

國立中山大學 102 學年度碩士暨碩士專班招生考試試題

科目名稱：英文閱讀與英文中譯【外文系碩士班甲組、乙組】

題號：412001

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Part One : Reading Comprehension. 50%

Choose the best (the most appropriate **ONE**) answer to complete or interpret the following sentences and paragraphs.

I. Vocabulary. 20%

I think that there is far too much work done in the world, that immense harm is caused by the belief that work is 1, and that what needs to be preached in modern industrial countries is quite different from what always has been preached.

1. (A) virtuous (B) evil (C) intelligent (D) feasible

The time has come to 2 our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea, passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to 3 their full measure of happiness.

2. (A) compose (B) reaffirm (C) expose (D) assuring
3. (A) purchase (B) pursue (C) entail (D) possess

Most parents think they know better than you do, and you can generally make more by 4 that superstition than you can by acting on your own better judgment.

4. (A) resisting (B) reversing (C) humoring (D) subverting

You have won rooms of your own in the house hitherto exclusively owned by men. You are able, though not without great labour and effort, to pay the rent. You are earning your five hundred pounds a year. But this freedom is only a beginning--the room is your own, but it is still bare. It has to be 5; it has to be 6; it has to be shared.

5. (A) furnished (B) remodeled (C) renovated (D) destroyed
6. (A) partitioned (B) decorated (C) peopled (D) repainted

Some books are to be tasted, others to be swallowed, and some few to be chewed and 7.

7. (A) savoured (B) evaluated (C) digested (D) recreated

That is true: to escape is the greatest of pleasures; street haunting in winter the greatest of adventures. Still as we approach our own doorstep again, it is comforting to feel the old possessions, the old prejudices, fold us round; and the self, which has been blown about at so many street corners, which has 8 like a moth at the flame of so many inaccessible lanterns, 9 and enclosed.

8. (A) dashing (B) deteriorating (C) degraded (D) battered
9. (A) calmed (B) elevated (C) sheltered (D) enriched

I think that I cannot preserve my health and spirits unless I spend four hours a day at least--and it is commonly more than that-- 10 through the woods and over the hills and fields absolutely free from all worldly engagements.

10. (A) walk (B) stroll (C) rove (D) sauntering

II. Reading comprehension. 30%

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(A.)

The wonderful purity of nature at this season is a most pleasing fact. Every decayed stump and moss-grown stone and rail, and the dead leaves of autumn, are concealed by a clean napkin of snow. In the bare fields and tinkling woods, see what virtue survives. In the coldest and bleakest places, the warmest charities still maintain a foothold. A cold and searching wind drives away all contagion, and nothing can withstand it but what has a virtue in it; and accordingly, whatever we meet with in cold and bleak places, as the tops of mountains, we respect for a sort of sturdy innocence, a Puritan toughness. All things beside seem to be called in for shelter, and what stays out must be part of the original frame of the universe, and of such valor as God himself. It is invigorating to breathe the cleansed air. Its greater fineness and purity are visible to the eye, and we would fain stay out long and late, that the gales may sigh through us, too, as through the leafless trees, and fit us for the winter:--as if we hoped so to borrow some pure and steadfast virtue, which will stead us in all seasons.

There is a slumbering subterranean fire in nature which never goes out, and which no cold can chill. It finally melts the great snow, and in January or July is only buried under a thicker or thinner covering. In the coldest day it flows somewhere, and the snow melts around every tree. This field of winter rye, which sprouted late in the fall, and now speedily dissolves the snow, is where the fire is very thinly covered. We feel warmed by it. In the winter, warmth stands for all virtue, and we resort in thought to a trickling rill, with its bare stones shining in the sun, and to warm springs in the woods, with as much eagerness as rabbits and robins. The steam which rises from swamps and pools, is as dear and domestic as that of our own kettle. What fire could ever equal the sunshine of a winter's day, when the meadow mice come out by the wallsides, and the chickadee lisp in the defiles of the wood? The warmth comes directly from the sun, and is not radiated from the earth, as in summer; and when we feel his beams on our backs as we are treading some snowy dell, we are grateful as for a special kindness, and bless the sun which has followed us into that by-place.

11. What does the word "virtue" mean in the first paragraph?

A. The purity of nature. B. A Puritan toughness. C. The original frame of the universe. D. All of the above.

12. How does the author describe the "virtue"?

A. Warmth. B. Charities. C. Kindness. D. All of the above.

13. What is the "slumbering subterranean fire in nature" in the second paragraph?

A. The sunshine. B. The fireplace. C. The fire on the stove. D. The camp fire.

14. What does the author find in nature?

A. Invisible power. B. Cruelty. C. Virtue. D. Indifference.

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(B).

In literature it is only the wild that attracts us. Dullness is but another name for tameness. It is the uncivilized free and wild thinking in *Hamlet* and the *Iliad*, in all the scriptures and mythologies, not learned in the schools, that delights us. As the wild duck is more swift and beautiful than the tame, so is the wild—the mallard—thought, which 'mid falling dews wings its way above the fens. A truly good book is something as natural, and as unexpectedly and unaccountably fair and perfect, as a wild flower discovered on the prairies of the West or in the jungles of the East. Genius is a light which makes the darkness visible, like the lightning's flash, which perchance shatters the temple of knowledge itself,—and not a taper lighted at the hearthstone of the race, which pales before the light of common day.

15. The author thinks that the best literary works must express

A. Nature. B. Something free and wild. C. Literary skills. D. Moral lessons.

16. What are the literary strategies the author uses in this paragraph?

A. Similes and metaphors. B. Contrasts between the wild and the tame. C. Nature versus culture. D. All of the above.

(C.)

Political ideals must be based upon ideals for the individual life. The aim of politics should be to make the lives of individuals as good as possible. There is nothing for the politician to consider outside or above the various men, women, and children who compose the world. The problem of politics is to adjust the relations of human beings in such a way that each severally may have as much of good in his existence as possible. And this problem requires that we should first consider what it is that we think good in the individual life.

To begin with, we do not want all men to be alike. We do not want to lay down a pattern or type to which men of all sorts are to be made by some means or another to approximate. This is the ideal of the impatient administrator. A bad teacher will aim at imposing his opinion, and turning out a set of pupils all of whom will give the same definite answer on a doubtful point. Mr. Bernard Shaw is said to hold that *Troilus and Cressida* is the best of Shakespeare's plays. Although I disagree with this opinion, I should welcome it in a pupil as a sign of individuality; but most teachers would not tolerate such a heterodox view. Not only teachers, but all commonplace persons in authority, desire in their subordinates that kind of uniformity which makes their actions easily predictable and never inconvenient. The result is that they crush initiative and individuality when they can, and when they cannot, they quarrel with it.

It is not one ideal for all men, but a separate ideal for each separate man, that has to be realized if possible. Every man has it in his being to develop into something good or bad: there is a best possible for him, and a worst possible. His circumstances will determine whether his capacities for good are developed or crushed, and whether his bad impulses are strengthened or gradually diverted into better channels.

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17. What is the main idea of these three paragraphs?

- A. Political ideals must be realized by politicians.
- B. Political ideals must be based on the common good.
- C. Uniformity is the enemy to political ideals.
- D. All of the above.

18. Why does the author cite Shaw's evaluation of Shakespeare's plays?

- A. Because Shaw is a prominent playwright then.
- B. Because most readers are familiar with Shakespeare's works.
- C. Because Shaw's evaluation is different from others'.
- D. All of the above.

19. Why does the author use the teacher-pupil relationship as an example in the second paragraph?

- A. Because it represents the most common authority-subordinate relationship.
- B. Because the author is himself a teacher.
- C. Because he does not like his teachers.
- D. Because education is important for political ideals.

20. What is the basic idea behind the author's theory of political ideals?

- A. Marxism. B. Feminism. C. Individualism. D. Utilitarianism.

Part Two: Translation (50%)

Translate the following texts into Chinese:

- (1) Plants do not need nervous systems, because all they have to do is to stand around with their arms—or branches—spread wide so that their leaves can catch the sun and photosynthesize. But animals which live on plants, and even more so animals which live on other animals, have to use their wits to find and capture their prey, and to avoid being eaten in their turn at least long enough to be able to reproduce. Such ways of making a living in the world demand the development of sensitive sense organs, and the capacity to register and interpret the data

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provided by those sense organs, to compare it with past experience and, even more, with the outcomes of that past experience. And this is what learning and memory are all about. --From "How Brains Make Memories" by Steven P.R. Rose. [25%]

- (2) Leonard Cohen is celebrated around the world for his music, his lyrics, and his books, which have been read by generations of readers. *Book of Longing* is Cohen's eagerly anticipated new volume of poems—twenty years in the making—following his highly acclaimed, bestselling 1993 publication, *Stranger Music*. The poems, never before published in book form, were written on Mt. Baldy and in Los Angeles, Montreal, and Mumbai. Beautifully designed, this dazzling new collection is enhanced by playful and provocative drawings and decorations by the author, which interact in exciting and unexpected ways on the page with poetry that is timeless, meditative, often darkly humorous. This book contains all the elements that have brought Leonard Cohen's artistry with language worldwide recognition. --From the jacket of *Book of Longing* by Leonard Cohen. [25%]

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1. "Writing is a conversation with reading; a dialogue with thinking. All conversations with older people contain repetition. Some of the ideas mean a lot to me, just interesting, so I both embrace and attack the ideas because I found them, well, delightful".
-- Nikki Giovanni

Write an essay to address your ideas about this relationship among writing, reading, and thinking. You are also asked to reflect on what elements would form a good writing craft from your own perspective and experience. The quality of your thinking and academic writing will be evaluated. (50%)

2. William Wordsworth, an exemplary Romantic poet, claims that "each man is a memory to himself" (*The Prelude*, III. 189). Memory plays an important role in our development of identity because in re-visiting those past days we come closer to an understanding of our own sense of value in life. On the other hand, Wordsworth regrets that the past is unreachable and thinks all that is possible is a "register" of the bare fact that past events occurred:

That portion of my Story I shall leave
There register'd: whatever else there be
Of power of pleasure, sown or foster'd thus,
Peculiar to myself, let that remain
Where it lies hidden in its endless home
Among the depths of time. (*The Prelude*, V. 193-98)

Past days can never come back to or for the present. For the poet, one's childhood is "peculiar" to himself or herself alone and "shall" be left "hidden". You might agree or disagree with the above quotation. You are asked to write an essay about the value of memory and illustrate your viewpoint on the idea that one's past experiences "remain" irredeemably in the past. (50%)

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科目名稱：英美文學史【外文系碩士班甲組】

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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. There are many kinds of love. How do poets of the 16th century and the 17th century represent love in their ways? Please take at least two poets from each period to illustrate how they reveal their preoccupations with love.
2. There are many kinds of emotions, including happiness, sadness, anger, hatred, jealousy and so on. Please take one Victorian novelist to address how this novelist pursues one particular kind of emotion in writing.
3. Please explain the ideas of two of the following movements in English Literature: the Pre-Raphaelite Brotherhood, the Aesthetic movement, Romanticism, Realism, and Modernism. Please give examples of the most representative writers and their works in your discussions.

Part Two—American Literature (40%)

Answer TWO of the following questions (20% each).

1. The literature of the Revolution and Confederation Era has informed American literary tradition of nationalist writings with a focus on American independence. Please name two writers of that era, who tend to represent the pro-American view in their works, and discuss the progressive values honored in their works.
2. Mythic characters in early nineteenth-century fiction are long-lasting and familiar figures of American literature. Please discuss the creation of two mythic characters in the period and explain their relations to the development of American literature.
3. The relations between modernism and the Harlem Renaissance were complex. Please discuss two writers and their works to see them as examples showing fair representation of modernism and the Harlem Renaissance.
4. Through the twentieth century and into the twenty-first century, American literature has continued to be energized by writers who are migratory and engaged in search of new or expanded selves. Please name two writers who display geographical, social and cultural mobility in their works and discuss how their works create and re-create American selves.

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Note: Answer all the questions in English.

1. Consider the reduplication paradigm from the Philippine language Ilokano that marks the progressive of the verb (McCarthy and Prince, 1986).

root	English gloss	progressive	English gloss
[basa]	'read'	[ag-bas-basa]	'reading'
[adal]	'study'	[ag-ad-adal]	'studying'
[dait]	'sew'	[ag-da-dait]	'sewing'
[takder]	'stand'	[ag-tak-takder]	'standing'
[trabaho]	'work'	[ag-trab-trabaho]	'working'

Question 1-1. Generalize how the progressive forms are derived from the root forms? (15%)

Consider the formation of noun plurals in the same language (Hayes and Abad 1989). The mark “'” upon the vowel indicates primary stress.

singular	English gloss	plural	English gloss
[kláse]	'class'	[klas-kláse]	'classes'
[kaldíŋ]	'goat'	[kal-kaldíŋ]	'goats'
[púsa]	'cat'	[pus-púsa]	'cats'

Question 1-2. Suppose that the reduplicants in noun plural forms and verb progressive forms are formed based on similar phonological mechanisms. Modify your generalization of Question 1-1 further to make it applicable to both sets of data. (10%)

2. Read the passage adapted from http://en.wikipedia.org/wiki/Lexical_decision_task, and answer the questions that follow.

*The lexical decision task is a procedure used in many psychological and psycholinguistic experiments. The basic procedure involves measuring how quickly people classify stimuli as words or non-words. The task is conducted as follows. Subjects are presented, either visually or auditorily, with a mixture of words and pseudo-words (nonsense strings that respect the phonotactic rules of a language, like *trud* in English). Their task is to indicate, usually with a button press, whether the presented stimulus is a word or not.*

The analysis is based on the reaction time (and, secondarily, the error rates) for the various conditions for which the words (or the pseudo-words) differ. A very common effect is that of frequency: words that are more frequent are recognized faster. In a cleverly designed experiment, one can draw theoretical inferences from differences like this. For instance, we might conclude that common words have a stronger mental representation than uncommon words.

Lexical decision tasks are often combined with other experimental techniques, such as priming, in which the subject is presented with a certain stimulus before the actual lexical decision task has to be performed. In this way, it has been shown that subjects are faster to respond to words when they are first shown a semantically related prime.

Question 2-1. According to the passage above, which button (“Yes” or “No”) would a native speaker of English press for the following items in a lexical decision task: *year, boil, trim, blut, xxyy*, respectively? (5%)

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Question 2-2. An extensive question based on the above question is which word is predicted to have the shortest reaction time and which one the longest. State why. (10%)

Question 2-3. Predict the reaction time and error rates when a native speaker of English is asked to respond to the following three conditions. Explain why. (10%)

- See a word, *nurse*, and then decide whether *doctor* is a word or not.
- See a word, *nurse*, and then decide whether *butter* is a word or not.
- See a word *nurse*, and then decide whether *blut* is a word or not.
- See a word nurse, and then decide whether *xyxy* is a word or not.

Question 3-1. Examine the following excerpt from a newspaper article. Write “N” for the underlined expression that represents *new information* and “O” for any that represents *old information*. (11%)

Taking a cue from fans around the world, members of Sam's Army will do just about anything
(1) (2) (3) (4)
to call attention to the U.S. soccer team. At the Gold Cup final between Mexico and the U.S.,
(5) (6) (7) (8) (9)
the Sammers made their presence known with chants and songs.
(10) (11)

Question 3-2. Discuss how definite and indefinite noun phrases are usually used, and compare the regular usages with those of the noun phrases in the above passage. Do they follow the general rules? (14%)

4. In one variety of Belfast English described by Alison Henry, he finds complement clause questions such as those italicised below:

- I don't know *which exams that he has failed*.
- I don't know *which exams has he failed*.
- *I don't know *which exams that has he failed*.
- I don't know *which exams he has failed*.
- They didn't know *if he had failed the exam*.
- *They didn't know *if that he had failed the exam*.
- *They didn't know *if had he failed the exam*.
- They didn't know *had he failed the exam*.

By contrast, in standard varieties of English only sentences like (4) and (5) are grammatical.

Question 4-1. Discuss the syntax of the italicised complement clauses in Belfast English, generalize the rules, and represent the structure in a tree diagram. (15%)

Question 4-2. Pinpoint key differences between Belfast English and Standard English, drawing a separate tree diagram to show the differences between these two varieties. (10%)

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● Instruction

Read the passage below and compose a two-part essay. In the first part, you should write an 80-word summary of the major rationales/goals/features of SBI mentioned in the passage (do not use bullet points) (30%). In the second part, you are asked to discuss the benefits and challenges of employing SBI to conduct foreign/second language teaching. The second part should be approximately 200 words in length (70%).

● Reading passage

Language learning strategies constitute the learning processes consciously selected by the language learner. A major outcome of the research into these processes is the conclusion that learners should be taught not only the language but also the strategies they could use to promote more effective learning. Grounded in such a research outcome, the approach to foreign/second language teaching that implements instruction in language learning strategies has come to be known as strategies-based instruction (SBI), or learner strategy training.

Initial research debates (e.g., O'Malley & Chamot, 1990) focused on whether SBI should be a separate course or integrated into the usual language lessons, namely, embedded in the materials or made explicit. Since that time, there has been an increasing consensus that a fundamental rationale of SBI is to promote the development of learner self-management since research has shown that unless learners select strategies in the service of some task, skill, and objective, they will not easily find the most appropriate strategies and be successful. Hence, the explicit development of metacognitive strategies, alongside cognitive strategies, is considered essential.

Thus far, a number of SBI frameworks have been developed. Although they differ in their details, they aim to achieve the same overall goals: to raise the learners' awareness about learning strategies and model strategies overtly along with the task, to encourage strategy use and give a rationale for it, to supply a wide variety of relevant strategies for learners to choose from, to offer controlled practice in the use of strategies, and to provide some sort of a post-task analysis which allows learners to reflect on their strategy use. Additionally, arguably the most inspiring and instructive part of SBI is the 'sharing session,' where students are asked to share their learning discoveries and self-generated learning strategies as a regular part of class. Students who are directly involved in the learning process often have fresh insights that they can share with their fellow learners in simplified terms, and personal learning strategies are often quite amusing and therefore students usually enjoy discussing them.

This passage is based on the following books:

1. Cohen, A. D., & Macaro, E. (2007). *Language learner strategies*. Oxford: Oxford University Press.
2. Dornyei, Z. (2005). *The psychology of the language learner*. New Jersey: Lawrence Erlbaum Associates, Inc.