



暨南大学  
JINAN UNIVERSITY

2024 年招收攻读硕士学位研究生入学考试试题 B 卷

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招生专业与代码：英语语言文学（050201），外国语言学及应用语言学（050211）

考试科目名称及代码：外语（英）水平考试

考试科目代码：[706]

考生注意：所有答案必须写在答题纸（卷）上，写在本试题上一律不给分。

**Part I. Vocabulary and Structure (30 points)**

**Directions:** *There are 30 incomplete sentences in this section. For each sentence there are 4 choices marked A, B, C and D. Choose the one that best completes the sentence and write your answer on the ANSWER SHEET.*

1. That Grand Youth Center is open to children 3-12 years old \_\_\_\_ what hotel they are staying in.

A. regardless in    B. regardless of    C. regardless on    D. regardless from

2. The reason that I didn't go to school that day was \_\_\_\_\_ ill.

A. because of falling    B. due to    C. that I fell    D. because I fell

3. \_\_\_\_\_ before we leave the day after tomorrow, we should have a wonderful time together.

A. Had they arrived    B. Would they arrive  
C. Were they arriving    D. Were they to arrive

4. \_\_\_\_\_ last year and is now earning his living as an advertising agent.

A. He would leave school    B. He left school  
C. He had left school    D. He has left school

5. Some people viewed the findings with caution, noting that a cause-and-effect relationship between passive smoking and cancer remained \_\_\_\_\_.

A. to be shown    B. to have been shown to be shown  
C. to have shown    D. being shown

6. \_\_\_\_\_ that should be given priority to.

A. It is the committee has decided    B. It is only the committee has decided  
C. It is what the committee has decided    D. It is what has the committee decided

7. The most interesting new cars may owe \_\_\_\_\_ the simple wisdom of hiring a few talented people and allowing them to work.
- A. less local free-spiritedness than      B. less local free-spiritedness than to  
C. to less local free-spiritedness than to      D. less to local free-spiritedness than to
8. Over the years, Jimmy Connors \_\_\_\_\_ phenomenal displays of tennis and temper—and at the U.S. Open last week, he exhibited both again.
- A. has treated spectators with      B. has treated spectators for  
C. has treated spectators      D. has treated spectators to
9. \_\_\_\_\_ a ticket for the match, he can now only watch it on TV at home.
- A. Obtaining not      B. Not obtaining  
C. Not having obtained      D. Not obtained
10. How can I ever concentrate if you \_\_\_\_\_ continually \_\_\_\_\_ me with silly questions?
- A. have, interrupted      B. had, interrupted  
C. are, interrupting      D. were, interrupted
11. Knowing that the cruel criminal has clone a lot of unlawful things, I feel sure that I have no \_\_\_\_\_ but to report him to the local police.
- A. time      B. chance      C. authority      D. alternative
12. Behind his large smiles and large cigars, his eyes often seemed to \_\_\_\_\_ regret.
- A. teem with      B. brim with      C. come with      D. look with
13. There is only one difference between an old man and a young one:the young one has a glorious future before him and the old one has a \_\_\_\_\_ future behind him.
- A. splendid      B. conspicuous      C. uproarious      D. imminent
14. That tragedy distressed me so much that I used to keep indoors and go out only \_\_\_\_\_ necessity.
- A. within reach of      B. for fear of      C. by means of      D. in case of
15. A young man sees a sunset and, unable to understand or express the emotion that it \_\_\_\_\_ in him,concludes that it must be the gateway to a world that lies beyond.
- A. reflects      B. retains      C. rouses      D. radiates

16. \_\_\_\_\_ the heat to a simmer and continue to cook for another 8-10 minutes or until most of the water has evaporated.
- A. Turn off      B. Turn over      C. Turn down      D. Turn up
17. Banks shall be unable to \_\_\_\_\_, or claim relief against the first 15% of any loan or bankrupted debt left with them.
- A. write off      B. put aside      C. shrink from      D. come over
18. I am to inform you, that you may, if you wish, attend the inquiry, and at the inspectors discretion state your case \_\_\_\_\_ or through an entrusted representative.
- A. in person      B. in depth      C. in secret      D. in excess
19. In his view, though Hong Kong has no direct cultural identity, local art is thriving by “being \_\_\_\_\_”, being open to all kinds of art.
- A. gratifying      B. predominating      C. excelling      D. accommodating
20. In some countries preschool education in nursery schools or kindergartens \_\_\_\_\_ the first grade.
- A. leads      B. precedes      C. forwards      D. advances
21. Desert plants \_\_\_\_\_ two categories according to the way they deal with the problem of surviving drought.
- A. break down      B. fall into      C. differ in      D. refer to
22. In the airport, I could hear nothing except the roar of aircraft engines which \_\_\_\_\_ all other sounds.
- A. dwarfed      B. diminished      C. drowned      D. devastated
23. Criticism without suggesting areas of improvement is not \_\_\_\_\_ and should be avoided if possible.
- A. constructive      B. productive      C. descriptive      D. relative
24. The Committee pronounced four members expelled for failure to provide information in the \_\_\_\_\_ of investigations.
- A. case      B. chase      C. cause      D. course

25. Since neither side was ready to \_\_\_\_\_ what was necessary for peace, hostility was resumed in 1980.

- A. precede B. recede C. concede D. intercede

26. Such an \_\_\_\_\_ act of hostility can only lead to war.

- A. overt B. episodic C. ample D. ultimate

27. \_\_\_\_\_ both in working life and everyday living to different sets of values, and expectations places a severe strain on the individual.

- A. Recreation B. Transaction C. Disclosure D. Exposure

28. It would then be replaced by an interim government, which would \_\_\_\_\_ be replaced by a permanent government after four months.

- A. in step B. in turn C. in practice D. in haste

29. Haven't I told you I don't want you keeping \_\_\_\_\_ with those awful riding-about bicycle boys?

- A. company B. acquaintance C. friends D. place

30. Consumers deprived of the information and advice they needed were quite simply \_\_\_\_\_ every cheat in the marketplace.

- A. at the mercy of B. in lieu of C. by courtesy of D. for the price of

## Part II. Cloze (20 points)

**Directions:** *There are 20 blanks in the following passage. Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks. Write your answers on the ANSWER SHEET.*

When an invention is made, the inventor has three possible \_\_\_\_\_ 31 \_\_\_\_\_ of action open to him; he can give the invention to the world by publishing it, keep the idea \_\_\_\_\_ 32 \_\_\_\_\_, or patent it. A granted \_\_\_\_\_ 33 \_\_\_\_\_ is the result of a bargain \_\_\_\_\_ 34 \_\_\_\_\_ between an inventor and the state, but the inventor gets a limited period of monopoly and publishes full details of his invention to the public after that period \_\_\_\_\_ 35 \_\_\_\_\_. Only in the most exceptional circumstances \_\_\_\_\_ 36 \_\_\_\_\_ the lifespan of a patent \_\_\_\_\_ 37 \_\_\_\_\_ to alter this normal process of events. The longest extension ever \_\_\_\_\_ 38 \_\_\_\_\_ was to Georges Valensi; his 1939 patent for color TV receiver \_\_\_\_\_ 39 \_\_\_\_\_ was extended until 1971 because for most of the patent's normal life there

was no color TV to receive and thus no hope for reward for the invention. Because a patent remains permanently 40 after it has terminated, the shelves of the library 41 to the patent office contain details of literally millions of ideas that are free for anyone to use and, if longer than half a century, sometimes even re-patent. Indeed, patent experts often advise anyone 42 to avoid the high cost of conducting a search through live patents that the one sure way of avoiding violation of any other inventor's right is to 43 a dead patent. 44, because publication of an idea in any other form 45 invalidates further patents on that idea, it is traditionally 46 to take ideas from other areas of print. Much modern technological advance is 47 on these presumptions of legal security. Anyone closely 48 in patents and inventions soon learns that most "new" ideas are, in fact, as old as the hills. It is their reduction to commercial practice, either through necessity or dedication, or through the availability of new technology, 49 makes news and money. The basic patent for the theory for magnetic recording dates back to 1886. Many of the original ideas behind television originate 50 the late 19th and early 20th century. Even the Volkswagen rear engine car was anticipated by a 1904 patent for a cart with the horse at the rear.

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|----------------------|------------------|-------------------|-------------------|
| 31. A. notifications | B. possibilities | C. measures       | D. courses        |
| 32. A. clarified     | B. secret        | C. distinct       | D. reference      |
| 33. A. patent        | B. certificate   | C. protection     | D. innovation     |
| 34. A. striking      | B. struck        | C. to be striking | D. to strike      |
| 35. A. terminates    | B. evaluates     | C. exemplifies    | D. thrives        |
| 36. A. are           | B. to be         | C. be             | D. is             |
| 37. A. extending     | B. will extend   | C. extended       | D. to be extended |
| 38. A. granted       | B. enrolled      | C. franchised     | D. consoled       |
| 39. A. convention    | B. contract      | C. circuitry      | D. conflict       |
| 40. A. public        | B. diffused      | C. reserved       | D. concealed      |
| 41. A. draped        | B. commenced     | C. attached       | D. tainted        |
| 42. A. reinforcing   | B. permitting    | C. contemplating  | D. deterring      |
| 43. A. plagiarize    | B. conceit       | C. abase          | D. record         |
| 44. A. Likewise      | B. Otherwise     | C. However        | D. Whereas        |
| 45. A. temporarily   | B. suddenly      | C. permanently    | D. sharply        |
| 46. A. safe          | B. undesirable   | C. grievous       | D. forgoing       |
| 47. A. contracted    | B. demolished    | C. anticipated    | D. based          |
| 48. A. articulated   | B. involved      | C. falsified      | D. adorned        |
| 49. A. which         | B. when          | C. that           | D. where          |
| 50. A. with          | B. off           | C. before         | D. from           |

**Part III. Reading Comprehension (30 points)**

**Directions:** *In this section, there are three passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C, and D. Choose the best answer and write the letter of your choice on the ANSWER SHEET.*

**Questions 51–55 are based on the following passages.**

Corporate social responsibility and sustainability are ethical choices that companies make about how they do business. Current thinking indicates that, as a society, we are beginning to appreciate more fully that there must be limits to our consumption of natural resources, and that business activities must take greater account of this impact on society and economies, as well as the environment in which we live. It is well

documented that the corporate sector is in a position of unparalleled dominance and that the global resources of a rising number of multinational companies dwarf many of the national economies in which they operate.

Marketing liberalization and privatization have created new global markets, and extended the role of the private sector in public services and civil infrastructure projects. As a result, businesses are now heavily involved in public policy issues throughout the world. For the reasons, business must be accountable—not just to shareholders but to consumers, employees and other stakeholders. This means that as corporations continue to grow in power, their responsibility grows too, increasing the number of ethical considerations they must face. Companies who ignore this development will increasingly find themselves challenged by different groups of stakeholders questioning the values and practices of business.

These issues present major challenges for the role of marketing, and an opportunity for a timely response for individual marketers to consider what this means in their day-to-day work. Marketing is the guardian of the brand, so a company's marketing team must be able to take account of how social and cultural changes impact on the health of the brand. How is this to be addressed by marketing engage with the company's stakeholders? A more holistic, inclusive approach across the business is required to safeguard the brand's intangible assets of trust, goodwill and long-term value to the business. Marketers may aim to establish whether they can connect with customers in a way that extends the marketer's role beyond merely communicating the offer to prospective buyers. Marketing's role could well come to be seen more broadly in terms of connecting with stakeholders not only in terms of value, but values.

In a world where intangible assets and corporate reputation are critical components of corporate success, it is inevitable that these newer approaches to marketing are becoming involved with ethics and sustainability issues. It means that marketers can enjoy new opportunities to add value to brands. There are tangible benefits to be gained in product development, innovation and competitive advantage when broader sustainability and ethical considerations are taken into account.

But if marketing is about selling more and sustainability is about consuming fewer resources and producing less pollution, how on earth are marketers supposed to pursue both goals at the same time? Perhaps it's easy to overestimate the depth and scale of the opposition between these goals and to underestimate the degree to which marketers can align traditional corporate objectives with those of ethics and sustainability. Marketing's core role is to align what the market wants—the route to increased sales.

It all means that the firm must invest money, people and resources only in the things that add value for customers. It requires the business not to waste any effort, money or resources doing things that don't add value for users. Responsible marketing, in other words, is actually all about helping business avoid and eliminate waste, as well as continuing to manage natural or man-made resources. It is an important role for marketers and one that has not been fully recognized or appreciated in terms of potential to create innovative solutions.

51. What a change does the first paragraph mention?

- A. A decrease in the size of certain economies.
- B. A growth in knowledge of how resources affect economies.
- C. A decrease in the resources available to companies.
- D. A growth in the number of choices available to companies.

52. According to the second paragraph, businesses are now encountering\_\_\_\_\_.

- A. a wider range of obligations
- B. greater public criticism
- C. problems they should have foreseen
- D. an increase in internal disagreement

53. In the third paragraph, it is suggested that marketers\_\_\_\_\_.

- A. should devise stricter social and financial categories
- B. need to attract new categories of customer
- C. should have greater input in the design of products
- D. need to expand their areas of activity



54. What development is mentioned in the fourth paragraph?
- A. Product design is becoming secondary to ethical considerations.
  - B. A company's reputation is growing in importance over its brands.
  - C. Ethical considerations can lead to effective innovation.
  - D. Competitiveness is becoming harder to maintain over time.
55. What comment is made in the fifth paragraph?
- A. The challenge facing marketing may be impossible in the long term.
  - B. Marketing activity should move away from traditional goals.
  - C. Conflicts confronting marketing may be less extreme than expected.
  - D. Marketing should focus on promoting goods which last longer.

**Questions 56–60 are based on the following passage.**

A very young, idealistic Englishwoman arrived in Africa in early April 1957 and soon, quite possibly in her first letter home, wrote the astonishingly dramatic words. “I am living in the Africa I have always longed for, always felt stirring in my blood.” She was to spend most of the rest of her life in Africa and—as a citizen, journalist, scientist, activist and environmentalist—came to be associated with that continent. Her name was Jane Goodall.

In 1963, Britain's National Geographical Society promoted Jane Goodall's fame by producing a series of glossy articles and television documentaries on her chimpanzee research. That early fame has since been reinforced by her own writing for a popular audience, including award-winning children's books and the 1971 bestseller *In the Shadow of Man*, which has been translated into 47 languages and is still in print. With the possible exception of Marie Curie, the Nobel Prize-winning scientist, Jane Goodall must be the most widely celebrated female scientist of the 20th century.

Ironically, her celebrity may have obscured her actual achievements. Hundreds of articles, interviews and books have told her life story but they are often limited in scope and sentimental. She has been presented as an adventure-seeking little girl, a privileged woman who dreamed of a life with wild animals, a determined feminist in a man's world,

and so on. Put together, these images devalue what she has actually done. Based on the number of references to her research by academics in her field, the number of her students who have subsequently reached influential positions in the biological sciences, and the volume of data amassed in her forty-year-long study, Jane Goodall ought to be considered a uniquely distinguished pioneer in her field and the world's leading zoologist. Yet her achievement can be stated more simply and directly: she opened the door to our understanding of the social and emotional lives of chimpanzees.

Wild chimpanzees are dangerous, though before Goodall began her work the dangers were misunderstood and exaggerated. Prior to Goodall's early discoveries, no one knew that chimpanzees ate meat. We had no idea that they, or indeed any large mammals other than ourselves, created and used tools. We did not realize that chimpanzees share with humans a similar set of emotions or that their social systems are startlingly like ours. We would not have believed that chimpanzee communities across Africa possess various distinctive cultural traditions.

Goodall's scholarly book, *The Chimpanzees of Gombe* (1986), ranks as the single most authoritative work in this area, the first encyclopedia for chimpanzee research. Her long-term study of wild apes along the shores of Lake Tanganyika in Gombe State, Nigeria, has turned out to be, in the words of biologist Stephen Jay Gould, "one of the Western world's great scientific achievements". Jane Goodall helped create a revolution in the way we study animals, and because the animals she studied are humankind's closest relatives, she also helped alter the way humans think about themselves.

Even as a child, there were a few early indicators of the person Jane Goodall would become. By far the clearest of these from her early childhood was in the autumn of 1939, when she was just five years old. One autumn day, a "golden afternoon" as her mother remembers it, Jane disappeared. The police were called and began the search. Neighbours and family members joined in. After an increasingly frantic search, as dusk moved to dark, the child suddenly reappeared, alone, with fragments of straw in her hair and clothes. "Wherever have you been?" her mother asked Jane explained that she had wondered how hens lay eggs. To find out, she had crawled inside a henhouse, concealed

herself in the straw, and lain perfectly still for five hours until the hen raised herself up, wiggled and provided an answer. It is tempting to consider this as the beginning of her career as a biologist.

56. In the first paragraph, we learn that Goodall\_\_\_\_\_.
- A. had been wanting to travel to Africa for some time
  - B. recognized that she was unusual in wanting to go to Africa
  - C. initially felt limited by the job she was doing
  - D. sometimes found it difficult to express herself in writing
57. Goodall's book *In the Shadow of Man* is mentioned to make the point that\_\_\_\_\_.
- A. she contributed to the spread of her own fame
  - B. she tried her best to compete with other female scientists
  - C. she was interested in collaborating with scientists abroad
  - D. she was more interested in books than television programmes
58. What is the writer doing in the third paragraph?
- A. Questioning some of the decisions Goodall made
  - B. Describing the many sides of Goodall's personality
  - C. Emphasizing the significance of Goodall's work
  - D. Arguing that most books on Goodall are well researched
59. What does the writer say about Goodall's book *The Chimpanzees of Gombe*?
- A. The importance of it was not immediately obvious.
  - B. There is no better book on the subject.
  - C. It inspired a leading scientist to write a similar book.
  - D. It encouraged other biologists to visit Lake Tanganyika.
60. What is the writer's purpose in telling the story about the hen?
- A. To give an example of the imaginative games Goodall played.
  - B. To point out how unusual Goodall's interests were.
  - C. To show how different Goodall's character was as a child.
  - D. To highlight Goodall's intellectual curiosity.

**Questions 61–65 are based on the following passage.**

### **Introduction to a book about the history of colour**

This book examines how the ever-changing role of colour in society has been reflected in manuscripts, stained glass, clothing, painting and popular culture. Colour is a natural phenomenon, of course, but it is also a complex cultural construct that resists generalization and, indeed, analysis itself. No doubt this is why serious works devoted to colour are rare, and rarer still are those that aim to study it in historical context. Many authors search for the universal or archetypal truths they imagine reside in colour, but for the historian, such truths do not exist. Colour is first and foremost a social phenomenon. There is no transcultural truth to colour perception, despite what many books based on poorly grasped neurobiology or—even worse—on pseudoesoteric pop psychology would have us believe. Such books unfortunately clutter the bibliography on the subject, and even do it harm.

The silence of historians on the subject of colour, or more particularly their difficulty in conceiving colour as a subject separate from other historical phenomena, is the result of three different sets of problems. The first concerns documentation and preservation. We see the colours transmitted to us by the past as time has altered them and not as they were originally. Moreover, we see them under light conditions that often are entirely different from those known by past societies. And finally, over the decades we have developed the habit of looking at objects from the past in black-and-white photographs and, despite the current diffusion of colour photography, our ways of thinking about and reacting to these objects seem to have remained more or less black and white.

The second set of problems concerns methodology. As soon as the historian seeks to study colour, he must grapple with a host of factors all at once: physics, chemistry, materials, and techniques of production, as well as iconography, ideology, and the symbolic meanings that colours convey. How to make sense of all of these elements? How can one establish an analytical model facilitating the study of images and coloured objects? No researcher, no method, has yet been able to resolve these problems, because

among the numerous facts pertaining to colour, a researcher tends to select those facts that support his study and to conveniently forget those that contradict it. This is clearly a poor way to conduct research. And it is made worse by the temptation to apply to the objects and images of a given historical period information found in texts of that period. The proper method — at least in the first phase of analysis — is to proceed as do palaeontologists (who must study cave paintings without the aid of texts): by extrapolating from the images and the objects themselves a logic and a system based on various concrete factors such as the rate of occurrence of particular objects and motifs, their distribution and disposition. In short, one undertakes the internal structural analysis with which any study of an image or coloured object should begin.

The third set of problems is philosophical: it is wrong to project our own conceptions and definitions of colour onto the images, objects and monuments of past centuries. Our judgments and values are not those of previous societies (and no doubt they will change again in the future). For the writer-historian looking at the definitions and taxonomy of colour, the danger of anachronism is very real. For example, the spectrum with its natural order of colours was unknown before the seventeenth century, while the notion of primary and secondary colours did not become common until the nineteenth century. These are not eternal notions but stages in the ever-changing history of knowledge.

I have reflected on such issues at greater length in my previous work, so while the present book does address certain of them, for the most part it is devoted to other topics. Nor is it concerned only with the history of colour in images and artworks—in any case that area still has many gaps to be filled. Rather, the aim of this book is to examine all kinds of objects in order to consider the different facets of the history of colour and to show how far beyond the artistic sphere this history reaches. The history of painting is one thing; that of colour is another, much larger, question. Most studies devoted to the history of colour err in considering only the pictorial, artistic or scientific realms. But the lessons to be learned from colour and its real interest lie elsewhere.

61. What problem regarding colour does the writer explain in the first paragraph?
- A. Our view of colour is strongly affected by changing fashion.
  - B. Analysis is complicated by the bewildering number of natural colours.
  - C. Colours can have different associations in different parts of the world.
  - D. Certain popular books have dismissed colour as insignificant.
62. What is the first reason the writer gives for the lack of academic work on the history of colour?
- A. There are problems of reliability associated with the artifacts available.
  - B. Historians have seen colour as being outside their field of expertise.
  - C. Colour has been rather looked down upon as a fit subject for academic study.
  - D. Very little documentation exists for historians to use.
63. The writer suggests that the priority when conducting historical research on colour is to \_\_\_\_\_.
- A. ignore the interpretations of other modern day historians
  - B. focus one's interest as far back as the prehistoric era
  - C. find some way of organizing the mass of available data
  - D. relate pictures to information from other sources
64. In the fourth paragraph, the writer says that the historian writing about colour should be careful \_\_\_\_\_.
- A. not to analyse in an old-fashioned way
  - B. when making basic distinctions between key ideas
  - C. not to make unwise predictions
  - D. when using certain terms and concepts
65. In the fifth paragraph, the writer says there needs to be further research done on\_\_\_\_\_.
- A. the history of colour in relation to objects in the world around us
  - B. the concerns he has raised in an earlier publication
  - C. the many ways in which artists have used colour over the years
  - D. the relationship between artistic works and the history of colour

**Part IV. Translation (40 points)**

**Section A. Chinese to English (20 points):** *Translate the following into English. Write your translation on the ANSWER SHEET.*

古丝绸之路是历史留下的伟大财富，“一带一路”倡议是一项充满东方智慧、致力于共同繁荣发展的中国方案。中国是“一带一路”的倡导者和推动者，但建设“一带一路”是大家共同的事业。

中国倡议共建“一带一路”，是编织互利共赢的合作网络，而不是搞势力范围；是鼓励百花齐放，而不是一枝独秀；是提倡共同发展，而不是搞零和游戏；是各方携手并进的阳光大道，而不是某一方的私家小路。中国热诚欢迎沿线国家积极参与，也张开臂膀欢迎五大洲朋友共襄盛举。合作共赢是我们的共同目标，实现合作共赢需要大家共同努力。

**Section B. English to Chinese (20 points):** *Translate the following into Chinese. Write your translation on the ANSWER SHEET.*

“Will a child also turn around to see where the ball came from?”

“Maybe not. But Kant pointed out that a child’s reason is not fully developed until it has had some sensory material to work with. It is altogether senseless to talk about an empty mind.”

“No, that would be a very strange mind.”

“So now let’s sum up. According to Kant, there are two elements that contribute to man’s knowledge of the world. One is the external conditions that we cannot know of before we have perceived them through the senses. We can call this the material of knowledge. The other is the internal conditions in man himself—such as the perception of events as happening in time and space and as processes conforming to an unbreakable law of causality. We can call this the form of knowledge.”

**Part V. Writing (30 points)**

**Directions:** *Write a 400-word essay about the issue presented in the following excerpt. DO NOT WRITE ON ANOTHER TOPIC. AN OFF-TOPIC ESSAY WILL RECEIVE A SCORE OF ZERO.*

According to the Ministry of Education, China will gradually raise required PE test scores on high school entrance exams to the same level as those of Chinese, math and English to improve physical education. A research will also be initiated to include PE classes in the national college entrance exam, or gaokao. Should PE be given more emphasis? What should we do to promote physical activity for students?

**Assignment:** **Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experiences, or observations.**