



2022 年招收攻读硕士学位研究生入学考试试题 B 卷

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（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. The tall grass _____ in the gentle breeze.
A. whisked B. swayed C. rocked D. whipped

2. Vitamins are similar because they are made of the same elements -- usually carbon, hydrogen, oxygen, and sometimes nitrogen. They are different ___ their elements are arranged differently.
A. in that B. so that C. such that D. except that

3. The investment company was accused _____ to take all the money.
A. to try B. for trying
C. that they tried D. of trying

4. _____, we didn't need to meet the applicant after seeing her resume.
A. It suffices saying B. Suffice it to say
C. To say suffices it D. To suffice it

5. In the last century, we _____ on a new era of peace and prosperity.
A. embarked B. encroached C. trespassed D. wandered

6. The bowel-shaped form of the kettledrum _____ half of an enormous ball.
A. looks rather like B. looks like rather
C. that looks like rather D. that looks rather like

7. The flock of geese was flying through the sky in perfect formation following _____ leader.
A. its B. his C. their D. her

8. The language of Darwin was _____ to experts and non-experts alike.
A. intelligible B. intelligent C. intangible D. intellectual

9. Mr. Leach is on holiday and was not _____ for comment.
A. persistent D. able C. valuable D. available
10. On the other side are people who believe that Americans are getting fatter because of powerful environmental factors like cheap corn, fast food, and _____ advertising.
A. scrupulous B. moral C. unscrupulous D. surplus
11. During the period of inflation, the value of money drops as _____.
A. prices rise B. the price is rising C. prices arise D. prices are raised
12. After yesterday's snowstorm, I had a _____ that the schools would be closed.
A. hunch B. fervor C. glint D. pulse
13. An inspiring mentor, Dr. Higgins _____ the best in his interns.
A. brings across B. brings up C. brings over D. brings out
14. The principal stands by all her decisions even though _____ popular.
A. they have not always been B. they always have not been
C. they have not been always D. not always have been
15. The Olympics _____ for athletes from all over the world to compete with each other.
A. possibly make B. make possible C. make it possibly D. make it possible
16. We found the physics professor's explanation _____.
A. infinite B. eminent C. illuminating D. augmenting
17. The newspaper caused an _____ insult when it spelled the visiting dignitary's name wrong.
A. imprecise B. inadvertent C. inadequate D. inexact
18. Kate had to overcome a great deal of _____ to finally achieve her academic goals.
A. vigilance B. adversity C. differentiation D. endeavor
19. _____ for the special website design class should sign up by tomorrow.
A. Those registering B. Those register
C. They are registering D. They are registered
20. Ms. Winchell is a strict teacher known for her _____ to the school board's rules and regulations.
A. occurrence B. execution C. adherence D. presentation
21. The owner of the business _____ the latest tax bill she received.
A. retaliated B. vetoed C. disputed D. argued
22. Rebecca was held _____ for the damage her dog caused to her neighbor's property.
A. liable B. mindful C. notorious D. salutary

23. Henry didn't get the job because he _____ a college education.
 A. has lack of B. is lack C. lacks D. is lack of
24. A feeling of fear _____ the crowd as the storm approached.
 A. suspended B. pervaded C. amplified D. injected
25. This project is _____ for an introductory-level class.
 A. too much really hard B. much too really hard
 C. really much too hard D. really hard too much
26. We will have to be very efficient during our meeting; I have an appointment this afternoon, so _____ eleven thirty.
 A. we'll finish up to B. we'll have to finish by
 C. we should finish until D. we could have finished at
27. With a bit of _____ Mark might agree to take on the project.
 A. coaxing B. taunting C. vexing D. dusting
28. If Daniel leaves, the company will have trouble finding a replacement of his _____.
 A. equality B. periphery C. amplitude D. caliber
29. The knee is _____ most other joints in the body because it cannot twist without injury.
 A. more likely to be damaged than B. more than likely to be damaged
 C. likely to be more than damaged D. to be damaged more than likely
30. When I returned from my vacation, I found a huge _____ of work to do.
 A. postscript B. outreach C. backlog D. upkeep

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.*

Zoos have become an important site for the preservation and protection of wildlife resources, 1 those species that are endangered. 2 many zoos displayed live animals for public entertainment. Presently some zoos have become scientific and educational 3 that have contributed to the understanding and conservation of wild animal populations. 4 the challenges facing modern zoos are the cost of upgrading old facilities, the struggle to obtain 5 operating funds, and the need to attract more visitors to new and entertaining exhibits.

Many 6 zoos in American cities have undergone renovation during the last decades of the twentieth century. Among the recent trends in zoo 7 is the construction of new enclosures that 8 natural habitats. The replacement of traditional steel bars and concrete floors 9 appropriately designed surroundings improves visitor appreciation of the animals. Such renovations may 10 stress on animals and allow them to 11 one another more naturally

Several major zoos conduct captive propagation programs. A captive propagation program includes

the breeding of 12 zoo or wild animals to obtain offspring usually for release to 13 or for transfer to other zoos. Captive breeding is one method of 14 some species from extinction.

Zoos have 15 and improved public education programs also, with zoo exhibits. Public activities education departments develop programs 16 zoo exhibits. Public activities 17 in-school programs, zoo tours, special events, and websites. The Zoological Society of New York, for example, conducted a major project with a Western African government to monitor an elephant herd 18 it moved throughout its range.

The importance of zoos will increase as natural habitats are diminishing. Through their efforts 19 conservation, education, and environmental advocacy, zoos will continue to play a 20 role in wildlife preservation throughout the world

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|---------------------|------------------|------------------|-----------------|
| 1. A. superficially | B. especially | C. importantly | D. supposedly |
| 2. A. By that time | B. By the time | C. At one time | D. At that time |
| 3. A. institutions | B. associations | C. foundations | D. corporations |
| 4. A. Along | B. Toward | C. Among | D. Through |
| 5. A. limited | B. professional | C. sufficient | D. excessive |
| 6. A. newer | B. older | C. former | D. later |
| 7. A. management | B improvement | C achievement | D. assessment |
| 8. A. resemble | B. represent | C. replace | D. repeat |
| 9. A. under | B. for | C. into | D. with |
| 10. A. reduce | B. cause | C. increase | D. avoid |
| 11. A. conform to | B. displace with | C. interact with | D. adhere to |
| 12. A. selected | B sustained | C. promising | D. surviving |
| 13. A. natural | B. the natural | C. wild | D. the wild |
| 14. A. restraining | B saving | C. sheltering | D exempting |
| 15. A. implemented | B. inflated | C. expanded | D. excluded |
| 16. A attributed to | B opposed to | C. referred to | D. related to |
| 17. A. indicate | B. include | C. conclude | D. involve |
| 18. A. as | B. as if | C. so | D. so that |
| 19. A. in search of | B. in honor of | C. in support of | D in charge of |
| 20. A. critical | B. covetous | C. indicative | D. inclusive |

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 1–5 are based on the following articles.

Devices and Additives to Improve Fuel Economy and Reduce Pollution

—Do They Really Work?

By the U.S. Environmental Protection Agency

Have you seen advertisements for products that “Double Your Fuel Economy,” or “Clean-up

Your Car's Tailpipe Exhaust"? Be careful about these products; don't be fooled by erroneous claims.

Fuel Additives

Some advertisements claim that certain fuel additives have been approved by the EPA. While the EPA requires fuel additives to be "registered," the EPA does not test additives for engine efficiency, emissions benefits, or safety as part of the registration. To register an additive, manufacturers report the chemical composition and technical, marketing, and health effects information. The EPA does NOT endorse or certify fuel additives; registration with the EPA does not imply anything about the claims made by the manufacturer.

Aftermarket Devices to Improve Fuel Economy or Reduce Emissions

If a device has significant benefits, the manufacturer may apply for EPA testing through the Voluntary Aftermarket Retrofit Device Evaluation Program. Very few manufacturers have applied for this program in the past 10 years. Most devices tested in earlier years had a neutral or negative effect on fuel economy and/or exhaust emissions. Without this report, the EPA has no information about the safety of the device or its impact on fuel efficiency or the environment.

Popular Devices and Their Effects

- Devices that turn water into fuel: The EPA has received no credible and complete data showing fuel economy benefits from devices that split water molecules into hydrogen and oxygen gas, which is then burned with your fuel. Some devices' installation instructions include adjustments that the EPA would consider tampering. Tampering with your car's emissions control system is punishable by significant fines.

- Fuel line devices: Some devices heat, magnetize, ionize, irradiate, or add metals to the fuel lines. EPA testing of such devices has shown no substantive effect on fuel economy or exhaust emissions. Installation of devices that retard timing or adjust the air-fuel ratio of the vehicle may be considered tampering.

- Mixture enhancers: The EPA has received no credible and complete data showing fuel economy benefits from devices that claim to increase fuel efficiency by creating aerodynamic properties or turbulence that improves the air-fuel mix prior to combustion.

Aftermarket Alternative Fuel Conversions

Aftermarket alternative fuel conversions are sometimes alleged to improve fuel economy and reduce pollution. However, it is difficult to re-engineer a vehicle to operate properly on a different fuel, and especially difficult to ensure that the vehicle will meet emission standards. So, before choosing a vehicle conversion, consider these factors:

- It is not the fuel alone but the integration of engine, fueling, exhaust and evaporative emission control system designs that determines how clean a vehicle will be. Vehicle conversion systems must retain a similarly integrated design and functionality to retain low emissions.

- Gaseous and alcohol fuels are less energy dense than conventional fuels, so your fuel efficiency per gallon of fuel will decrease compared to gasoline or diesel.

- Be sure to check whether your vehicle's manufacturer will honor the warranty after conversion.

If the conversion manufacturer has not followed EPA guidelines, you may be violating the tampering prohibition and/or increasing the release of harmful exhaust and evaporative emissions.

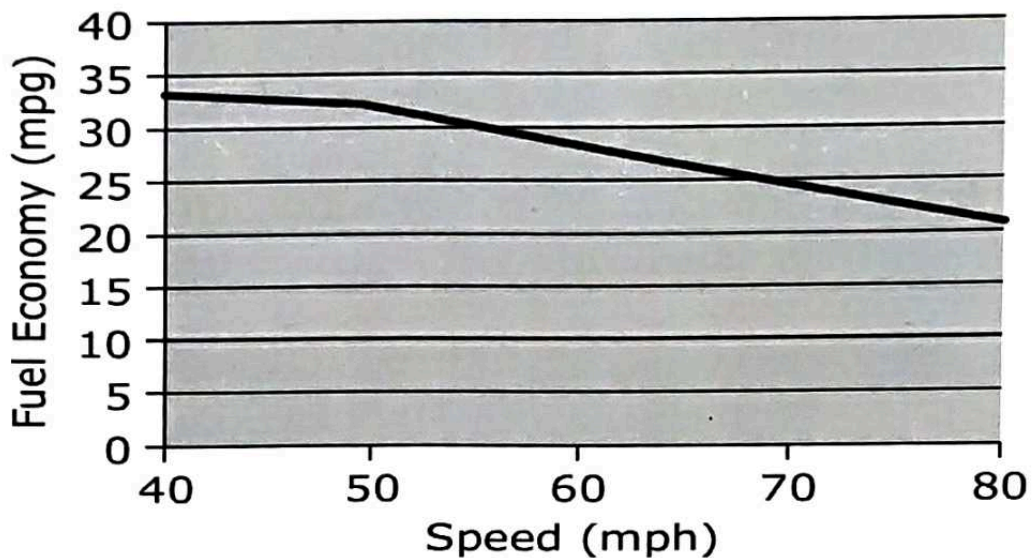
Therefore, thoroughly research any aftermarket part or additive before purchasing, and remember the old adage, "If it sounds too good to be true, it probably is."

Improve Your Fuel Economy By the U.S. Department of Energy

Fuel-Saving Habits

There are several things you can do to obtain the best possible fuel economy and produce the lowest possible emissions.

- Avoid idling. Idling gets 0 miles per gallon and costs as much as \$0.04 per minute.
- Keep tires inflated to the recommended pressure, and use the recommended grade of motor oil, which can improve fuel economy by up to 5%.
- Drive more efficiently. Each 5 MPH you drive over 60 MPH can reduce your fuel economy by 7%.



- Keep your car in shape. Fixing a car that is out of tune can improve your gas mileage by about 4%.
- Combine your trips. Many short trips taken from a cold start can use twice as much fuel as one multipurpose trip.
- Avoid carrying unneeded items. An extra 100 pounds can decrease fuel economy by 1%–2%.

Fuel-Saving Technology Highlight: Start-Stop Systems

An energy-saving feature is now available that can help you save fuel in stop-and-go traffic, at red lights, and in other situations where your car would normally waste fuel idling. Start-stop systems turn off the engine when a vehicle comes to a stop and automatically start it back up when the brake is released or when the accelerator or clutch is pressed. It usually takes half a second or less to restart. Until recently, these systems were mostly found on hybrid vehicles, but as of the 2014 model year, they are available on about one hundred conventional vehicle models. By turning off the engine when it's not needed, start-stop systems can improve fuel economy by around 4 to 5 percent on average. Unlike a hybrid system, which can add thousands of dollars to a vehicle's cost, a start-stop system typically adds only a few hundred dollars. A start-stop system doesn't require you to drive differently, but it may take some time for you to get used to the way the vehicle operates or feels. Most systems are robust and easy to use. If you spend significant drive time idling, a vehicle equipped with a

start-stop system might just be right for you!

1. Which conclusion is best supported by the Department of Energy article?
 - A. Because of the advent of start-stop systems, other methods to improve fuel economy and reduce pollution are no longer necessary.
 - B. Start-stop systems offer better fuel economy benefits than aftermarket alternative fuel conversions.
 - C. Consumers seeking to save on fuel costs should adopt better driving habits.
 - D. Consumers should research any devices marketed to improve fuel economy, to make sure they have been tested and endorsed by the EPA.

2. What was the author's purpose for including the underlined sentence in paragraph 3 in the Environmental Protection Agency article?
 - A. to emphasize that the EPA program is competitive and takes a long time to complete
 - B. to suggest that the claims made by many manufacturers cannot be verified
 - C. to show that only a few devices are effective enough to pass EPA testing
 - D. to urge more manufacturers to apply for the program, so that consumers will have better choices in the future

3. How does the chart extend the information in the article by the Department of Energy?
 - A. by showing that fuel economy improves 5% with every 5 MPH a driver slows down
 - B. by showing that reducing driving speed is more effective than vehicle maintenance
 - C. by illustrating the effects of safer driving
 - D. by highlighting the optimum speed for every driving condition

4. How are the two articles similar?
 - A. Both articles list methods to help reduce emissions.
 - B. Both articles mention devices that are reported to increase fuel economy.
 - C. Both articles use statistics to support their assertions about fuel economy.
 - D. Both articles describe a way to verify the claims made about a marketed device.

5. Which idea about the effect of aftermarket fuel economy devices is included in the article by the EPA?
 - A. Installation of the devices might be more costly than expected.
 - B. The devices can improve economy 4 to 5 percent.
 - C. The devices can be tested and registered by the EPA.
 - D. There is no information about the safety of these devices.

Questions 6–10 are based on the following passage.

In education, in marriage, in religion, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer. The question of Woman's Rights is a practical one. The notion has prevailed that it was only an ephemeral idea; that it was but women claiming the right to smoke cigars

in the streets, and to frequent bar rooms. Others have supposed it a question of comparative intellect; others still, of sphere. Too much has already been said and written about woman's sphere. Trace all the doctrines to their source and they will be found to have no basis except in the usages and prejudices of the age.

This is seen in the fact that what is tolerated in woman in one country is not tolerated in another. Wendell Phillips says, "The best and greatest thing one is capable of doing, that is his sphere." I have confidence in the Father to believe that when He gives us the capacity to do anything, He does not make a blunder. Leave women, then, to find their sphere. And do not tell us before we are born even, that our province is to cook dinners, darn stockings, and sew on buttons.

We are told woman has all the rights she wants; and even women, I am ashamed to say, tell us so. They mistake the politeness of men for rights—seats while men stand in this hall tonight, and their adulations; but these are mere courtesies. We want rights. The flour merchant, the house builder, and the postman charge us no less on account of our sex; but when we endeavor to earn money to pay all these, then, indeed, we find the difference. Man, if he have energy, may hew out for himself a path where no mortal has ever trod, held back by nothing but what is in himself; the world is all before him, where to choose; and we are glad for you, brothers, men, that is so. But the same society that drives forth the young man, keeps woman at home—a dependent—working little cats on worsted, and little dogs on punctured paper; but if she goes heartily and bravely to give herself to some worthy purpose, she is out of her sphere and she loses caste. Women working in tailor shops are paid one-third as much as men. Someone in Philadelphia has stated that women make fine shirts for twelve and a half cents apiece; that no woman can make more than nine a week, and the sum thus earned, after deducting rent, fuel, etc., leaves her just three and a half cents a day for bread. Female teachers in New York are paid fifty dollars a year, and for every such situation there are five hundred applications. I know not what you believe of God, but I believe He gave yearnings and longings to be filled, and that He did not mean all our time should be devoted to feeding and clothing the body.

The present condition of woman causes a horrible perversion of the marriage relation. It is asked of a lady, "Has she married well?" "Oh, yes, her husband is rich." Woman must marry for a home, and you men are the sufferers by this; for a woman who loathes you may marry you because you have the means to get money which she cannot have. But when woman can enter the lists with you and make money for herself, she will marry you only for deep and earnest affection. I am detaining you too long, many of you standing, that I ought to apologize, but women have been wronged so long that I may wrong you a little....I have seen a woman at manual labor turning out chair-legs in a cabinet shop, with a dress short enough not to drag in the shavings.

I wish other women would imitate her in this. It made her hands harder and broader, it is true, but I think a hand with a dollar and a quarter a day in it, better than one with a crossed nine pence.... The widening of woman's sphere is to improve her lot. Let us do it, and if the world scoff, let it scoff—if it sneer, let it sneer.

6. The author's main purpose in the passage is to _____.
- A. argue that women should be free to choose their employment and be fairly compensated.
 - B. claim that women should strive to embrace a more male-centric societal sphere.
 - C. assert that women should be allowed to participate in the same recreational activities as men.
 - D. demonstrate that more women should be proactive in pursuing employment opportunities typically held by men.

7. Which statement best describes a technique used by the author throughout her speech to support her central point?

- A. She underscores the rationality of her beliefs by stating that they are already held by society.
- B. She supports each assertion with a captivating personal anecdote.
- C. She criticizes society's beliefs by describing instances in which women have been given fair pay.
- D. She presents a series of troubling conditions and illustrates their consequences.

8. In the passage, the author most strongly suggests that restrictions placed on women are based on _____.

- A. the amount of respect that men demonstrate toward women.
- B. perceived biological differences between men and women.
- C. inevitable biases that reflect the views of men alone.
- D. the beliefs and customs of a particular time and place.

9. In the passage, the author draws a distinction between which of the following?

- A. Superficial respect from men and equality with men.
- B. The work women want to do and the work they are best at.
- C. Employment opportunities in New York and those in Philadelphia.
- D. Activities preferred by men and those preferred by women.

10. According to the author, a woman may marry a man out of a sense of affection when which goal is met?

- A. A woman is able to contribute more to the financial state of her household than her husband can.
- B. A woman can seek employment opportunities and earn wages equally with her husband.
- C. A woman can ease her husband's suffering by taking on more financial responsibility.
- D. A woman is satisfied with the type of employment and salary that her husband has achieved.

Questions 10–15 are based on the following article.

1 Some career myths are less about occupations than about the working world in general. Myths like these can derail a career search and sap motivation. Here are five common myths, and realities, about careers.

2 **Myth:** There is one perfect job for me.

3 **Reality:** There are many occupations—and many jobs—that you would enjoy. Focusing on finding a single, perfect career is not only intimidating, it's limiting. If you're like most people, you will have several jobs and careers in your life, and each will have positive and negative aspects to it. Furthermore, your job preferences are apt to change over time as you gain experience, skill, and self-knowledge. Keeping your options open is a position of strength, not weakness.

4 **Myth:** I will use all of my talents and abilities in this job.

5 **Reality:** No one job uses all of your talents. And try to find one that does will derail your job search. Learning a variety of tasks helps you to sharpen abilities that might not be needed in one job but could be invaluable in another. Especially at the start of your career, you should expect to spend time acquiring experience and skills. This is one reality about careers that, career counselors say, many new graduates fail to grasp. Counselors remind jobseekers to be patient. New workers should expect to start in entry-level positions and be willing to do routine tasks as they gain experience.

6 **Myth:** My job has to match my college major or vocational training.

7 **Reality:** You need not restrict your job search to careers related to your degree or training. Most jobs do not specify which college major is needed, even if they require that workers have a college degree. Many computer specialist positions, for example, are filled by workers whose degree is in a subject unrelated to computers. Vocational training is often more closely related to specific occupations. But even this kind of training can open the door to a wider array of jobs than people think. Consider that electrical technicians are now repairing fuel cells, for example, or that veterinary technicians become pharmaceutical sales workers. Often, technical skills are applicable to many settings—and most workers learn the specifics of an occupation on the job.

8 **Myth:** No one will hire me because I lack experience, have low grades, have gaps in my work history, etc.

9 **Reality:** People overcome all kinds of challenges to find satisfying work. Experts say that how you handle adversity is a good indicator of your ability to persevere. Need experience? Get it! Volunteer, work in a related occupation, or focus on school projects that are relevant to your desired career. Low grades are the problem? Highlight other parts of your resume, and remember that grades usually matter only for that first job after graduation. Gaps in your work history? Overcome them with a well-designed resume that focuses on skills rather than chronology, and then get a little interviewing practice. For most entry-level jobs, employers are looking for general attributes such as communication skills, interpersonal abilities, and enthusiasm.

10 **Myth:** It's too late to change my career.

11 **Reality:** It's never too late to change careers. Workers who change careers come from many backgrounds, age groups, and situations. There's the doctor who decided she'd rather be a chef, the retiree who enrolled in college to become an accountant, the construction worker who wanted a steadier income without moving to a warmer climate. For each of these workers, the desire for job satisfaction outweighed the desire for status quo. To make the change easier, look at your past work and education to see what skills relate to the job you want. Most jobs' entry requirements are more flexible than people think. Gain needed skills with volunteer work, internships, or a class, and don't be afraid to start at the bottom to get the career you want. If you are out of school and want expert advice, consider a local One-Stop Career Center or the counseling center at a nearby school.

11. The author's tone toward the reader is one of _____.

- A. condescension.
- B. reassurance.
- C. intimidation.
- D. satisfaction.

12. What is the author's primary purpose in writing this article?

- A. To encourage readers to develop new abilities and seek new experiences

- B. To caution workers against changing jobs by exposing the myths about career change
- C. To showcase the types of jobs that will accept workers with low grades and work history gaps
- D. To encourage job seekers to use all of their prior experience and training

13. The underlined sentence in Paragraph 7 enhances the article by_____.
- A. giving examples of the types of careers readers should pursue.
 - B. presenting a scenario to illustrate the fact that readers should apply for jobs that match their college majors.
 - C. emphasizing the value and versatility of technical skills in the job market.
 - D. offering an example to show that skills acquired in one kind of training can be transferred to another field.

14. In Paragraph 9, the author asks and answers a series of questions. How does the question-and-answer structure help the author's point?
- A. It shows that gaps in work history are no worse than low grades.
 - B. It supports the point in the next paragraph that it's never too late to change careers.
 - C. It shows that the concerns raised in the previous paragraph can be addressed.
 - D. It raises concerns that readers may not have considered.

15. Read the underlined sentence in Paragraph 11. What can be inferred about the "workers" in this sentence?
- A. They had all undergone a significant change in work.
 - B. They were concerned with staying in a familiar field.
 - C. They liked the status that came from professional jobs.
 - D. They returned to school in order to widen their career options.

Part IV. Translation (40 points)

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

人类似分成两种人：一种是理想主义者,另一种是现实主义者,是造成人类进步的两种动力。人性好似泥土,由理想主义浇灌后即变成了柔软可塑的东西,但是使泥土凝结的还是泥土本身,不然我们早就蒸发而化气了。在一切人类活动里,个人的、社会的、或民族的,理想主义和现实主义这两种力都互相牵制着,而真正的进步便是由这两种成分的适当混合而促成;所谓适当的混合就是将泥土保持着适宜的柔软可塑的状态,半湿半燥,恰到好处。

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

Language exists to communicate whatever it can communicate. Some things it communicates so badly that we never attempt to communicate them by words if any other medium is available. Those who think they are testing a boy's "elementary" command of English by asking him to

describe in words how one ties one's tie or what a pair of scissors is like, are far astray. For precisely what language can hardly do at all, and never does well, is to inform us about complex physical shapes and movements. Hence descriptions of such things in the ancient writers are nearly always unintelligible. Hence, we never in real life voluntarily use language for this purpose; we draw a diagram or go through pantomimic gestures. The exercises which such examiners set are no more a test of "elementary" linguistic competence than the most difficult bit of trick-riding from the circus ring is a test of elementary horsemanship.

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.

What follows is a brief quotation that states or implies an issue of general interest. You will have 30 minutes to plan and compose a response to it in which you develop a position on the issue according to the specific instructions.

We are predisposed to regard any conflict as a clash between good and evil rather than as simply a clash between conflicting interests. We must learn to explore all of the options and possibilities that confront us in a complex and rapidly changing world and to welcome rather than fear the voices of dissent. If we are to act wisely and creatively upon the new realities of our time, we must think and talk about our problems with perfect freedom.

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, experience, or observations.