (危及) your promotion? You are at an internal meeting and your boss’ boss turns angrily to your co-worker, attacks her work scathingly (严厉地), insults her personally, and humiliates her in the most abusive fashion imaginable. Everyone is silent, fearful, frozen, but secretly glad that it’s someone else who is the target of abuse this time. You know the behavior is utterly inappropriate, but how can you possibly speak up and say No?
- E) You come home to find the phone ringing. It is a neighbor and friend, asking if you will serve on a charity committee. The cause is a good one. “You have exactly the skills we need,” your friend cajoles (哄劝). You know that you are already overcommitted, but how can you say No without feeling bad? Just before you go to bed, you put the dog out and he begins to bark loudly, waking up the neighbors. You order him to stop, but he won’t listen. Even with the dog, apparently, it’s not easy to say No.
- F) Sound at all familiar? All these situations have one thing in common: In order to stand up for

what counts, satisfy your needs or those of others, you have to say No to a demand or request that is unwelcome, a behavior that is inappropriate or abusive, or a situation or system that is not working or not fair. According to the sages (智者) of ancient India, there are three fundamental processes at work in the universe: creation, preservation, and transformation. Saying No is essential to all three processes. If you can learn how to say No skillfully and wisely, you can *create* what you want, *protect* what you value, and *change* what doesn't work. These are the three great gifts of a Positive No.

### Create what you want.

- G) Every day, each of us is faced with choices, small and large, where saying Yes to one choice means having to say No to others. Only by saying No to competing demands for your time and energy can you create space for the Yeses in your life, the people and activities that really matter the most to you. Here is the paradoxical secret: You cannot truly say Yes until you can truly say No.
- H) I learned this lesson early on in my career from the well-known and extraordinarily successful investor Warren Buffett. Over breakfast one day, he confided in me that the secret to creating his fortune lay in his ability to say No. "I sit there all day and look at investment proposals. I say No, No, No, No, No, No—until I see one that is *exactly* what I am looking for. And then I say Yes. All I have to do is to say Yes a few times in my life and I've made my fortune." Every important Yes requires a thousand Nos.
- I) No is the key word in defining your strategic focus. Take the example of Southwest Airlines, the most successful airline in the United States and the original model for low-cost airlines worldwide. Its secret, if you think about it, is to deliver a Positive No to its customers. In order to say Yes to success and profitability (the first Yes), its strategy is to say No to reserved seats, No to hot meals, and No to inter-airline baggage transfers. Saying No to these three services, previously considered essential passenger benefits, enables Southwest to organize its planes for an incredibly quick turnaround at airports. This in turn allows Southwest to say Yes (the second Yes) to affordable fares and to a convenient schedule with reliable frequent flights—the qualities most valued by its customers.

### Protect what you value.

- J) Think for a moment about all that matters to you: your personal happiness, the safety of your loved ones, your organization's success, your country's security and sound economic base. Almost everything we care about can be affected or threatened by the behavior of others.
- K) A Positive No enables us to set, maintain, and defend the key boundaries—personal, organizational, and societal—that are essential to protecting what we value. Consider how one group of mothers said No to a seemingly unstoppable epidemic of teenage violence among gangs in their neighborhood in Los Angeles. Feeling utterly helpless at first, the women found strength in prayer and sallied out (出发) from church one evening into the streets, where they engaged the teenagers who were waiting for a fight to start. The women talked with their sons and nephews,

offered them soda and cookies, and listened to their grievances. Surprised, the young men did not fight that night. So the mothers walked out the next night and the next and the next. Responding to the young men's concerns, they started a few small businesses and offered jobs to the youth as well as conflict resolution training. The violence in the neighborhood greatly abated. The mothers' secret was a Positive No. Their first Yes was to peace and safety, their No was to violence, and their second Yes was to helping the young men find jobs and build their self-respect.

### Change what no longer works.

- L)** Whether you are talking about making an organizational change at work, a personal change at home, or a political or economic change at a societal level, every creative change begins with an intentional No to the status quo (现状). Your No might be to complacency (自满) and stagnation (停滞) in the workplace, to dishonesty and abuse in family life, or to injustice and inequity in the larger society. One family had a son who was destroying his life and his family's life through an addiction to gambling. So the parents and the siblings all got together one day in what was known as an "intervention" and constructively confronted the son. They began by telling him how much he meant to each of them (their first Yes) and then proceeded to tell him that he needed to stop gambling (their No) or lose their support. They invited him to seek help at a residential treatment program for gamblers (their second Yes). Faced with this Positive No, he agreed, got therapeutic (治疗的) help, and recovered from his addiction.
- M)** In addition to helping you say No to others, the Positive No method can help you say No to yourself. Almost everyone at times faces the challenge of saying No to temptations and to self-destructive behavior such as excessive eating, drinking, or consuming. Often we respond by accommodating these temptations, or we attack them with self-judgment, or we simply remain in denial (avoidance) about what is going on inside us. Learning to deliver a Positive No to ourselves—protecting our higher interests while showing respect for ourselves—can be an invaluable aid in changing ourselves for the better.

(1,371 words)

**Time taken:** \_\_\_\_\_ minutes

- \_\_\_\_\_ 1 It is inevitable that we have to say No to an unpleasant demand in order to stand up for what counts.
- \_\_\_\_\_ 2 We might have to say No to people we rely on every day.
- \_\_\_\_\_ 3 A group of mothers saved some young men in their neighborhood by saying a Positive No.
- \_\_\_\_\_ 4 The three gifts of a Positive No are: creating what you want, protecting what you value and changing what doesn't work.

- \_\_\_\_\_ 5 Though potentially destructive, the word No can have a positive impact on our lives if we know how to use it correctly.
- \_\_\_\_\_ 6 A successful investor made his fortune by saying many Nos and a few Yeses.
- \_\_\_\_\_ 7 The Positive No method can help us protect our higher interests and show respect for ourselves as well.
- \_\_\_\_\_ 8 Southwest Airlines in the United States applied the word No to its management strategy and achieved great success.
- \_\_\_\_\_ 9 Creative changes in life usually happen as a result of dissatisfaction with the status quo.
- \_\_\_\_\_ 10 Saying No can create space for important Yeses in your life.

### ***Passage III***

**You are going to read a passage and answer the questions following it. 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.**

## **Two Simple Words**

In December 2007, my life was at a nadir (最糟的时刻). My law firm was losing money and losing its lease, I was being sued, and I was going through a difficult divorce. I still remember the lowest day: December 22. On my way to work, I got a call from my friend Bob, who had gone to law school with me. He asked how I was doing. This was a mistake. Poor Bob. “Not good,” I said, in a tone that was desperate and bitter. Bob asked if I wanted to go to breakfast. Later he would tell me that he had never seen me so upset.

As the year progressed, there had been days when I was so preoccupied with my problems that I walked into the street without checking for a WALK sign. When a car missed me with a honk of the horn, I wondered whether everything might work out better if I had been hit. I started to envy people who had heart attacks. I did not want to die exactly, but I began to think about the peace I could get in a hospital room. When I shared this with Bob, he really started to worry. “Come on, John. It’s not that bad,” he said. Then he asked about Grace, the woman I’d been dating.

Well, Grace had broken up with me the night before. We had been out to dinner, and when she asked about my plans for Christmas, I had been vague. I was still trying to make plans with my ex, which would allow my daughter to be with me for some portion of that day. After I knew those plans, I needed to make arrangements to see my sons. After I had these arrangements in place, I tried to explain, Grace and I could make plans. Grace concluded that this made her too low in my order of

priorities. “I can’t do this,” she said, and asked to go home.

As I dropped her off, she insisted on walking up her driveway alone. I called up the darkened path after her, saying I would be waiting if she changed her mind. Even if she didn’t want to go out with me again, I asked, could we at least exchange Christmas gifts? “I don’t want a present from you,” she called back. And with that, the only door in my life that seemed to offer hope closed.

Bob reminded me that he had my cellphone number, and he was going to check up on me. Neither of us knew how dramatically my life was about to change.

On New Year’s Day, I took a hike on Echo Mountain, with no company but the inner voice that kept saying, “Loser.” At one point, I became completely lost. As I grew more tired, I despaired of getting home before dark. I imagined falling into one of the ravines (深谷). If that happened, how would I survive the night?

Then I heard a voice. “Until you learn to be grateful for the things you have,” it said, “you will not receive the things you want.” I do not know who said this to me. I could not explain this voice, but I knew it was important. I sat down to catch my breath and think about this before I continued on.

By the time I made it home, I had walked more than 15 miles. I also had an idea: Every day, I’d find one person to whom I could write a thank-you note.

On January 3, about the date most of my past New Year’s resolutions had been abandoned, I wrote the first note, acknowledging the Christmas gift my older son had given me:

*Thanks so much for the single-cup coffeemaker. It’s perfect for my office, where we can offer everyone a different kind of coffee with every cup. Nevertheless, I’m toying with the idea of just keeping it for myself.*

*See you soon.*

*Dad*

“See you soon.” I looked at the page. What did I mean by that? When was the last time I had gone out of my way to spend time with him, aside from a major holiday? As I sealed the envelope, I realized I didn’t even have his address. He lived on the west side of Los Angeles, but I did not know precisely where. He had a roommate I had never met. I believed he had a girlfriend. I had never met her either.

I had closed myself off from my son in a way that was inexcusable. I told myself I had done this in part because he needed to be more independent, but I had gone too far. All children deserve to know that their parent is there for them. Any good parent would know exactly where a son or daughter was living.

So I called him. “Hey, I was just trying to get your address in my new system, and I wanted to check the zip code.” “Oh, yeah. Hey, Dad,” he said, “maybe we could go to lunch.”

This was highly unusual. But perfect, I thought.

I suggested we go to a hamburger restaurant within walking distance of my office. We had gone to this

kid-friendly place every week when he was younger, until he and his brother had told me they were sick of it. Now we sat at a table made to look like a surfboard. After ordering and making our usual small talk, my son brought out a bulging envelope. He handed it across the surfboard. Looking inside, I saw a pile of crisp \$100 bills. Forty of them. “It’s for the loan,” he said.

I had forgotten about this “loan” and had no idea I had lent him so much money.

When the overly cheerful waitress in a Hawaiian T-shirt came by with the check, my son reached for it. “I asked you to lunch,” he said.

This was nearly as disorienting as the loan repayment. For once, I did not fight for the bill. This was his moment, and I felt the need to let him have it. Then we started talking about some real things. He told me how he was enjoying selling real estate, a job he had spent a year learning. I had financed some of this, and he was repaying me with his first big commission. I opened up to him about my business difficulties. I explained how payroll and rent could consume the revenue from the few clients who paid on time. Even so, I told him, it was fulfilling to be your own boss. He might want to consider it sometime.

Recovering my equilibrium (平静) after this strange and wondrous visit from my son, I wrote him again:

*Thank you for paying back the loan. It was a great day for me because, actually, I really needed the money at this moment. More importantly, it built trust in our relationship. It showed me you were growing up as a man, and that you could be true to your word.*

Love,  
Dad

Before that second note to my older son, I had also written to his brother, who had given me a book for Christmas. On January 31, he, too, handed me a repayment for a forgotten “loan”. So I wrote him again:

*Thank you for paying back the loan of \$120. By being true to your word, you are building trust with others, and I am glad to see that. I am also thankful for the other positive changes in your life, your new job, the order you have brought to your apartment. It is very gratifying to see.*

Love,  
Dad

By February, I was sending thank-you notes in every direction. I even sent work-related notes—to clients who paid, to clients who might pay, to friendly lawyers who referred cases, to opposing lawyers who battled me, to court clerks, expert witnesses, real estate agents, loan brokers, and mediators. If I could find gratitude in such a sore spot of my existence as my law practice, that would be a miracle. But the events in January had persuaded me to try to plant the seeds of appreciation everywhere. If I couldn’t summon hope while writing thank-you notes about my work life, I could at least summon “Well, write them, then wait and see.”

By this time, I had written more than 50 notes.

As the year went on, I would have my share of highs and lows. But I would never again question whether life was worth living. I started paying attention when I crossed the street, even when the WALK sign was on. No matter what else happened to me, there was something I didn't want to miss.

(1,462 words)

**Time taken:** \_\_\_\_\_ **minutes**

- 1 My life was rather difficult in 2007 when \_\_\_\_\_.  
A my lawyer had lost his firm                      B all my employees wanted to leave  
C I got a divorce with my wife                      D my company had just gone bankrupt
- 2 Bob called that day to \_\_\_\_\_.  
A ask if I wanted to have dinner with him  
B check whether everything went well with me  
C invite me to go to law school with him  
D ask me to go to work together with him
- 3 I almost got hit by a car while walking in the street because \_\_\_\_\_.  
A I really wanted to die instantly                      B I hadn't checked for a WALK sign  
C I envied those who had heart attacks                      D I began to think about the peace in a hospital room
- 4 Grace had broken up with me because \_\_\_\_\_.  
A she realized that she was not as important in my life as she had expected  
B I was still trying to make Christmas plans with my ex-wife  
C I didn't give enough attention to her plans for that Christmas  
D I still insisted on exchanging Christmas gifts the night before
- 5 The inner voice called to remind me that I should \_\_\_\_\_.  
A think about what was important in my life  
B stop walking home  
C be thankful for what I had owned  
D catch my breath before I continued on
- 6 The purpose of my calling my older son in January was to \_\_\_\_\_.  
A get his address to send a thank-you note  
B check his zip code only  
C invite him to have lunch together  
D meet his girlfriend

- 7 By mentioning “some real things”, the writer means \_\_\_\_\_.
- A the current issues in the country                      B who should pay for the meal  
C how to make money in real estate business        D their current lives
- 8 After having lunch with my older son, I wrote the second thank-you note to thank him for \_\_\_\_\_ first.
- 9 The events in January had persuaded me to send notes to persons to show my \_\_\_\_\_.
- 10 According to the writer, the two simple words are \_\_\_\_\_.

## Expanding Vocabulary

Complete the following sentences with the appropriate form of the words given in brackets.

- 1 The travel company made \_\_\_\_\_ for our hotels and flights. (arrange)
- 2 If only I hadn't \_\_\_\_\_ on my mother's going to Florida, she would be alive today. (insist)
- 3 The quality of nursing care is being affected \_\_\_\_\_ by these situations. (dramatic)
- 4 Despite almost universal \_\_\_\_\_ of the vital importance of women's literacy, education remains a dream for women in many countries. (acknowledge)
- 5 The highly \_\_\_\_\_ data from the two instruments serve as a basis for the establishment of the new production line. (precisely)
- 6 It is quite evident that the man \_\_\_\_\_ the international award. (deserve)
- 7 In the past, only the earnings and \_\_\_\_\_ prospects of a man counted in the marriage decision. (finance)
- 8 Despite vitamin C's great popularity, \_\_\_\_\_ large amounts of it has not been positively linked to any benefit. (consume)
- 9 The government imposed a heavy tax on tobacco, which aroused \_\_\_\_\_ from the tobacco industry. (oppose)
- 10 Your diligence is \_\_\_\_\_ of encouragement, but effort does not equal accomplishment. (worth)