Part I Reading Comprehension (60 points, 3 for each)

Directions: There are four passages in this part. Each of the passages is followed by five questions or unfinished statements. For each of the questions there are four choices marked A, B, C and D. Choose the best one and mark your answer on the ANSWER SHEET.

Passage One

Our credit card processing company, Gravity Payments, has worked remotely since the pandemic began. How was our productivity affected? This April, we set a record for revenue. In May, we broke that again. Nationwide, research shows remote work has fueled a 5% increase in productivity, largely because people aren't burnt out from commuting.

The truth is companies have had it too good for too long by requiring staff to spend unpaid time traveling to and from work just so managers can feel in control. And research shows that workers feel more negative emotions during their morning commute than at any other point in the day. How does making people miserable before work unlock productivity?

The shift to remote work can be life-changing for employees. Like a lot of companies, our main office is located in a high-cost city. Here in Seattle, basic necessities can be a struggle even with our company's median salary close to $100,000. Now, employees have been able to keep their salary and move to more affordable areas, where they find it possible for the first time to afford a house and start a family.

For employers, there are plenty of benefits to putting employees first. I keep reading headlines about companies being unable to find workers. But we've had more than 300 applicants per job opening this year. We've always had a lot of applicants because of our $70,000 minimum wage, but nothing like the flood of interest we've seen since we made job openings remote-eligible.

In the bigger picture, eliminating commutes is probably the single biggest thing any company can do to help the environment. Whenever I turn on my TV, I see ads from corporations claiming to be green. Then I open the newspaper and read how they require desk workers to spend an hour a day spewing exhaust into the atmosphere to reach an office park not accessible by public transit.

I know companies already on the hook for millions of dollars in office leases want to use their space. But forcing all employees back to work is throwing good money after bad, and will create extra short-term costs and long-term costs (like low morale). There are plenty of businesses that really do need to operate in person, and specific roles that require face-to-face interaction. But people who have shown over the last year that they can do their job just as well or better at home deserve to choose how they want to work.

1. Lower productivity is directly associated with _____.
[A] working from office
[B] time wasted in commuting
[C] misery in commuting
[D] a sense of lacking control
2. Remote working gives employees all the following EXCEPT _____.
[A] less exhaustion

[B] feeling less in control

[C] happy changes in life

[D] cozier residence

3. A greater attraction to the author's company is inspired by _____.

[A] benefits offered to employees by employers

[B] the large amount of annual minimum wage

[C] possibilities of not traveling to and from office

[D] opportunities of working in a friendly climate

4. The author accuses some companies of _____.

[A] being inconsistent in what they say and do

[B] putting more ads on TV than in newspaper

[C] saying different things in different media

[D] setting office far away from public transit

5. The expression "low morale" (last Paragraph) probably means _____.

[A] negative attitude to life

[B] low moral standards

[C] low corporate revenue

[D] less working enthusiasm

Passage Two

Workforce development is partly about preparing people for particular jobs that are needed here and now. But it's also about educating people so that they have expansive skill sets and the ability to innovate and adapt to a changing world. It's about enabling people to lead imaginatively in their workplaces and communities. For this reason, the liberal arts have never been more relevant or necessary for the future.

The current, common narrative used in these initiatives pits the liberal arts as an alternative to technology and science. That is simply wrong. The liberal arts are a humanizing complement and force multiplier. In fact, liberal arts colleges can and must be close partners in reimagining our country's workforce and addressing urgent issues facing society.

First, liberal arts colleges can be a direct pipeline to careers in high-innovation areas. As envisioned in the *American Jobs Plan*, for example, these areas range from tech fields and entrepreneurial ventures to the work being done on complex issues like environmental justice and biosecurity that require new thinking. To be sure, specialized technical and professional skills are a clear ramp to jobs in innovation. But it's liberal arts meta-skills (so-called soft skills) that fuel how far our students can go. Curiosity, creativity, critical analysis, experimentation, collaboration, empathy and communication all drive innovation.

Second, liberal arts graduates can be turbocharged to be even more effective. We can provide them with real-world experiences and in-demand technical, professional and industry-specific skills. In a future marked by automation and inequality, both human-centered skills and digital know-how will be needed. These turbocharged graduates will have a valuable, hybrid set of skills primed for ongoing innovation.

Third, liberal arts colleges can expand their talent pool. By their very nature, liberal arts schools must constantly innovate to deliver on their promise of staying relevant. They can do this by continuing to expand access, from precollege programs and partnerships with minority-serving community colleges to collaborative ventures with industry.

All of these strategies will better prepare students for the workforce by adding career-ready skills and experiences onto a liberal arts education. Preparing students for the workforce does not in any way compromise or diminish the liberal arts. On the contrary, it's a way to further democratize education. Workforce development is not

only about training people for particular jobs; it's also about enabling them to adapt to the changing world and playing an innovative role in it.

6. The author insists that liberal arts colleges must _____.

[A] train leaders for industries and communities

[B] play an active role in workforce development

[C] update courses to suit the changing world

[D] offer courses in technology and science

7. The author deems it wrong to _____.

[A] oppose liberal arts to science and technology

[B] ignore science education in liberal arts colleges

[C] regard liberal arts as humanizing complement

[D] emphasize imagination in workforce education

8. Those students can have bright job prospects who _____.

[A] have acquired strong professional ability

[B] have developed the entrepreneurial spirit

[C] master both technical and liberal arts skills

[D] are courageous enough to take adventures

9. To make themselves relevant for the future, liberal arts colleges _____.

[A] should develop students' human-centered skills

[B] should take care not to overload their students

[C] should attend to the needs of local communities

[D] should expand their collaborative programs

10. The text is mainly about _____.

[A] how universities better meet the society's demands

[B] how liberal arts colleges adapt to the changing world

[C] what kind of workforce the future is in urgent need of

[D] what kind of professionals serve the society better

Passage Three

Single men are much more likely to be unemployed, financially fragile and to lack a college degree than those with a partner. They're also likely to have lower median earnings. These are the some of the findings of a new Pew Research analysis of 2019 data on the growing gap between American adults who live with a partner and those who do not. While the study is less about the effect of marriage and more about the effect that changing economic circumstances have had on marriage, it sheds light on some unexpected outcomes of shifts in the labor market.

Over the same time period that the fortunes of single people have fallen, the study shows, the proportion of American adults who live with a significant other, be it spouse or unmarried partner, also declined substantially. In 1990, about 71% of folks from the age of 25 to 54, which are considered the prime working years, had a partner they were married to or lived with. In 2019, only 62% did.

Most researchers agree that the trendlines showing that fewer people are getting married and that those who do are increasingly better off financially have a lot more to do with the effect of wealth and education on marriage than vice versa. People who are financially stable are just much more likely to find and attract a partner. Philip Cohen, a professor of sociology at the University of Maryland, says, "Marriage does not make people change their social class, it doesn't make people change their race, and those things are very big predictors of economic outcomes."

This reframing of the issue may explain why fewer men than women find partners, even though men are more

likely to be looking for one. The economic pressures on men are stronger. Research has shown that an ability to provide financially is still a more prized asset in men than in women, although the trend is shifting. Some studies go so far as to suggest that the 30-year decrease in the rate of coupling can be attributed largely to global trade and the 30-year decrease in the number of stable and well-paying jobs for American men that it brought with it.

But there is also evidence that coupling up improves the economic fortunes of couples, both men and women. University of Virginia sociology professor W. Bradford Wilcox pointed to a Harvard study that suggests single men are more likely than married men to leave a job before finding another.

11. The main objective of the Pew study is to _____.
[A] investigate how single men fare in their career
[B] identify the gap between single and married adults
[C] find out how financial changes affect marriage
[D] evaluate men's status in the changing labor market

12. Most researchers agree that _____.
[A] the rate of marriage has fallen substantially
[B] married people are more financially secure
[C] financially secure people are likely to marry
[D] financial status has little effects on marriage

13. Professor Philip Cohen implies that _____.
[A] more people marry across classes and races today
[B] people can change economic status through marriage
[C] marriage is a safe indicator of a better-off family life
[D] race or class is closely related to economic status

14. Which of the following is the culprit for single men's plight?
[A] The government's neglect of their problems.
[B] The influence of global trade on men's jobs.
[C] Men's attempt to avoid family obligations.
[D] The changing social values about family life.

15. Living with partners may lead to a better-off situation probably because _____.
[A] men will try harder to keep their jobs
[B] they can save on their living expenses
[C] one of them has a better-paying job
[D] men like to change jobs upon marriage

Passage Four

Anyone who comes into contact with the Internet has several digital versions of themselves—sometimes crafted, cultivated and curated across various social and service platforms, but sometimes created accidentally, in the footprint of our internet usage. Data patterns—pictures, biographical facts and online behavior—are transmitted increasingly seamlessly and efficiently between platforms, with or without our knowledge.

Collectively, out digital twins have driven the growth of the Internet and the online platforms that provide services to us. These services—from Facebook and Instagram to LinkedIn and Amazon—are not actually free: By consenting to let the company own, use and sell your personal information, you are selling them your digital twin. You trade them your most personal information for usage of their platform.

As consumers, we already have limited rights. But we need to become empowered and stop blindly accepting the terms of service and privacy policies that few read—and that companies write knowing few will read. We're all

guilty of this. I'm a lawyer who used to write these polices, and even I don't usually read them!

Recently, California enacted its own data protections building: the California Consumer Privacy Act (CCPA) gives state residents the right to know how their data is collected and how it is shared. It also allows residents to deny companies the right to sell their data. But CCPA focuses on informing the consumers and obtaining their consent. In essence, it creates the right to know that our digital twins exist, to see what they look like, and how they are used. It falls short, however, of ensuring that each of us owns our various digital twins. Most importantly, it fails to clarify that no contracts or terms of conditions, even if signed or clicked through, can change this reality.

We need a paradigm shift in how we think about our digital information. We need to make clear that all of our data together constitute a shadow of ourselves, and we each have an alienable right to our own shadow. Companies cannot have rights to our digital twin any more than they can to our liberties. Companies must ask permission to collect every piece of data that they want, just like your employer has to bargain for each hour of your time and energy.

Most important, they must expeditiously implement various mechanisms to allow our digital twins to be readily and easily transferrable across platforms and services. Doing so would make the rights to our digital twins more meaningful and enable more competition, choices and innovation in the space.

16. Our digital twins refer to _____.

[A] the friends we make on the online platforms

[B] those people who imitate us on the Internet

[C] the versions of ourselves we create online

[D] our personal information we want others to know

17. The danger of exposing ourselves comes from _____.

[A] the information we accidentally left online

[B] the sale of personal information to companies

[C] the agreement to the terms companies write

[D] the guiltiness of reading online privacy policies

18. The focus of CCPA is _____.

[A] preventing the misuse of online private information

[B] asking companies to clarify online terms of conditions

[C] preventing companies from collecting private data

[D] requiring consent as to use of consumers' information

19. CCPA is disappointing to the author in that _____.

[A] it does not specify the ownership of our digital twins

[B] it does not clarify the terms in online contracts

[C] it violates the rule of fairness in online business deals

[D] it actually cannot protect the privacy of consumers

20. A "paradigm shift" in the fifth paragraph refers to _____.

[A] a modification of the way information is handled

[B] a radical change in dealing with digital information

[C] a new mechanism for creating social platforms

[D] a healthy competition between online companies

Part II Put the following into Chinese. (15 points)

The traditional Chinese culture, both extensive and profound, dates back to ancient times. Cultural exchange is by no means a process of losing our own culture to foreign culture, but to enrich our national culture. Culture stems from the people and belongs to the public. All citizens, therefore, should be involved in the protection of our cultural heritage and the development of our national culture. More than 2 000 years ago, there emerged and developed Confucianism（儒家学说）represented by Confucius and Mencius（孔孟）, Taoism（道家学说） represented by Lao Zi and Zhuang Zi, and many other theories and doctrines that figured prominently in the history of Chinese thoughts. With written records dating back to over 4000 years, China is recognized as one of the four great ancient civilizations of the world.

Part III Essay Writing (25 points)

Write a composition of about 200 words on the following topic:

Entrepreneurship

You are to write in three parts.

In the first part, write out your understanding about entrepreneurial spirit.

In the second part, state your reasons as to whether you would like to become an entrepreneur. (An entrepreneur is an individual who establishes a business and offers products or services for profit.)

In the last part, bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriateness. Failure to follow the instructions may result in a loss of marks.