

中国海洋大学 2018 年硕士研究生招生考试试题

科目代码： 211

科目名称： 翻译硕士英语

Part I. Vocabulary and Grammar [20 minutes, 20 points]

Directions: There are twenty incomplete sentences in this part. Beneath each sentence there are four choices marked A, B, C and D. Choose ONE answer that best completes the sentence. Then write your answers on the Answer Sheet.

1. Some people are more _____ to depression during the winter because of reduced exposure to sunlight.
A. infinite B. perceptive C. profound D. susceptible
2. By studying obscure demographic and economic _____, he deduced that the Soviets were in crisis—and spending a far bigger slice of its national income on defense than anyone had suspected.
A. data B. mania C. nostalgia D. severity
3. Teresa brought orange socks instead of red because the store was poorly lit, and she couldn't _____ between the two colors.
A. deteriorate B. discriminate C. dispense D. initiate
4. Honeybees use one of the most _____ communication systems of any insect.
A. dismal B. inept C. morbid D. sophisticated
5. When my foot falls asleep, it _____ me for several minutes.
A. incapacitated B. insinuated C. misconstrued D. interrogated
6. Since my uncle was made vice president of his company, he's _____ only to the president.
A. adroit B. omnipotent C. subordinate D. vehement
7. Together, their strengths will _____ each other and provide customers with a richer and even more helpful experience.
A. complement B. fabricate C. implement D. validate

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8. Although our new boss is _____ and young-looking, he is every bit as in control as our previous employer, who was six foot four and middle-aged.
A. diminutive B. eclectic C. extraneous D. tawdry
9. “This book,” wrote the critic, “could be sold as a sleeping aid—it is that _____.”
A. recalcitrant B. unimpeachable C. soporific D. credulous
10. After Kennedy’s assassination in 1963, Hannan, at Jacqueline Kennedy’s request, delivered the _____ at St. Matthew’s Cathedral and stood next to her when Kennedy was buried in Arlington National Cemetery.
A. despot B. eulogy C. paradigm D. profusion
11. Now that internet speeds and hard drive storage are almost non-issues, there is no longer a need to reduce every bit of _____ data.
A. didactic B. extraneous C. nefarious D. incipient
12. Announced in 2015, the tiny-brained species sports a remarkable mosaic of modern and _____ features.
A. archaic B. recalcitrant C. resigned D. servile
13. Mr Stewart _____ the violence that had occurred during the demonstrations.
A. deprecated B. engendered C. surmised D. razed
14. The process of changing from what you are to what you would like to become can be either _____ and frustrating or easy and rewarding.
A. arduous B. astute C. ascetic D. credulous
15. The movie about a kindly man who murders in a moment of panic poses an interesting question: does one horrible act _____ a lifetime of good works?
A. elucidate B. negate C. rectify D. whet
16. _____ in my seventies and rather unfit, I might consider taking up squash.
A. Were I not B. Was I not C. Weren’t I D. If I weren’t
17. _____ a pause in the conversation, she left the room.
A. In B. While C. Over D. Throughout
18. If the technology _____ available, we would be able to expand the business.
A. would become B. were become C. was to become D. became

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19. _____ been diverted, they would have arrived early.
 A. Had the plane not
 B. Hadn't the plane
 C. The plane had not
 D. The plane not had
20. If I _____ a more reliable car, I _____ to Spain rather than fly.
 A. would have ... would drive
 B. had ... had driven
 C. had ... would drive
 D. would have had ... would drive

Part II. Language Use

[40 minutes, 20 points]

Section A: Banked Cloze

[20 minutes, 10 points]

Directions: In this section, there is a passage with TEN blanks. You are required to select one word for each blank from a list of fifteen choices given in a word bank following the passage. Read the passage through carefully before making your choices. You may not use any of the words in the bank more than once.

apprehension	collide	down-spiraling	facilitates	far-reaching
impinge	inhibits	intimately	orientation	pervasively
provisionally	provoking	survive	toughness	vulnerability

Anxiety is quite possibly the affective factor that most **21.** _____ obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, **22.** _____ and tension. Heron (1989:33) makes reference to what he terms existential anxiety, which arises out of a group situation and has three interconnected components that are relevant to the language classroom: ‘*Acceptance anxiety*. Will I be accepted, liked, wanted? ...**23.** _____ *anxiety*. Will I understand what is going on? ... *Performance anxiety*. Will I be able to do what I have come to learn?’

It is not always clear how foreign language anxiety comes into being. For some people it may be a case of having been ridiculed for a wrong answer in class; for others it may have to do with factors unconnected with the language class itself. In many cases, the roots may be found in what Heron (1989:33) terms *archaic anxiety*,

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which is ‘repressed distress of the past—the personal hurt, particularly of childhood, that has been denied so that the individual can 24. _____ emotionally’. Thus unhealed past wounds may 25. _____ on present situations with potentially threatening elements.

There are few, if any, disciplines in the curriculum which lay themselves open to anxiety production more than foreign or second language learning. There is a great deal of 26. _____ involved in trying to express oneself before others in a shaky linguistic vehicle. It is possible in some cases that the methodology used can contribute to furthering anxiety. With the grammar-translation method one might assume a reduction of the possibility of anxiety, since the learners have relatively little of themselves invested in the activities required. However, with the advent of methods which focus on communication, and especially communication involving more personal aspects of one’s being, such as feelings, if care is not taken to provide an emotionally safe atmosphere, the chance for the development of anxiety-provoking situations can increase greatly. This is particularly true if at the same time the stakes involved are very high, such as in academic settings, where the evaluation of the learner can conceivably have 27. _____ consequences.

When anxiety is present in the classroom, there is a 28. _____ effect. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are 29. _____ connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way 30. _____ the tasks at hand. Although it is a major obstacle to language learning, anxiety can be reduced.

Section B: Error Correction

[20 minutes, 10 points]

Directions: The following passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way.

For a wrong word, _____ underline the wrong word and write the correct one in the blank provided at the end of the line.

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For a missing word, mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

Example:

Television is rapidly becoming the literature of our periods. 1. time/times/period
Many of the arguments ~~having~~ used for the study of literature 2. having
as a school subject are valid for ^ study of television. 3. the

Language use strategies are mental operations or processes that learners unconsciously select and apply when attempting to accomplish language use tasks. These strategies constitute test-taking strategies when they are applied language assessment tasks. For the purposes of this volume, test-taking strategies are viewed those test-taking processes that the respondents have selected and that they are conscious, at least to some degree. In other words, the notion of strategy implies an element of selection. However, the processes would not be considered strategies. The ability of learners to use language strategies was referred as their strategies competence—a component of communication language use.

A number of studies have now emerged have attempted to describe the processes involved in the implementation of language assessment instruments. We briefly review here some illustrating studies that deal with the learning and recall of vocabulary, the strategies involving in taking listening and reading comprehension tests, the validation of self-assessment, and the relationship between metacognitive and cognitive strategies and performance on language tests.

31. _____
32. _____
33. _____
34. _____
35. _____
36. _____
37. _____
38. _____
39. _____
40. _____

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Part III. Reading Comprehension [70 minutes, 30 points]

Section A: Multiple-Choice Questions [50 minutes, 20 points]

Directions: In this section there are four reading passages, with each followed by five multiple-choice questions. For each of them there are four choices marked A, B, C and D. Choose ONE answer that best answers the question or completes the statement. Then write your answers on the Answer Sheet.

<Passage One>

The majority of successful senior managers do not closely follow the classical rational model of first clarifying goals, assessing the problem, formulating options, estimating likelihoods of success, making a decision, and only then taking action to implement the decision. Rather, in their day-by-day tactical maneuvers, these senior executives rely on what is vaguely termed “intuition” to manage a network of interrelated problems that require them to deal with ambiguity, inconsistency, novelty, and surprise; and to integrate action into the process of thinking.

Generations of writers on management have recognized that some practicing managers rely heavily on intuition. In general, however, such writers display a poor grasp of what intuition is. Some see it as the opposite of rationality; others view it as an excuse for capriciousness.

Isenberg’s recent research on the cognitive processes of senior managers reveals that managers’ intuition is neither of these. Rather, senior managers use intuition in at least five distinct ways. First, they intuitively sense when a problem exists. Second, managers rely on intuition to perform well-learned behavior patterns rapidly. This intuition is not arbitrary or irrational, but is based on years of painstaking practice and hands-on experience that build skills. A third function of intuition is to synthesize isolated bits of data and practice into an integrated picture, often in an “Aha!” experience. Fourth, some managers use intuition as a check on the results of more rational analysis. Most senior executives are familiar with the formal decision analysis models and tools, and those who use such systematic methods for reaching decisions are occasionally leery of solutions suggested by these methods which run

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counter to their sense of the correct course of action. Finally, managers can use intuition to bypass in-depth analysis and move rapidly to engender a plausible solution. Used in this way, intuition is an almost instantaneous cognitive process in which a manager recognizes familiar patterns. One of the implications of the intuitive style of executive management is that “thinking” is inseparable from acting. Since managers often “know” what is right before they can analyze and explain it, they frequently act first and explain later. Analysis is inextricably tied to action in thinking/acting cycles, in which managers develop thoughts about their companies and organizations not by analyzing a problematic situation and then acting, but by acting and analyzing in close concert.

Given the great uncertainty of many of the management issues that they face, senior managers often instigate a course of action simply to learn more about an issue. They then use the results of the action to develop a more complete understanding of the issue. One implication of thinking/acting cycles is that action is often part of defining the problem, not just of implementing the solution.

41. The passage suggests which of the following about the “writers on management” mentioned in the second paragraph?
- A. They have criticized managers for not following the classical rational model of decision analysis.
 - B. They have not based their analyses on a sufficiently large sample of actual managers.
 - C. They have relied in drawing their conclusions on what managers say rather than on what managers do.
 - D. They have misunderstood how managers use intuition in making business decisions.
42. Which of the following best exemplifies “an ‘Aha!’ experience” as it is presented in the passage?
- A. A manager risks taking an action whose outcome is unpredictable to discover whether the action changes the problem at hand.
 - B. A manager performs well-learned and familiar behavior patterns in creative and uncharacteristic ways to solve a problem.

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- C. A manager suddenly connects seemingly unrelated facts and experiences to create a pattern relevant to the problem at hand.
 - D. A manager rapidly identifies the methodology used to compile data yielded by systematic analysis.
43. According to the passage, the classical model of decision analysis includes all of the following EXCEPT _____.
- A. evaluation of a problem
 - B. creation of possible solutions to a problem
 - C. establishment of clear goals to be reached by the decision
 - D. action undertaken in order to discover more information about a problem
44. The passage provides support for which of the following statements?
- A. Managers who rely on intuition are more successful than those who rely on formal decision analysis.
 - B. Managers' intuition works contrary to their rational and analytical skills.
 - C. Intuition enables managers to employ their practical experience more efficiently.
 - D. Logical analysis of a problem increases the number of possible solutions.
45. Which of the following best describes the organization of the first paragraph of the passage?
- A. An assertion is made and a specific supporting example is given.
 - B. A conventional model is dismissed and an alternative introduced.
 - C. The results of recent research are introduced and summarized.
 - D. Two opposing points of view are presented and evaluated.

<Passage Two>

It is frequently assumed that the mechanization of work has a revolutionary effect on the lives of the people who operate the new machines and on the society into which the machines have been introduced. For example, it has been suggested that the employment of women in industry took them out of the household, their traditional sphere, and fundamentally altered their position in society. In the nineteenth century, when women began to enter factories, Jules Simon, a French politician, warned that

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by doing so, women would give up their femininity. Friedrich Engels, however, predicted that women would be liberated from the “social, legal, and economic subordination” of the family by technological developments that made possible the recruitment of “the whole female sex into public industry.” Observers thus differed concerning the social desirability of mechanization’s effects, but they agreed that it would transform women’s lives.

Historians, particularly those investigating the history of women, now seriously question this assumption of transforming power. They conclude that such dramatic technological innovations as the spinning jenny, the sewing machine, the typewriter, and the vacuum cleaner have not resulted in equally dramatic social changes in women’s economic position or in the prevailing evaluation of women’s work. The employment of young women in textile mills during the Industrial Revolution was largely an extension of an older pattern of employment of young, single women as domestics. It was not the change in office technology, but rather the separation of secretarial work, previously seen as an apprenticeship for beginning managers, from administrative work that in the 1880’s created a new class of “dead-end” jobs, thenceforth considered “women’s work.” The increase in the numbers of married women employed outside the home in the twentieth century had less to do with the mechanization of housework and an increase in leisure time for these women than it did with their own economic necessity and with high marriage rates that shrank the available pool of single women workers, previously, in many cases, the only women employers would hire.

Women’s work has changed considerably in the past 200 years, moving from the household to the office or the factory, and later becoming mostly white-collar instead of blue-collar work. Fundamentally, however, the conditions under which women work have changed little since before the Industrial Revolution: the segregation of occupations by gender, lower pay for women as a group, jobs that require relatively low levels of skill and offer women little opportunity for advancement all persist, while women’s household labor remains demanding. Recent historical investigation has led to a major revision of the notion that technology is always inherently revolutionary in its effects on society. Mechanization may even have slowed any change in the traditional position of women both in the labor market and in the home.

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46. Which of the following statements best summarizes the main idea of the passage?
- A. The effects of the mechanization of women's work have not borne out the frequently held assumption that new technology is inherently revolutionary.
 - B. Recent studies have shown that mechanization revolutionizes a society's traditional values and the customary roles of its members.
 - C. Mechanization has caused the nature of women's work to change since the Industrial Revolution.
 - D. The mechanization of work creates whole new classes of jobs that did not previously exist.
47. The author mentions all of the following inventions as examples of dramatic technological innovations EXCEPT the _____.
- A. sewing machine
 - B. vacuum cleaner
 - C. typewriter
 - D. telephone
48. It can be inferred from the passage that the author would consider which of the following to be an indication of a fundamental alteration in the conditions of women's work?
- A. Statistics showing that the majority of women now occupy white-collar positions.
 - B. Interviews with married men indicating that they are now doing some household tasks.
 - C. Surveys of the labor market documenting the recent creation of a new class of jobs in electronics in which women workers outnumber men four to one.
 - D. Census results showing that working women's wages and salaries are, on the average, as high as those of working men.
49. The passage states that, before the twentieth century, which of the following was true of many employers?
- A. They did not employ women in factories.
 - B. They tended to employ single rather than married women.
 - C. They employed women in only those jobs that were related to women's

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- traditional household work.
- D. They resisted technological innovations that would radically change women's roles in the family.
50. It can be inferred from the passage that the author most probably believes which of the following to be true concerning those historians who study the history of women?
- A. Their work provides insights important to those examining social phenomena affecting the lives of both sexes.
- B. Their work can only be used cautiously by scholars in other disciplines.
- C. Because they concentrate only on the role of women in the workplace, they draw more reliable conclusions than do other historians.
- D. While highly interesting, their work has not had an impact on most historians' current assumptions concerning the revolutionary effect of technology in the workplace.

<Passage Three>

Most economists in the United States seem captivated by the spell of the free market. Consequently, nothing seems good or normal that does not accord with the requirements of the free market. A price that is determined by the seller or, for that matter, established by anyone other than the aggregate of consumers seems pernicious. Accordingly, it requires a major act of will to think of price-fixing (the determination of prices by the seller) as both "normal" and having a valuable economic function. In fact, price-fixing is normal in all industrialized societies because the industrial system itself provides, as an effortless consequence of its own development, the price-fixing that it requires. Modern industrial planning requires and rewards great size. Hence, a comparatively small number of large firms will be competing for the same group of consumers. That each large firm will act with consideration of its own needs and thus avoid selling its products for more than its competitors charge is commonly recognized by advocates of free-market economic theories. But each large firm will also act with full consideration of the needs that it has in common with the other large firms competing for the same customers. Each large firm will thus avoid significant

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price-cutting, because price-cutting would be prejudicial to the common interest in a stable demand for products. Most economists do not see price-fixing when it occurs because they expect it to be brought about by a number of explicit agreements among large firms; it is not.

Moreover, those economists who argue that allowing the free market to operate without interference is the most efficient method of establishing prices have not considered the economies of non-socialist countries other than the United States. These economies employ intentional price-fixing, usually in an overt fashion. Formal price-fixing by cartel and informal price-fixing by agreements covering the members of an industry are commonplace. Were there something peculiarly efficient about the free market and inefficient about price-fixing, the countries that have avoided the first and used the second would have suffered drastically in their economic development. There is no indication that they have.

Socialist industry also works within a framework of controlled prices. In the early 1970's, the Soviet Union began to give firms and industries some of the flexibility in adjusting prices that a more informal evolution has accorded the capitalist system. Economists in the United States have hailed the change as a return to the free market. But Soviet firms are no more subject to prices established by a free market over which they exercise little influence than are capitalist firms; rather, Soviet firms have been given the power to fix prices.

51. The primary purpose of the passage is to _____.
- A. suggest methods by which economists and members of the government of the United States can recognize and combat price-fixing by large firms
 - B. show that in industrialized societies price-fixing and the operation of the free market are not only compatible but also mutually beneficial
 - C. explain the various ways in which industrialized societies can fix prices in order to stabilize the free market
 - D. argue that price-fixing, in one form or another, is an inevitable part of and benefit to the economy of any industrialized society
52. The author's attitude toward "Most economists in the United States"(line 1) can best be described as _____.

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- A. spiteful and envious
 - B. scornful and denunciatory
 - C. critical and condescending
 - D. ambivalent but deferential
53. It can be inferred from the author's argument that a price fixed by the seller "seems pernicious" (the first paragraph) because _____.
- A. people do not have confidence in large firms
 - B. people do not expect the government to regulate prices
 - C. most economists believe that consumers as a group should determine prices
 - D. most economists associate fixed prices with communist and socialist economies
54. According to the author, what is the result of the Soviet Union's change in economic policy in the 1970's?
- A. Soviet firms show greater profit.
 - B. Soviet firms have less control over the free market.
 - C. Soviet firms are able to adjust to technological advances.
 - D. Soviet firms have some authority to fix prices.
55. With which of the following statements regarding the behavior of large firms in industrialized societies would the author be most likely to agree?
- A. The directors of large firms will continue to anticipate the demand for products.
 - B. The directors of large firms are less interested in achieving a predictable level of profit than in achieving a large profit.
 - C. The directors of large firms will strive to reduce the costs of their products.
 - D. Many directors of large firms believe that the government should establish the prices that will be charged for products.

<Passage Four>

Questions of when, where, how, and with whom children's riddles [are used] have been addressed in the folkloristic and anthropological literature, but they have rarely been answered in depth. Prior to the 1960s or so, collecting standards allowed

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considerable latitude in the recording of contextual and interactional data. Many researchers simply ignored the information. Others sketched out basic parameters, but too often their observations tended toward the obvious and the dominant. For example, researchers have tended to regard community members as a homogeneous group, thereby assuming that whatever was true for adult riddling held equally well for children's. Or, they viewed children themselves as undiversified, thereby bypassing differences in riddling due to youngsters' ages, or, in urban areas, their ethnic heritage. Especially problematic has been information about settings and interactional events that encourage or inhibit riddling.

Despite this unevenness in the literature, enough information is retrievable to at least hint at some cross-cultural trends. As the first of these, we can identify two broadly different tracks that communities take with regard to the appropriateness of distinct groups' engaging in riddling. First, these are groups that treat riddling as an activity open to both adults and children. Among the Anang of Nigeria, for instance, both adults and children may pose and answer riddles. Secondly, and in contrast to groups like the Anang, communities may limit active involvement according to the age (or perhaps, the social status) of the potential participants. In some cases, riddling is seen as an adult prerogative. Though riddles may be posed occasionally to children for specific purposes, such as testing the youngsters' intelligence, they are not otherwise encouraged to participate. As an alternative to across-the-board restrictions based on age, other communities require children to simply remain silent when riddling occurs in adult social events.

Within the literature, the most frequently reported occasions of adult-child riddling are those involving pedagogy and leisure-time activity, respectively. In pedagogy riddling, the adult takes on the role of teacher, the child the role of student. The interactions can occur in the home as well as in the school. To make the home environment first: Among the Chamula of Central America, mothers may use riddles in teaching their children to talk. In the Ozark mountains of the United States in the 1930s, some parents regarded "working' out riddles" as an intellectual discipline for children. They posed riddles to their children in the hope of training the children's minds. Similar motives appear to have been behind adult-child riddling in other areas of the United States and in Europe. By far, the most frequent reports of pedagogic

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riddling is used to amuse children while testing their wit and competence in culture-specific value. With respect to pedagogic riddling in the school environment, several curriculum reports have suggested that riddling in the classroom can aid youngsters' development of perceptual and descriptive skills. Although to my knowledge we have no ethnographic reports of pedagogic riddling within the mainstream classroom, there exists at least one report treating riddle use in formal, non-English language instruction. Diane Roskies studied classroom activities in Kheyder, a Jewish primary school. There, a variety of verbal art forms were applied in the teaching of the [Hebrew] alphabet. As one example of the pedagogic play, the children were encouraged to tell riddles dealing with the shapes of the letters.

In contrast to pedagogic riddling, leisure-time riddling is pursued as an end in itself. Entertainment is the primary goal. Generally speaking, leisure-time riddling between children and adults develops in the vicinity of the home, when practical obligations are few. Although parents and siblings appear to be children's most frequent co-participants, youngsters confronted by more distant relatives and other visitors may find that they can use riddling to communicate across the "small-talk barrier." Of course, it is always possible that this arrangement can backfire. Proud of their "funny, clever" children, parents have been known to encourage the youngsters to "perform" riddles for the parents' friends.

56. The passage makes the most extensive use of which type of evidence?
- A. Expert testimony
 - B. Case studies
 - C. Historical trends
 - D. Statistical analysis
57. Which choice best reflects the author's view of much of the existing research on riddling?
- A. It is misleading because it puts too much emphasis on variations in riddles in urban and rural settings.
 - B. It focuses on riddles adults present to children and fail to address riddling between children.
 - C. It undermines commonly accepted beliefs about riddling behavior in an

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- attempt to present new conclusions.
- D. It is incomplete because it overlooks age as a significant factor in riddling behavior.
58. The phrase “cross-cultural” in the second paragraph primarily serves to _____.
A. describe the specific ways in which riddling works in every culture.
B. demonstrate the culture-specific nature of riddling around the world.
C. emphasize the uneven nature of literature that claims to be universal.
D. characterize the universality of certain trails of riddling.
59. The description of Ozark parents mainly serves to _____.
A. illustrate one way riddling is used to teach children.
B. provide a counterpoint to the previous example of the Chamula of South America.
C. introduce the concept of leisure-time riddling in various populations.
D. give an example of a commonly misunderstood use of riddling.
60. What does the author imply about parents who use leisure-time riddling at home?
A. They occasionally overestimate others’ interest in their children.
B. They use riddling to distract their children from more practical tasks.
C. They encourage their children to perform riddles when conversation lags.
D. They try to have children share riddles with their siblings.

Section B: Short Answer Questions

[20 minutes, 10 points]

Directions: In this section, there is one passage with FIVE open-ended questions. Read the passage carefully. Then answer the questions briefly by using the information given in the passage. Please write your answers on the Answer Sheet.

<Passage Five>

In general, democracies organize and carry out their elections in one of two ways. In first-past-the-post (FPTP) elections, voters choose individual candidates for office, and the candidate with the most votes wins. Elections in this kind of system are also called “winner-take-all.” In a democracy with proportional representation (PR),

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parties, not individuals, win seats in a legislature according to the percent of votes they receive in an election. Parties then form coalitions with each other to gain control of the government. Which system a country uses can greatly affect its politics; each has its merits and disadvantages.

These two types of election tend to foster very different styles of political debate. First-past-the-post elections tend to lead to more moderate political discussions at the national level. In elections for the presidency of the United States, for example, candidates need support from every part of the country. They cannot alienate large groups by expressing extreme views, so they must be moderate in order to have broad appeal. This moderation has its downsides, however. For one, uncommon opinions tend to be left out of public discussion. This can result in an elected government that may not fully represent citizens' views. Extreme parties are also reduced to the role of spoilers in national elections: unable to win, but able to hurt larger parties with similar, but more moderate, viewpoints. During the US election for president in 1992, a far-right candidate, Ross Perot, drew votes from the sitting president, the center-right George H.W. Bush. This may have allowed the center-left candidate, Bill Clinton, to win the presidency.

Proportional representation, for better or worse, allows more extreme viewpoints to be represented at the national level. This can be a good thing, allowing minority groups and small, single-issue parties to have a voice in government. However, these small parties can cause problems when they join ruling coalitions. They can force the government to focus on niche agendas by threatening to leave the coalition if ignored. In some cases, radical parties that actively oppose or threaten democracy, like fascist parties, can gain seats in PR elections. This occurred most famously in Germany's Weimar Republic in the 1930s, when democratic elections gave the Nazi Party the opportunity to take power.

Each electoral system also results in different levels of voter participation. First-past-the-post systems generally result in lower overall voter participation. This could be because the rules of FPTP elections discourage voters who support candidates or parties who are not likely to win. Because votes for a losing candidate count for nothing in an FPTP election, votes for opposition parties are effectively wasted. In elections for US Senate seats and the US presidency, for instance, many

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states are consistently won by candidates from one party. Opposition voters in these states have little reason to show up at the polls. However, some political scientists argue that because voters vote for specific candidates in FPTP elections, those elected officials are more personally accountable to the citizens that voted for them. This sense of accountability could lead to more citizen engagement between elections.

Proportional representation, on the whole, encourages higher levels of participation. Because voters will be represented even if they are in the minority, there are far fewer wasted votes in PR elections. Perhaps for this reason, voter turnout is much higher, on average, in countries that use a PR system. On the other hand, voters in PR elections generally vote for parties rather than individuals. Because the parties appoint legislators to their seats, politicians may feel more accountable to their parties than to voters. This can lead officials to focus on within-party politics rather than the wishes of the people.

61. Why are extreme views disfavored in the elections for the presidency of the United States?
62. What is the most likely reason for the author to mention the 1992 US presidential election?
63. What is the relationship between proportional representation elections and political extremism?
64. What harm can some small radical parties do to the democratic government according to the passage?
65. Why do first-past-the-post elections tend to have lower voter turnout than proportional representation elections?

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Part IV. Writing

[50 minutes, 30 points]

Directions: Write an essay according to the following information. Write your essay of no less than 400 words on the Answer Sheet.

Nowadays the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships people make? Has this become a positive or negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Marks will be awarded both for your linguistic knowledge (i.e., grammar; vocabulary and organization) and for your ability to achieve the communicative purpose.

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