

Part One: Reading Comprehension (50%)

I. Read the following excerpt, and answer the first 16 questions by choosing the entry that is closest in meaning to the underlined word/phrase in its context. For questions 17 through 20, answer as advised in the questions. (30 %)

Excerpt:

The Middle Fork of the Salmon is not so much a river as an (1) exuberant expression of water at play. It tumbles and turns and trips over itself for a hundred miles through the largest unbroken wilderness in the lower 48, the 2.3-million-acre River of No Return Wilderness named for the pristine Salmon River Gorge. No dams (2) temper its flow. No roads line its banks. It dances down its canyon much as it has since the glaciers receded 10,000 years ago—in spring as a raging, tree-felling torrent, in late summer as a (3) spare, (4) crystalline (5) rivulet. Today it is one of the ultimate (6) white-water experiences in the United States, drawing thousand of visitors each year. But 60 years ago its future—and that of hundreds of other rivers across the country—looked very different. For much of the 20<sup>th</sup> century, the federal government seemed determined to dam virtually all the major rivers in the country, (7) harnessing their power for electricity, irrigation, navigation, water supply, and flood control. The dam (8) binge was particularly acute in the (9) arid West, where even the Grand Canyon was (10) slated for flooding. The Army evaluated five (11) prospective dam sites, on the Middle Fork alone. The river would have (12) morphed into a chain of man-made lakes if two brothers—John and Frank Craighead—hadn't helped (13) stem the tide of concrete. It took a decade of reports, lectures, and political (14) wrangling, but when President LBJ signed the Wild and Scenic Rivers Act, much of its language came from the Craigheads. I once asked John why rivers were such a crucial issue for him, thinking he would (15) wax philosophical about the need for wild things in an increasingly man-made world. He shrugged. "I just loved rivers," he said. It was enough. Because he and others loved moving, living, (16) untarnished waters, we now have some left to cherish. To help us think more like a river, less like a dam.

**Questions 1-20:** (1 % for each of the first 16 questions; 17, 18, 19 and 20 is worth 2 %, 3 %, 4 % and 5 % respectively. **30 % in total**)

1. **exuberant:** (a) overflowing, (b) lively and exciting, (c) excessive, (d) giving out lots of light.
2. **temper:** (a) improve the currency of, (b) induce, (c) moderate, (d) restrain.

國立中山大學 101 學年度碩士暨碩士專班招生考試試題

科目：英文閱讀與英文中譯【外文系碩士班甲組、乙組】

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3. **spare**: (a) thin, (b) extra, (c) additional, (d) not currently in use.
4. **crystalline**: (a) full of minerals, (b) meandering, (c) shaped like crystal, (d) clear.
5. **rivulet**: (a) small puddle of rain water, (b) whirlpool, (c) small stream, (d) a meandering current of water.
6. **white-water**: (a) clear, unpolluted water, (b) fast shallow stretch of water in a river, (c) business or issue beyond government control, (d) recreational activities done out in the wilderness.
7. **harnessing**: (a) employing tools for, (b) controlling and using, (c) working closely with, (d) establishing a routine.
8. **binge**: (a) the bank of a river or a dam, (b) flood, (c) excessive need, (d) draught.
9. **arid**: (a) wasted, (b) dull, (c) keen, (d) dry and barren.
10. **slated**: (a) marked out for a specific purpose, (b) criticized, (c) covered up, (d) turned into a monument.
11. **prospective**: (a) likely, (b) future, (c) planned, (d) proposed.
12. **morphed**: (a) cut into small units, (b) shaped like, (c) slowly changed, (d) formed into.
13. **stem**: (a) stop by removing, (b) help grow, (c) add to, (d) originate from.
14. **wrangling**: (a) chaotic outburst, (b) political disputing, (c) twisting, (d) gathering.
15. **wax**: (a) cover up, (b) grow angry, (c) grow larger, (d) speak or write in a specific manner.
16. **untarnished**: (a) artificially purified, (b) de-colored, (c) non-polluted, (d) not painted over.
17. **In 30 words or less, paraphrase “the tide of concrete” right after the word *stem* (see the sentence containing the word numbered 13 in the excerpt) (2 %)**
18. **In 40 words or less, discuss what may be the significance of seeing a river as “an exuberant expression of water at play” (see the first sentence)? (3%)**
19. **In 50 words or less, discuss if there is an underlying motif with which this essay adds emotional, expressive tones of voice to its statement of facts. (4%)**
20. **In 100 words or so, write a short essay on the situation of one major environmental issue, about, for instance, the wetlands in Taiwan, or flooding in Thailand and/or Australia, or tsunami in Japan and Indonesia, etc. Let the above excerpt serve as a model for your essay if you wish. (5 %)**

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II. With words selected from the following pool of vocabulary, fill in the 20 blanks of the essay. No word is to be used twice, and for each blank one entry only can be selected. Each filling of a blank is worth 1 % (20 % in total).

Pool of Vocabulary:

**sloth, fancy, inhibits, insists, voluntary, aggression, omnipotent, manifestations, submissive, angry, necessary, conform, perspective, thwart, neglected, symbolization, endowed, subsides, perversion, secretion.**

**Questions 21-40:** Essay with blanks to fill

Like all sins except pride, anger is a \_\_\_\_\_ 21 \_\_\_\_\_, caused by pride, of something in our nature which is itself innocent, \_\_\_\_\_ 22 \_\_\_\_\_ to our existence and good. Thus, while everyone is proud in the same way, each of us is angry or lustful or envious in his own way.

Natural, or innocent, anger is the necessary reaction of a creature when its survival is threatened by the attack of another creature and it cannot save itself (or its offspring) by flight. Such anger, accompanied by physical changes, like increased \_\_\_\_\_ 23 \_\_\_\_\_ of adrenalin, \_\_\_\_\_ 24 \_\_\_\_\_ fear so that the attacked creature is able to resist the threat to its extinction. In the case of young creatures that are not yet capable of looking after themselves, anger is a necessary emotion when their needs are \_\_\_\_\_ 25 \_\_\_\_\_: a hungry baby does right to scream. Natural anger is a reflex reaction, not a \_\_\_\_\_ 26 \_\_\_\_\_ one; it is a response to a real situation of threat and danger, and as soon as the threat is removed, the anger \_\_\_\_\_ 27 \_\_\_\_\_. No animal let the sun go down upon its wrath. Moreover, Konrad Lorenz has shown that, in fights between the social animals, when by adopting a \_\_\_\_\_ 28 \_\_\_\_\_ posture, the weaker puts itself at the mercy of the stronger, this inhibits further \_\_\_\_\_ 29 \_\_\_\_\_ by the latter.

Anger, even when it is sinful, has one virtue; it overcomes \_\_\_\_\_ 30 \_\_\_\_\_. Anybody, like a schoolmaster, a stage director or an orchestral conductor, whose business it is to teach others to do something, knows that, on occasion, the quickest—perhaps the only—way to get those under him to do their best is to make them \_\_\_\_\_ 31 \_\_\_\_\_.

Anger as a sin is either futile (the situation in which one finds oneself cannot or should not be changed, but must be accepted) or unnecessary (the situation could be mastered as well or better without it). Man is potentially capable of sin of anger because he is \_\_\_\_\_ 32 \_\_\_\_\_ with memory—the experience of an event persists—and with the faculty of \_\_\_\_\_ 33 \_\_\_\_\_ (to him, no object or event is simply itself). He becomes actually guilty of anger because first of all he is guilty of the sin of pride, of which anger is one of many possible \_\_\_\_\_ 34 \_\_\_\_\_.

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Because every human being sees the world from a unique \_\_\_\_\_35\_\_\_\_\_, he can, and does, choose to regard himself as its center. The sin of anger is one of our reactions to any threat, not to our existence, but to our \_\_\_\_\_36\_\_\_\_\_ that our existence is more important than the existence of anybody or anything else. None of us wishes to \_\_\_\_\_37\_\_\_\_\_, because the desires of each are limited. We are glad that other things and people exist with their own ways of behaving—life would be very dull if they didn't—so long as they do not \_\_\_\_\_38\_\_\_\_\_ our own. Similarly, we do not want others to \_\_\_\_\_39\_\_\_\_\_ with our wishes because they must—life would be very lonely if they did—but because they choose to; we want DEVOTED slaves.

If there are souls in Hell, it is not because they have been sent there, but because Hell is where they \_\_\_\_\_40\_\_\_\_\_ upon being.

Part Two: Translation (50%)

Translate the following texts into Chinese

I. (25%)

But a University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them.... It teaches him to see things as they are, to go right to the point.... It prepares him to fill any post with credit.... He is at home in any society, he has common ground with every class; he knows when to speak and when to be silent; he is able to converse.... He knows when to be serious and when to trifle....

John Henry Cardinal Newman, "The Idea of a University"

II. (25%)

She walks in beauty, like the night  
Of cloudless climes and starry skies;  
And all that's best of dark and bright  
Meet in her aspect and her eyes....

One shad the more, one ray the less,  
Had half impair'd the nameless grace  
Which weaves in every raven tress....

George Gordon, Lord Byron, "She walks in beauty"

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科目：英文作文【外文系碩士班甲組】

題號：4022  
共 1 頁 第 1 頁

“What price the advanced study of the humanities in a time when the world economy crumbles? Some might say that to teach and research papyrus fragments of ancient Greek drama or the reading habits of sixteenth-century gentlewomen at such a time is to fiddle while Rome burns.”

Jonathan Bate

The humanities are threatened not just in Taiwan but also worldwide. Public funding for the humanities has been severely curtailed; humanities students are facing challenges upon graduation. How do you justify the study of art, literature, history, and philosophy that foster and defend human creativity and civilization in relation to other disciplines that have the immediacy of “public value”? Are the humanities today the humanities of the past? How do you make a smart claim in your own terms?

Write a 400-500 word argumentative essay on this global debate (100%). You may cite any writer, thinker, artist, or critic ancient or modern to argue your case. You may also answer the question from your personal observations.

You will be evaluated according to the quality of thinking and academic writing, not necessarily your critical position.

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科目：英文作文【外文系碩士班乙組】

題號：4186  
共 1 頁 第 1 頁

## ● Instruction

Read the passage below and compose a two-part essay. In the first part, you should write a 100-word summary of the major features/principles of CBI mentioned in the passage (do not use bullet points) (30%). In the second part, you are asked to discuss the **challenges** of employing CBI to conduct foreign/second language teaching. The second part should be approximately 250 words in length (70%).

## ● Reading passage

Content-based instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus. Although content is used with a variety of meanings in language teaching, it most frequently refers to the substance or subject matter that we learn or communicate through language rather than the language used to convey it.

CBI draws on the principles of Communicative Language Teaching. If, as it was argued, classrooms should focus on real communication and the exchange of information, an ideal situation for second language learning would be one where the focus of language teaching was not grammar or functions or some other language-based unit of organization, but content, that is, subject matter from outside the domain of language. The language that is being taught could be used to present subject matter, and the students would learn the language as a by-product of learning about real-world content.

This teaching approach is grounded on two central principles. First, *people learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself*. This principle reflects one of the motivations for CBI noted earlier – that it leads to more effective language learning. Second, *CBI better reflects learners' needs for learning a second language*. This principle reflects the fact that many content-based programs serve to prepare ESL students for academic studies or for mainstreaming; therefore, the need to be able to access the content of academic learning and teaching as quickly as possible, as well as the processes through which such learning and teaching are realized, are a central priority.

CBI classrooms may yield an increase in intrinsic motivation and empowerment, since students are focused on subject matter that is important to their lives. Students are pointed beyond transient extrinsic factors, like grades and tests, to their own competence and autonomy as intelligent individuals capable of actually doing something with their new language.

***This passage is based on the following books:***

1. Brown, H. D. (2001). *Teaching by principles (2<sup>nd</sup> ed.)*. New York: Addison Wesley Longman, Inc.
2. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2<sup>nd</sup> ed.)*. Cambridge: Cambridge University Press.

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題號：4023

科目：英美文學史【外文系碩士班甲組】

共 1 頁 第 1 頁

The examination consists of Two Parts: the first part is on English literature and the second part is on American literature. Please answer the questions carefully following the instructions. You have 100 minutes to answer the questions.

Part One -- English Literature (60%)

Answer TWO of the following questions (30% each).

1. Discuss the tradition of English literature from Chaucer to Arnold with reference to at least four writers and their works.
2. Examine the development of English novel from the nineteenth century to the twentieth century. Illustrate your points with at least four novels.
3. Modern poetry has sometimes been criticized as disorienting and obscure. Write a defense for it by explicating at least four major poets and their works.

Part Two -- American Literature (40%)

Choose TWO of the following questions and write a coherent and cogent essay with references to textual examples (20% each).

1. Discuss with detailed illustration the strategy of two early American writers in their efforts to establish a "nativist" tradition in American literature.
2. In America, realism dominated American fiction from 1865 to the end of the nineteenth century; and during the last decade of the nineteenth century, naturalism began to flourish, too. Compare and contrast American realism and naturalism. Choose representative writers and their works to support your discussion.
3. In American literature, the representations of nature play an important role. Compare and contrast a literary text in the 19<sup>th</sup> century with a text written in the 20<sup>th</sup> on the issue of representing nature. What do your texts have in common and how are they different?
4. In his notable essay entitled "The American Scholar," Ralph Waldo Emerson glorifies the significance of an independent identity. Please discuss how this theme is reflected with different perspectives (such as gender, race, ethnicity, class, or sexual orientation) from the works of two twentieth-century American writers. Elaborate your discussion with examples.

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題號：4024

科目：語言學概論【外文系碩士班乙組】

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**Instruction:** You're required to write in **English** all your answers on the answer sheet provided. Please number your answers in your answer sheet according to the question numbers.

1. In a clause, every predicate has its related NP(s). For example, in the sentence *Mary imitates Madonna*, the predicate *imitate* requires two NPs as its **arguments** 論元; hence, *imitate* is a two-place predicate (verb). Furthermore, the semantic information of the NPs related to the predicate is labeled in terms of thematic roles, such as Agent, Theme, Goal, etc. Hence, the predicate *imitate* requires an Agent role as its subject and a Patient role as its object. The argument structure is represented as in (1), underlined argument as the subject.

(1) *imitate*: verb; <NP (Agent), NP (Patient)>

**Q1-1:** In the following sentences, determine the thematic role of each NP and represent the argument structure for each predicate. (6%)

(2) Mary gave Bill the money.

(3) I eat in clean restaurants.

**Q1-2:** Discuss the status of the object in (2) and (3). Are they the required arguments of the predicates? Why or why not? And discuss why the sentence *\*Pete gave Bill* is ungrammatical. (6%)

**Q1-3:** Discuss the peculiarity of the objects in the following Chinese verb phrases: e.g., what thematic roles are required by the verbs? What are the thematic roles of the NPs below? Are they the canonical (regular) object thematic role required by the transitive verbs (two-place predicates)? (13%)

(4) chi can-ting 吃餐廳

eat restaurant

(5) xie mao-bi 寫毛筆

write brush

(6) pao ye-wu 跑業務

run (sales)business

2. In the discussion of phrases, what is common among them is that every phrase contains a Head. A Head may require (a) complement(s), such as the bracketed phrases in (7).

- (7) a. Russian soldiers [<sub>VP</sub> destroyed the city].  
b. She proposed [<sub>NP</sub> an analysis of the problem].  
c. Jack is [<sub>AP</sub> fond of coffee].



Complements are distinguished from adjuncts in relation to the Head, in the sense that complements are obligatory but adjuncts are optional.

- (8) a. Russian soldiers [<sub>VP</sub> brutally destroyed the city].  
b. She proposed [<sub>NP</sub> a detailed analysis of the problem].  
c. Jack is [<sub>AP</sub> very fond of coffee].

**Q2-1:** Specify the complements and adjuncts in phrases in (8), and represent the phrase structures in terms of X-bar schema/structure. Can the traditional Phrase Structure tree distinguish complements and adjuncts in relation to the Head? How can adjuncts and complements be distinguished in the X-bar theory? (15%)

**Q2-2:** What is the ambiguity in the noun phrase of (9)? How can the X-bar structures be useful to distinguish the ambiguous (9)? How do (10) and (11) support your proposed structures for (9)? (10%)

(9) [<sub>NP</sub> the English teacher]

- (10) a. the French English teacher  
b. the English French teacher

- (11) a. the Canadian and English teacher  
b. the Math and English teacher

**3.** The following questions are based on the knowledge of morphology-related fields.

**Q3-1:** The word formation processes are not linear but hierarchical. Draw the hierarchical structure trees for the words, *rewritable* and *unwritable*, indicate the morphological processes involved (e.g., types of affixation), and then explain their meanings. (4%)

**Q3-2:** Explain why the word, *undoble*, is ambiguous in terms of morphological structures. (4%)

**Q3-3:** In addition to affixation, English words can be formed by the process of compounding. For instance, *greenhouse* is compounded from *green* and *house*. What phonological mechanisms can be used to distinguish the meanings of the compound noun *greenhouse* and the phrasal noun *green house*? In addition to phonological mechanisms, are there any other ways to distinguish the compound and phrasal nouns in English? (5%)

**Q3-4:** What is the term that best describes the morphological process of forming the disyllabic form, *ang ang* 'somehow red', from the monosyllabic form, *ang* 'red', in Southern Min? How does the process in Southern Min differ from the process in Tagalog, in which *bibili* 'will buy' is formed from *bili* 'buy'? (4%)

**Q3-5:** In Mandarin Chinese, the stems, *iao* 搖 'shake' and *dong* 動 'move', can be compounded to form two disyllabic words, *iao dong* 搖動 and *dong iao* 動搖 respectively. Illustrate the differences between the two compound words in terms of their meanings and morpho-syntactic structures by giving examples. (8%)

4. It is very frequent to find people using a (or mixed) language to represent another language in the internet. An example is like 掰 in Mandarin Chinese, which is used to represent *bye* in English.

**Q4-1:** Choose **any three** from (12) to (16). Indicate (i) the original forms of the underlined parts and (ii) source languages, e.g.,

A: 下次聊!

B: OK! 掰!

adapted form	original form	source language
掰	<u>bye</u>	<u>English</u>

(6%)

(12) A: 昨天市長大跳電音三太子耶!

B: 是呀! 金促咪~

(13) A: 統一發票竟然只差一碼就中獎了!

B: J 丟系零欣~ 別怨嘆囉!

(14) A: 明天去看電影吧!

B: 掰的爲, 你作業交了沒?

(15) A: 心情糟透!

B: 華特黑噴?

(16) A: 你喜歡這個作家嗎?

B: 喜歡, 除了覺得他有時候太山東饅頭。

**Q4-2:** Transcribe each pair of the adapted and original forms you have answered in Q4-1 by using international phonetic alphabet. (12%)

**Q4-3:** Compare the adapted and original forms in Q4-2 based on your phonetic transcriptions, and generalize their similarities and differences in terms of segments, syllables and prosody. (4%)

**Q4-4:** Discuss why speakers use the adapted forms to represent the correspondent original forms (e.g., Why does 掰, but not 爸 or 擺, tend to be used as the adapted form for *bye*?). (3%)