

I. Reading Comprehension: Read the following articles and answer the questions. 50%

Society never advances. It recedes as fast as one side as it gains on the other. It undergoes continual changes; it is barbarous, it is civilized, it is Christianized, it is rich, it is scientific- but this change is not amelioration. For everything that is given something is taken. Society acquires new arts and loses old instincts. What a contrast between the well-clad, reading writing, thinking American, with a watch, a pencil, and a check book in his pocket, and the naked New Zealander, whose property is a club, a spear, a mat and an undivided twentieth of a shed to sleep under! But compare the health of the two men and you shall see that the white man has lost his aboriginal strength. If the traveler tells us truly, strike the savage with a broad-axe and in a day or two the flesh will unite and heal as if you struck the blow into soft pitch, while the same blow will send the white to his grave.

The civilized man has built a car, but has lost the use of his feet. He has a fine Geneva watch, but he fails in the skill of telling the hour by the sun. He has a Greenwich nautical almanac, and so being sure of the information when he wants it, the man in the street does not know a star in the sky. The solstice he does not observe; of the equinox he knows little; and the whole bright calendar of the year is without a dial in his mind. His notebooks impair his memory; his libraries overload his wit; the insurance office increases the number of accidents; and it may be questionable whether machinery does not encumber.

1. The comparison of the American and the New Zealander is used to illustrate . . .
 - a) the contrast between civilized and primitive medicine.
 - b) the changes caused by Christianity.
 - c) civilized man's material possessions and primitive man's strength.
 - d) civilized man's loss of destructive impulses.

2. What does the author believe about science and technology?
 - a) It never advances.
 - b) It makes people who have it dependent upon it.
 - c) It is taken for granted.
 - d) It is always advancing.

3. How did the author learn about the healing of a savage's wound?
 - a) Travellers brought back the story.
 - b) He saw it happen.
 - c) He heard about it when he was in New Zealand.
 - d) A savage told him.

4. What does the author mean by the remark that "his notebooks impair his memory"?
 - a) Man always has someone else do the writing for him.
 - b) Man no longer knows how to take correct, useful notes.
 - c) Man reads notes and books about nature instead of looking at nature.
 - d) Man stores his thoughts in writing instead of in his mind.

5. What is known about "soft pitch" from the passage?
 - a) It is tested by hitting it with a broad-axe.
 - b) It rejoins after it is split.
 - c) It can kill a civilized man.
 - d) It is indestructible.

The peoples that Columbus called "Indians" did not consider their world a "New" World when Columbus found it. Their ancestors had crossed over from Asia via the Bering Strait around 30,000 B. C. When Columbus came, North America was inhabited by some 12 million people speaking 300 distinct languages, not counting the dialects. The numerous Indian societies all practiced some kind of agriculture. Beyond that similarity, however, they were more diversified than the various countries in Europe.

In the Southwest, the Hopis and Zunis employed advanced irrigation and terracing techniques to turn the desert into fertile farmland. In the Eastern Woodland, the Cayugas and Senecas planted large orchards. Along the Northeastern Coast, the Pequots and Wampanoags caught fish in canoes and used the fish bones as fertilizer for their corn fields. In the South, the Susquehannas and Tuscaroras practiced hunting, gathering and agriculture.

The pre-Columbian world was a world of many societies and histories. The encounter of the two worlds, unfortunately, brought many of these societies and histories to an untimely end. Disease was a major factor. As the two worlds had been separated for millennia, the Indians lacked any immune mechanism against the epidemic diseases of Europe. Smallpox alone, brought there by the Spaniards, wiped out half of the 12 million Indians in North America. Slaughter, famine and relocation further depleted the dwindling population.

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6. Which of the following is the best title for the passage?
 a) Old World and New: a Comparative Study
 b) Pre-Columbian North America: Land of Diversity
 c) A History of Epidemic Diseases
 d) Indian civilization in the Americas
7. One similarity among all the Indian societies in North America when Columbus came was that
 a) they all practiced farming.
 b) they used the same language.
 c) they planted the same crops.
 d) they were united against Europe.
8. According to the passage, which of the following is a correct statement about an Indian tribe?
 a) The Zunis were farmers in the Eastern Woodland.
 b) The Senecas planted fruit trees in the East.
 c) The Wampanoags caught fish and planted wheat.
 d) The Susquehannas hunted along the Northeastern Coast.
9. What is the function of the second paragraph in the passage?
 a) It furnishes examples on the rich variety of Indian societies.
 b) It compares Indian societies with European countries.
 c) It gives the origins of the various Indian tribes.
 d) It compares different Indian tribes in terms of political structure.
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10. According to the passage, which of the following was NOT the reason why North American Indian population decreased?
 a) Smallpox
 b) Starvation
 c) Hunting
 d) Moving

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An old Greek said that you should call no man happy until he is dead, which is a bit late to be of much use to the man in question. I can supply a more serviceable observation. You cannot truly say you love, or even like, someone until you have either (a) shared a house with them, (b) gone on holiday together, or (c) collaborated on writing fiction. X may be beautiful or witty, but what will you think of them when they never do the washing-up? Or, to be frankly autobiographical, how will you react when you hand a chapter of your novel over to your wife and, as she reads it, you hear the clatter of her keyboard, and the occasional mutter of "she wouldn't do that" or "that doesn't make sense"?

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After W. H. Auden had briefly and disastrously collaborated with Bertolt Brecht on a version of *The Duchess of Malfi*, he concluded that Brecht was the only person he had ever met who justified the existence of capital punishment. When my wife and I collaborated on writing *The Memory Game*, we had some cross words, long sulks and tortuous remonstrations, but we never quite got to that stage. From the start, we agreed about the sort of book we wanted to write. Whatever else we thought we could achieve, we wanted to provide the sort of reader satisfaction and excitement that we ourselves craved. The story would have a murder in it, and it would end with the solution, with twists and misdirections along the way.

As well as creating a crime story, we found ourselves writing a story about our shared obsessions: about the idea of family with its enticements and betrayals; about memory and the way we interpret the past in order to justify ourselves. If there is a single reason why this novel has been published under a joint name, it is that when *The Memory Game* was finished, we were almost alarmed by its difference from what either of us could have produced on our own.

For more than a year, the book was our secret. We were protective of it until it was completely finished. Then we tentatively started asking other people to have a look. They weren't just enthusiastic about it, they saw it as a product, something that could make money.

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Let me put this in perspective. I've published various books, both fiction and non-fiction. This has been satisfying in varying degrees, but my earnings from them were, at best, comparable to those of the man who washes the windows of your house and, at worst, comparable to those of the man who washes the windscreen of your car when you stop at traffic lights. To put it further in perspective, for the two-book contract we signed with the publisher, we were paid proportionately much less than the £1 million one well-known author has just been paid for four books, let alone the £500,000 he was reportedly paid for his last novel. But our advance was nice all the same: about the amount that author would have got if he'd been paid according to the sales of his last novel.

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Yesterday, a journalist asked whether, as somebody who had published well-reviewed literary novels, it wasn't a problem to be regarded as somebody who had written a popular book which was considered to be a commodity, to be used as part of a marketing campaign. It was an interesting question and required an equally scrupulous answer. I thought hard and then replied with all the intelligence and sincerity I could muster: 'No, it wasn't.'

11. What is the writer's main point in the first paragraph?
 - a) Most people's marriages involve arguments from time to time.
 - b) It is wrong to generalize about relationships between people.
 - c) Certain circumstances test people's relationships with each other.
 - e) People you are close to are likely to disappoint you sometimes.

12. One thing he and his wife agreed on when they decided to write a book together was that
 - a) it would not be the kind of book they usually read themselves.
 - b) they would not make it easy for readers to guess the end correctly.
 - c) it would not be easy for them to write the kind of book they wanted to write.
 - d) they would not continue if they came up against big problems.

13. What did he and his wife learn from writing the book?
 - a) It bore little resemblance to what either of them would have written alone.
 - b) The subject matter was something that many people feel very strongly about.
 - c) It was better than anything either of them had written before.
 - d) Some of the beliefs that they had previously held were wrong.

14. The writer says that, unlike other books he has written, this one
 - a) has been written with the intention of making money.
 - b) has established his reputation as a writer.
 - c) has shown him how the world of publishing really operates.
 - d) has resulted in significant financial gain.

15. How does the writer feel now that the book has been published?
 - a) He feels a desire to defend it against criticism.
 - b) He has no regrets about writing a book of that kind.
 - c) He has doubts about the way it is being marketed.
 - d) He is puzzled by comments that have been made about it.

Island creatures are extremely vulnerable to extinction. Except in the island continents like Australia, mankind has had a far less dramatic impact upon continental creatures. Mankind has now destroyed 90 per cent of Brazil's coastal rainforest and not a single endemic species of bird has died out. The number of creatures known to have died out in the rainforests of the world is still tiny. Nearly all of the extinctions mankind has caused have been on islands, and most of those have been achieved by introducing competitors. (Lakes are equivalent to islands. When Nile perch were put in Lake Victoria, they quickly wiped out half the 300 species of fish in the lake.)

What harm is done? There is no diminution of biomass, no increase in the chances of a collapse of all life. Despite the much-vaunted web of ecological connections between all life, the invaders are often better adapted to survive than their victims. So why does such extinction matter at all?

The answer is that it standardizes the world. Natural selection creates diversity - a thousand different ways to solve the same problems. It meant sheep and cattle in Eurasia, giant birds in New Zealand and Madagascar, elephants in Africa, and bison in North America. Now most of them are extinct or marginalized. The same also applies to other forms of extinction. Where once there were hundreds of African theologies, now Christianity and Islam dominate. Where once there were more than a thousand mutually unintelligible languages on the island of New Guinea alone, soon there will be just pidgin. Where once there were different kinds of cars in every country on earth, now everybody drives a clone. It is not so much extinction itself that matters - does it matter that nobody speaks Linear B, drives a Model T or worships Ra? It is the standardizing of the world, the disappearance of diversity that matters.

True, nature fights back. Worldwide species are evolving into separate kinds: it could be only a few thousand years before starlings in Hawaii cannot breed with starlings in London and are therefore technically a different species. But it is necessary for islands to remain isolated if this is to happen. Islands have been called nature's laboratories: they take a few, monotonous, global species and fragment them into experimental forms, a few of which later inherit the earth. In just the same way, for a new language to be born the speakers must be isolated by a mountain range or a stretch of sea for several centuries; that is impossible today.

How do we save diversity of species, theologies, languages, and technologies? The answer must lie in information technology. All of these things are really just chunks of unique information. A species is a recipe written in DNA; a theology is an idea written in human language; a steam train is an engineer's blueprint. Each needs to be virtually saved before it is physically lost. Read the genome of a Hawaiian goose; take down the lexicon of a Fore language; film the tricks of a brilliant watchmaker.

Even if we cannot yet recreate species from their genomes, we should save them for a time when our descendants can. Petrarch grumbled that he was surrounded by books in Ancient Greek that neither he nor anybody else could read. The skill was later reacquired.

16. What does the writer say about the extinction of island creatures?

- a) It has occasionally had beneficial effects on the environment.
- b) It tends to go unnoticed because it attracts little publicity.
- c) It leads to the extinction of other creatures.
- d) It has generally resulted from the same cause.

17. The writer uses pidgin as an example of

- a) something which has become dominant.
- b) something which is likely to become extinct.
- c) something which he regrets the existence of.
- d) something which people pay little attention to.

18. The writer uses starlings in Hawaii as an example of a creature which

- a) could only evolve on an island.
- b) would become extinct if it wasn't on an island.
- c) is likely to become a global species.
- d) takes a long time to evolve.

19. The writer believes that information technology may have an effect on

- a) how quickly extinction happens.
- b) our understanding of extinction.
- c) whether extinction is permanent or not.
- d) the causes of extinction.

20. What is the writer's main theme in the passage?

- a) contrasting attitudes to extinction
- b) the principal drawback of extinction
- c) misunderstandings about extinction
- d) why extinction is so widespread

II. Composition: 50%

1. Read the following passage, *good*

No one can read a ~~good~~ book for an hour without being the better and the happier for it. A good book, in the noble words of Milton, is "the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life."

2. Your task:

Write an essay on the choice of books.

I. Translate the following text into Chinese: [50%]

For many translators it is unthinkable to do anything that might harm the interests of the person or group that is paying for the translation (the translation "commissioner" or "initiator"). For other translators, the thought of being rendered utterly powerless to make ethical decisions based on personal commitments or belief structures is equally abhorrent; it feels to some like the Nürnberg "ethics" of the SS, the claim that "we were just obeying orders." When the translator's private ethics clash substantially with the interests of the commissioner, to what extent can the translator afford to live by those ethics and still go on earning a living? And on the other hand, to what extent can the translator afford to compromise with those ethics and still go on taking professional pride in his or her work?

--Douglas Robinson: *Becoming a Translator*

II. Translate the following text into English: [50%]

我犯過的還有一種錯誤就是關於人對人所用的甚麼語言，一成了固定的方式就改變不過來了。比方在美國的所謂少數民族：中國人啊，日本人，猶太人，瑞典人啊，他們在家裡說本來的語言。趕小孩子一上了學，很快的就學會了英文，回來就跟家裡人說英文，家裡的大人們就仍舊用家鄉話跟他們說話，這樣就成了一種固定的人對人的語言方式了。在我個人的經驗，一小儿只會說北邊話。趕九歲跟著家裡回到常州，同住的有自曾祖以下三房的長輩、同輩，都一塊儿住在一所三、四進的大房子裡。他們對我說常州話我只會用北邊話回答他們。不久我就從佣人們，街上的人，跟同輩的小孩儿們學會了說常州話了。可是對長輩們還老是他們說他們的常州話，我說我的北邊話，我總覺著對他們說常州話好像不恭敬似的。固然這麼樣儿做法沒甚麼不應該的地方。不過我當時認為這是小輩對長輩應該的事情，那是一種錯誤的觀念。

—趙元任：〈回想我在語言上犯過的錯誤〉

Part One: English Literature before 1800 (33%)

Respond to the *two* questions that are based on the introduction.

Introduction:

Book XII, the final book of Milton's *Paradise Lost*, deals with Adam and Eve's expulsion from Eden. Before they leave, Adam is instructed by Archangel Michael on how he and Eve are to live their lives outside of Eden. Michael comforts Adam by saying that if he will maintain faith, and to it

Add virtue, patience, temperance; add love,
By name to come called charity, the soul
Of all the rest: then wilt thou not be loath
To leave this Paradise, but shalt possess
A Paradise within thee, happier far. (583-87)

Adam then tells Eve that it is time to leave. She, prepared for what is to come by dreams that God has sent her, says to Adam:

But now lead on;
In me is no delay; with thee to go
Is to stay here; without thee here to stay
Is to go hence unwilling; (614-17)

Then, in the final lines of *Paradise Lost*, Adam and Eve leave:

The world was all before them, where to choose
Their place of rest, and Providence their guide.
They, hand in hand, with wandering steps and slow,
Through Eden took their solitary way. (646-49)

Question:

Referring specifically to the three quotations given above as well as to what you know more generally about Milton's aims with *Paradise Lost*, please discuss the following two matters:

1. How do these lines support the view of God and his relation to human beings that Milton has unfolded in *Paradise Lost*?
2. How does this expulsion scene come to be so heart-rending and effective as

generation after generation of readers have found it to be?

Part Two: English Literature after 1800 (33%)

Respond to the *two* questions that are based on the following citations.

"There is a great deal, in the writing of poetry, which must be *conscious* and *deliberate*. In fact, the bad poet is usually unconscious where he ought to be conscious, and conscious where he ought to be unconscious. Both errors tend to make him "personal." Poetry is not a turning loose of emotion, but an escape from emotion; it is not the expression of personality, but an escape from personality. But, of course, only those who have personality and emotions know what it means to want to escape from these things." (from T. S. Eliot, "Tradition and the Individual Talent")

"The principal object . . . which I proposed to myself in these poems [in *Lyrical Ballads*] was to choose incidents and situations from common life, and to relate or describe them, throughout, as far as was possible, in a selection of language really used by man; and, at the same time, to throw over them a certain colouring of imagination, whereby ordinary things should be presented to the mind in an unusual way. . . . chiefly, as far as regards the manner in which we associate ideas in a state of excitement. . . . For all good poetry is the spontaneous overflow of powerful feelings. . ." (from William Wordsworth, "Preface to *Lyrical Ballads*")

1. What does Eliot mean by "conscious" and "deliberate"?
2. Would Eliot agree to the kind of "good poetry" that Wordsworth had in mind? Why or why not?

Part Three: American Literature (34%)

Discuss *two* of the following writers in relation to their representativeness in the history of American literature.

1. Emily Dickinson
2. T. S. Eliot
3. William Faulkner
4. Nathaniel Hawthorne
5. Henry James
6. Ezra Pound
7. Edith Wharton
8. Walt Whitman

國立中山大學八十九學年度碩博士班招生考試試題

科目：語言學概論 外國語文學系碩士班乙 共 2 頁 第 / 頁

Instruction:

You're required to write in **English** all your answers on the answer sheet provided.

1. Define the following terms and illustrate with at least one example where necessary. (30%)

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|---------------------------|----------------------|
| 1. target language | 2. code switching |
| 3. communicative approach | 4. Basic English |
| 5. TESOL | 6. dyslexia |
| 7. lateralization | 8. speech act theory |
| 9. holophrastic stage | 10. backtrack |

2. Discuss whether children acquire language by simply memorizing words and phrases. Give as much evidence as possible to support your argument. (10%)

3. What is Grimm's Law? Use examples in your discussion and explain how this knowledge can be applied to instruction of advanced vocabulary. (10%)

4. Examine the following pairs of expressions. In what way is the relationship between the pairs expressed? Is this a morphological problem and why? (6%)

Russian:

- | | |
|----------------------|-------------------|
| 1. xorošiy 'good' | lučše 'better' |
| 2. ploxy 'bad' | xuže 'worse' |
| 3. čelov'ek 'person' | l'ud'i 'people' |
| 4. reb'onok 'child' | d'et'i 'children' |

French:

- | | |
|------------------|----------------|
| 5. aller 'to go' | je vais 'I go' |
| 6. mal 'bad' | pire 'worse' |
| 7. bon 'good' | mieux 'better' |

German:

- | | |
|---------------|-----------------|
| 8. gut 'good' | besser 'better' |
|---------------|-----------------|

Italian:

- | | |
|-----------------|-------------------|
| 9. buono 'good' | migliore 'better' |
|-----------------|-------------------|

國立中山大學八十九學年度碩博士班招生考試試題

科目：語言學概論、外國語文學系碩士班乙 共 2 頁 第 2 頁

5. English sentences containing the word *not* are ambiguous with respect to how much of the text following *not* is negated. This ambiguity can be resolved with sentence stress. In the following, indicate what sentence stress is associated with each interpretation. (10%)

(1) *Mario did not build his new boat with wood.*

- (a) He built something other than a boat.
- (b) He built the boat of aluminum.
- (c) He didn't build a boat. He repaired one.

(2) *Don't leave hockey sticks in this dressing room.*

- (d) It's OK to leave skates here.
- (e) Look after your own equipment.

6. In the following set of sentences identify euphemistic expressions and replace them with neutral expressions. Comment on the reasons for the use of the euphemism. (10%)

- (1) Trans-Florida Airlines provides its passengers with a set of instructions to be followed in case of non-routine operation.
- (2) We lost Mr. Bentley last night.
- (3) Pacific gas and Electric Company sent monthly energy documents to every household.
- (4) This year the School of Business ran a negative deficit.
- (5) The patient is usually in a non-decision state for two to three hours after the injection.

7. The following composition was written by an ESL computer science major. Underline each affix error. Then identify each as a derivational or inflectional affix error. (10%)

Artificail Inteligent

Since computer invented, science and technology have made amaziny progres.. At the beginning, people only used computer to do complicate scientific calculation that might take human years of work. Now, not only in science and industry fields that use computer robot to replace the man power, but in supermarket they use computer detective device to fast the check out process.

8. Explain why English sentences of the following type might be difficult for learners whose first language is Chinese. Also suggest what the Chinese learners of English might say instead. (14%)

- a. *It is really hot here.*
- b. *There are many people in this room.*