

# 國立中山大學 104 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文與閱讀【外文系碩士班甲組、乙組】

題號：412001

※本科目依簡章規定「不可以」使用計算機(混合題)

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## Part One: English Composition ( 60% )

Write a critical essay (at least 500 words) on the subject of the problem of media power.

The mass media, such as newspapers, television, movies, and the internet, have exerted more and more influences on the modern world over a century. Both individual opinions and public consensus have been more or less “shaped” by the selected information framed by various groups and institutions in the mass media. The danger, however, lies in the elusive nature of media framing. How do we identify the media frames? Do we accept them without critical thinking? Are we able to resist them? Please discuss.

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## Part Two: Reading Comprehension (40%)

Choose ONE best answer for each question.

### I. Vocabulary and Cloze Test (20%)

Chris Kyle was the deadliest sniper in US military history, responsible for 160 confirmed kills during four tours of duty. 1 in Iraq called him the Devil of Ramadi, a monster in the shadows to be hated and feared. Comrades and supporters saw him as 2, a talismanic presence in the “war on terror”.

Clint Eastwood, the director of *American Sniper*, stands squarely in the second camp. His gripping, incurious film gives the 3 of having not so much been directed as dictated. It stares so fixedly down the rifle sight that it is finally guilty of tunnel vision.

Is it possible to relish a drama but resent the way that it's told? *American Sniper* (adapted from Kyle's autobiography) offers a heartfelt salute to US muscle, a Green Berets for the war in Iraq; ringing with 4 fervour and bullish male bonding. It's lean, tough and tightly paced, darting from the rooftops of Falluja down through the ruined streets where the yellow dust swirls. But the film leaves a mass of 5 on either side of the frame.

Bradley Cooper plays Kyle, a reformed tearaway, 6 by 9/11 and determined to defend “the greatest country on Earth.” He's as broad as a barn and as clear-sighted as an eagle. He deals death from a distance and he makes the town safe for his men. Time and again Kyle heads back into the inferno, chasing a Syrian marksman (Sammy Sheik) who may just be his equal. Time and again he comes home with his blood pressure through the roof. His wife (Sienna Miller) has had enough of him; she's 7 divorce. So he sits in the garden with a thousand-yard stare. He is staring at the barbecue and seeing Iraq.

In one early scene, Kyle's father tells him that the world is divided into three types: sheep, wolves and sheepdogs. Kyle sees himself as a sheepdog, a noble 8 of the weak and the innocent, and it is clear that Eastwood does too. But is the world that simple? A different film (a better film) might have asked the wolves what they think, or at least 9 why the sheep behave as they do.

*American Sniper* has no interest in that. The sole 10 it makes is to acknowledge that the dog is sometimes traumatised by its heroic job of fending off wolves. This means it is therefore all the more deserving of a pat on the head, or a Silver Star medal, or a marble statue in its honour. In the absence of a monument, *American Sniper* does the job just as well.

~*The Guardian*, 2014

- |                        |                    |                          |                         |
|------------------------|--------------------|--------------------------|-------------------------|
| 1. (A) Insurgents      | (B) Hacktivists    | (C) Ideologues           | (D) Allies              |
| 2. (A) Steve Jobs      | (B) Pope Francis   | (C) an American Hercules | (D) William Shakespeare |
| 3. (A) declaration     | (B) result         | (C) acknowledgement      | (D) impression          |
| 4. (A) communal        | (B) pretentious    | (C) plausible            | (D) patriotic           |
| 5. (A) casualties      | (B) flexibility    | (C) capacities           | (D) commodities         |
| 6. (A) incensed        | (B) pleased        | (C) frightened           | (D) manipulated         |
| 7. (A) dismissing      | (B) contemplating  | (C) consolidating        | (D) performing          |
| 8. (A) promotor        | (B) predator       | (C) protector            | (D) sufferer            |
| 9. (A) reversed        | (B) wondered       | (C) disinterested        | (D) abandoned           |
| 10. (A) discrimination | (B) responsibility | (C) concession           | (D) denial              |

### II. Reading Comprehension (20%)

A. We know surprisingly little about what low-dose radiation does to organisms and ecosystems. Four years after the disaster in Fukushima, scientists are beginning to get some answers

Until a reactor at the Chernobyl nuclear power plant exploded on April 26, 1986, spreading the equivalent of 400 Hiroshima bombs of fallout across the entire Northern Hemisphere, scientists knew next to nothing about the effects of radiation on vegetation and wild animals. The catastrophe created a living laboratory, particularly in the 1,100 square miles around the site, known as the exclusion zone.

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In 1994 Ronald Chesser and Robert Baker, both professors of biology at Texas Tech University, were among the first American scientists allowed full access to the zone. "It was a screaming place—really radioactive," Baker recalls. "We caught a bunch of voles, and they looked as healthy as weeds. We became fascinated with that." When Baker and Chesser sequenced the voles' DNA, they did not find abnormal mutation rates. They also noticed wolves, lynx and other once rare species roaming around the zone as if it were an atomic wildlife refuge. The Chernobyl Forum, founded in 2003 by a group of United Nations agencies, issued a report on the disaster's 20th anniversary that confirmed this view, stating that "environmental conditions have had a positive impact on the biota" in the zone, transforming it into "a unique sanctuary for biodiversity."

Five years after Baker and Chesser combed the zone for voles, Timothy A. Mousseau visited Chernobyl to count birds and found contradicting evidence. Mousseau, a professor of biology at the University of South Carolina, and his collaborator Anders Pape Møller, now research director at the Laboratory of Ecology, Systematics and Evolution at Paris-Sud University, looked in particular at *Hirundo rustica*, the common barn swallow. They found far fewer barn swallows in the zone, and those that remained suffered from reduced life spans, diminished fertility (in males), smaller brains, tumors, partial albinism—a genetic mutation—and a higher incidence of cataracts. In more than 60 papers published over the past 13 years, Mousseau and Møller have shown that exposure to low-level radiation has had a negative impact on the zone's entire biosphere, from microbes to mammals, from bugs to birds. Mousseau and Møller have their critics, including Baker, who argued in a 2006 American Scientist article co-authored with Chesser that the zone "has effectively become a preserve" and that Mousseau and Møller's "incredible conclusions were supported only by circumstantial evidence." But their research and the outcome of the debate about the effects of low-grade radiation have the potential to inform everything from how we respond to nuclear disasters to nuclear energy policy in general.

Almost everything we know about the health effects of ionizing radiation comes from an ongoing study of atomic bomb survivors known as the Life Span Study, or LSS. Safety standards for radiation exposures are based on the LSS. Yet the LSS leaves big questions about the effects of low-dose radiation exposure—exactly the conditions that exist in Chernobyl—unanswered. Most scientists agree that there is no such thing as a "safe" dose of radiation, no matter how small. And the small doses are the ones we understand the least. The LSS does not tell us much about doses below 100 millisieverts (mSv), and it tells us nothing about radioactive ecosystems. For instance, how much radiation does it take to cause genetic mutations, and are these mutations heritable? What are the mechanisms and genetic bio-markers for radiation-induced diseases such as cancer?

The triple meltdown at the Fukushima Daiichi nuclear power plant in March 2011 created another living lab where Mousseau and Møller could study low doses of radiation, replicating their Chernobyl research and allowing them "much higher confidence that the impacts we're seeing are related to radiation and not some other factor," Mousseau says. Fukushima's 310-square-mile exclusion zone is smaller than Chernobyl's but **identical** in other ways. Both zones contain abandoned farmland, forests and urban areas where radiation levels vary by orders of magnitude over short distances. And they would almost certainly gain access to Fukushima more quickly than scientists could get into Soviet-run Chernobyl. In short, Fukushima presented an opportunity to settle a debate. ~*Scientific American*, 2015

11. Which statement best reflects the author's opinion in this article?

- (A) Nuclear power should be banned globally.
- (B) It is evident that low-dose radiation would result in radiation-induced diseases such as cancer.
- (C) The disasters of the Chernobyl nuclear power plant and the Fukushima Daiichi nuclear power plant were created for the purpose of radiation studies.
- (D) Our understanding about the impact of low-dose radiation is still limited.

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12. Baker and Chesser's study concluded that \_\_\_\_\_.
- (A) radiation only has a negative impact on the mammals in the exclusion zone of the Chernobyl disaster.
  - (B) they were the pioneer researchers of the Chernobyl nuclear power plant explosion.
  - (C) no abnormal mutations were found in voles who lived in the exclusion zone of the Chernobyl disaster.
  - (D) the Chernobyl Forum's research findings were accurate.
13. Which of the following is **TRUE** about Mousseau and Møller's research findings?
- (A) Their findings correspond with Baker and Chesser's.
  - (B) Their findings had no contribution to the nuclear energy policy.
  - (C) Their findings were criticized due to the lack of direct evidence.
  - (D) Their findings finally settled the debate of the impacts of low-level radiation on ecosystems.
14. Which of the following is **INCORRECT** about the Life Span Study (LSS)?
- (A) It is used as the basis of the safety standards for radiation exposures.
  - (B) It provides no information about radioactive ecosystems.
  - (C) It suggested that a small dose of radiation can cause genetic mutations.
  - (D) It traces atomic bomb survivors' health condition.
15. The word "identical" in paragraph 6 means \_\_\_\_\_.
- (A) duplicate            (B) comparable            (C) distinctive            (D) revealing

**B.** Vygotsky proposed two related mechanisms to account for the emergence of psychological processes from social activity. The first is imitation and the second is the zone of proximal development. Imitation is understood not as mindless copying of patterns of associated with behaviorist psychology but as a uniquely human form of cultural transmission "aimed at the future" and which creates something new "out of saying or doing 'the same thing.'" Human imitation, as distinct from animal mimicry not only replicates the observed model but, unlike mimicry, it incorporates the intentions of the person producing the model. Thus, through imitation, learners build up repertoires of resources for future performances, but these need not be precise replicas of the original model.

James Mark Baldwin, an early American social scientist distinguishes two types of imitation: imitative suggestion and persistent imitation. Through the former, an individual gradually moves closer to a given model over a series of trials resulting in a "faithful replication of the model." Through the latter, an individual reconstructs "the model in new ways" enabling the person to "preadapt" to future performances. The difference in outcome can be ascribed to the fact that in imitative suggestion the target is the original model, while in persistent imitation the target is the individual's imitation of the original model, which may or may not be fully accurate. In the case of language learning, imitative suggestion would be more likely to occur when frequent exemplars of the model are available and are attended to either for internally motivated reasons (e.g., attaining target-like performance) or are pushed by someone else. This is particularly **pertinent** in traditional educational settings which value precision of imitation over transformation of a model. Persistent imitation would be a more likely process when learners either do not have robust access to exemplars of the original model, for whatever reason fail to pay attention even if exemplars are available, or intentionally choose to ignore the original model because of perceived communicative needs.

The difference between imitative suggestion and persistent imitation has potentially interesting implications for the role of recasts in learning. As the literature documents, learners at time repeat recasts accurately, at other times they do not, and at still other times they fail to repeat the recast at all. Vygotsky argues that development is a collaborative process in which individuals move from what they are incapable of to what they are able to do through imitation. This transition takes place in the ZPD-the collaborative activity where "imitation is the source of the instruction's influence on development" (Vygotsky, 1987, pp. 211-212).

~James P. Lantolf, 2012

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16. Which of the following is **CORRECT** about Vygotsky's idea of human imitation?
- (A) Through imitation, human beings construct biological form of communication.
  - (B) Intentionality of human imitation differentiates the action from simple mimicry.
  - (C) The key of successful human imitation relies on constant repetition and precise parroting.
  - (D) Human and animals imitate in the same way.
17. Imitative suggestion involves \_\_\_\_\_.
- (A) trails and construction of the original model
  - (B) preadapted performance of the original model
  - (C) direct translation of the original model
  - (D) loyal and precise replication of the original model
18. It can be inferred that in language learning, persistent imitation tends to occur \_\_\_\_\_.
- (A) when learners decide to modify the given model for perceived communicative needs
  - (B) when instructors provide frequent error corrections and feedback
  - (C) when abundant examples of the original model are offered
  - (D) when learners become mature and are motivated to learn
19. The word "**pertinent**" in paragraph 2 means \_\_\_\_\_.
- (A) relevant
  - (B) unpredictable
  - (C) imaginable
  - (D) extraneous
20. Which of the following information **IS NOT** provided in this article?
- (A) The difference between imitative suggestion and persistent imitation
  - (B) How ZDP can be measured
  - (C) The relationship between ZDP and imitation.
  - (D) How ZDP can be used to explain learners' unstable performance of recasts in learning

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科目名稱：英美文學史【外文系碩士班甲組】

題號：412002

※本科目依簡章規定「不可以」使用計算機(問答申論題)

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The examination consists of two parts: the first part is on English Literature, and the second 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%)**

This section has four questions. Please answer **THREE** out of the four questions below (20% for each).

1. Emily Brontë's *Wuthering Heights* has been compared to Shakespeare's *King Lear*. As A. J. Touch claims, "The quality of the emotional impact of *Wuthering Heights* is very similar to that of *King Lear*, and that the novel owes some artistic debt to Shakespeare's play seems to me undoubted." In these two works, one from Renaissance and one from Victorian literature, the protagonists—Lear and Heathcliff—both suffer from the loss of love and mental anguish intensely. Discuss these two works and comment on their themes with specific attention to the fatal weakness of protagonists, the plots of passionate love, and the "artistic debt" of *Wuthering Heights* to *King Lear*.
2. "Nature" has long been identified as one of the central themes of Romantic writing, taking up an important status in the construction of individual identity and value. In Romantic literature, different writers, from different social classes and positions, used nature to build up their identities in various ways. Please name two Romantic writers and discuss how their works relate to the sense of individual identity, nature, and class.
3. Charles Dickens is generally considered one of the greatest English novelists, faithfully depicting the life of harsh social reality in the 19<sup>th</sup> century England in order to raise kindness in men's heart. James Joyce, one of Ireland's most influential writers, created a new style of writing which allows the readers to take a tour inside the minds of the characters, who present their thoughts in a continuous stream ("stream of consciousness"). Some critics recognize that both writers manifest exceptional competence in the presentation of sensation and psyche of their characters. Discuss and illustrate these aspects (such as the writing of cityscape, post-industrial society, and individual inner consciousness) with reference to their works and make a comparison of the writing of these two writers.
4. Modernism is an aesthetic and ideological term that has been applied to the writing in the early 20<sup>th</sup> century English literature. Discuss Virginia Woolf's *Mrs. Dalloway* and T. S. Eliot's *The Waste Land* to show how these two works demonstrate the specific features of this literary movement.

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**Part Two—American Literature (40%)**

This part has 2 sections (A and B).

A. Answer **ONE** out of the following questions (20%).

Identify the title and the author of the passage you choose, and discuss its significance of the passage in the context of American Literature.

1. Human life is made up of the two elements, power and form, and the proportion must be invariably kept, if we would have it sweet and sound. Each of these elements in excess makes a mischief as hurtful as its defect. Everything runs to excess: every good quality is noxious, if unmixed, and, to carry the danger to the edge of ruin, nature causes each man's peculiarity to superabound.
2. The reader! You, dogged, uninsultable, printed-oriented bastard, it's you I'm addressing, who else, from inside this monstrous fiction. You've read me this far, then? Even this far? For what discreditable motive? How is it you don't go to a movie, watch TV, stare at the wall, play tennis with a friend, make amorous advances to the person who comes to your mind when I speak of amorous advances? Can nothing surfeit, saturate you, turn you off? Where's your shame?
3. "Molo," she called, "Molo! Molo!"  
The she said, "Harry, Harry!" Then her voice rising, "Harry! Please, Oh Harry!"  
There was no answer and she could not hear him breathing.  
Outside the tent the hyena made the same strange noise that had awakened her. But she did not hear him for the beating of her heart.

B. Answer **ONE** out of the following questions (20%).

1. It has been said that Americans in the last quarter of the 18th century would hold that "certain truths are self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." How do writers like Ralph Waldo Emerson, Henry David Thoreau, and Walt Whitman reflect the idealism of the 1770s? Please discuss two writers, respectively, with one or two textual examples.
2. If you were to take a survey of American modernist literature, who would be the most important writers working in the early twentieth century? What are the defining formal characteristics of their works? Please name two writers who can be seen as representative American modernists and discuss how they make modernism distinctly American.

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題號：412003

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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.

## (I) Definition and short essay questions: (50%)

Choose 5 out of the 7 (sets of) items below. For each chosen one, do the followings:

- (i) define the meaning of the term (or set of the terms)
- (ii) discuss the content in more details: for example,
  - discussing why these terms are coined in which linguistic sub-field
  - providing appropriate examples to elaborate on your discussion
  - discussing how they are used to characterize linguistic properties

(1) **analytic language, and synthetic (agglutinative) language**

(2) **speech act**

(3) **grammar** (what is grammar? How many kinds of grammar?)

(4) **fundamental difference hypothesis**

(5) **X-bar theory**

(6) **inflection and derivation**

(7) **c-selection and s-selection**

## (II) Problem-solving (50%)

1. In several languages, there is a morphological process whereby an "expletive" is added to a word. The expletive is usually used as a profane expression of the speaker's anger or surprise and also for the purpose of intensification. Below are a few examples from English, in which the expletive *fuckin'* is affixed to some common English words. Examine the examples and answer Questions 1-1 to 1-3.

(1)

unbe-*fuckin'*-lievable  
edu-*fuckin'*-cation

irre-*fuckin'*-sponsible  
Phila-*fuckin'*-delphia

abso-*fuckin'*-lutely  
intro-*fuckin'*-duce

**Question 1-1.** Determine which type of affix *fuckin'* is. (5%)

**Question 1-2.** Suppose that the examples in (1) above are the currently available data. Specify what conditions the placement of *fuckin'* and state a rule for it (10%)

**Question 1-3.** Now consider more examples below. Can the rule that you proposed for the data in (1) apply to those in (2) as well? If it can, explain how. If not, modify your rule. (10%)

(2)

un-*fuckin'*-believable  
re-*fuckin'*-peat

un-*fuckin'*-predictable  
im-*fuckin'*-possible

Inter-*fuckin'*-net  
home-*fuckin'*-town

2. Mandarin Chinese is a tonal language in which there is a phonological phenomenon commonly referred to the Third Tone Sandhi. It is a process by which a third tone is changed into a second tone when preceding another third tone. The Third Tone Sandhi Rule is spelled out as follows:



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3 → 2 / \_\_\_ 3

The Mandarin second and third tones are represented by the numbers 2 and 3 here and below. The application of the rule would be complicated when strings of more than syllables bearing the third tones are involved. Examine the examples presented below and answer Questions 2-1 to 2-3.

**Question 2-1.** Consider the verb phrase *mai hao bi* first, whose meaning is ambiguous at the segmental level:

	<i>mai</i>	<i>hao</i>	<i>bi</i>	<i>mai</i>	<i>hao</i>	<i>bi</i>
	buy	good	pen	buy	aspect marker	pen
Underlying tone:	3	3	3	3	3	3
Surface tone:	3	2	3	2	2	3
Meaning:	'buy a good pen'			'(have) bought a pen'		

However, the two different surface tone patterns generated by the Third Tone Sandhi can help differentiate the meanings. Identify the factor that may cause the sandhi rule to apply differently in the two cases above. (5%)

**Question 2-2.** Explain how the sandhi rule applies differently in the cases above as a result of the factor that you just identified (10%)

**Question 2-3.** Now consider three more examples, which are cited from Hung's (1987). This time the data are not verb phrases like *mai hao bi*, but are simply lists of elements that can be found on a periodic table:

(1)

	<i>meng,</i>	<i>jia,</i>	<i>mei</i>
	manganese	potassium	magnesium
Underlying tone:	3	3	3
Surface tone:	2	2	3

(2)

	<i>meng,</i>	<i>jia,</i>	<i>mei,</i>	<i>lu</i>
	manganese	potassium	magnesium	aluminum
Underlying tone:	3	3	3	3
Surface tone:	2	3	2	3

(3)

	<i>meng,</i>	<i>jia,</i>	<i>mei,</i>	<i>dian,</i>	<i>lu</i>
	manganese	potassium	magnesium	iodine	aluminum
Underlying tone:	3	3	3	3	3
Surface tone: (a)	2	3	2	2	3
(b)	2	2	3	2	3

Note that the third example has two possible readings. Can the analysis that you developed for the example of *mai hao bi* still apply to Hung's data? If it can, explain how. If it cannot, develop another analysis. (10%)