

國立中山大學 96 學年度碩士班招生考試試題

英文閱讀與英文中譯【外文系碩士班】

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Part I: Vocabulary (15%)

1. Kinesthetic teaching, an approach encourages the use of creative physical movements in instruction, makes subject matter accessible by \_\_\_\_\_ the abstract.  
A. concentrating      B. concretizing      C. constructing      D. conceptualizing
2. Commercials occupy a considerable amount of telecast time and may \_\_\_\_\_ facts to create particular impressions.  
A. restructure      B. deface      C. organize      D. distort
3. Sean's determination of learning will \_\_\_\_\_ his success.  
A. insure      B. certain      C. assure      D. confirm
4. One of the most effective ways to explain the differences between two concepts is to draw \_\_\_\_\_ between them.  
A. an analogy      B. an assimilation      C. an correspondence      D. a conformity
5. Posting on Susan's blog requires proper identification. \_\_\_\_\_ postings are not allowed.  
A. Ambiguous      B. Mysterious      C. Anonymous      D. Ambivalent
6. Rapid genome sequencing will eventually allow doctors to determine an individuals' \_\_\_\_\_ to disease and even the genetic links to cancer  
A. sensitivity      B. liability      C. susceptibility      D. immunity
7. Dr. Smith's findings suggest that a cure for cancer is no longer \_\_\_\_\_. Such discovery brings great excitement to the field of medical science.  
A. illusive      B. exclusive      C. allusive      D. elusive
8. Glucose and energy metabolism may \_\_\_\_\_ with the process of normal aging.  
A. diminish      B. connive      C. vanish      D. expire
9. He has displayed \_\_\_\_\_ courage in his efforts to reform the party.  
A. implacable      B. extreme      C. remarkable      D. obvious
10. Using a body X-ray machine for airport security is still \_\_\_\_\_ policy. Its use helps to detect canceled explosives and other weapons, but at the same time, violates passengers' personal privacy.  
A. a controversial      B. a disapproval      C. an argumentative      D. an ironic

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11. A national survey revealed that approximately 80 percent of the elders are \_\_\_\_\_ in calcium.  
A. insufficient      B. deficient      C. inadequate      D. unsatisfactory
12. How to manage the \_\_\_\_\_ of globalization and localization has been widely discussed.  
A. dilemma      B. paradox      C. vicious circle      D. perplexity
13. An international expedition team, formed by Kevin Lin, Charlie Engle, and Ray Zahab, \_\_\_\_\_ a quest that no human being has ever fulfilled—running across the Sahara Desert in 111 days!  
A. endorsed      B. encountered      C. embraced      D. undertook
14. There is no scientific evidence to support such \_\_\_\_\_.  
A. suspensions      B. presumptions      C. consumptions      D. impressions
15. Stock price \_\_\_\_\_, the most common type of illegal stock trading, has decreased over the same period.  
A. simulation      B. administration      C. articulation      D. manipulation

## Part II: Cloze Test (15%)

A group of French trades unionists and language pressure groups have joined French MPs to 1 to French businesses to stop using English in the workplace, whether on email, the telephone or just by using English words such as “le job,” “le newsletter” or “le web.”

Leading the 2 of the French language brigade in its latest skirmish was French MP Jacques Miyar. Unusually for a man of the right, the troops 3 him into battle are trade unionists and language pressure groups, united in a new French 4. The enemy is the English language. It's 5 French screens, 6 French music and now it's conquering the French workplace - in e-mails, or “le mail” and “sur le web” on “l'internet” and even on “les news.”

All this has to stop, says Mr. Miyar:

I think this is very dangerous because French language is the spirit of France. It will be a big mistake that those 7 who want to make business in France 8 their own cultural way. We French have been imperialists long 9 them, and we know how it works. So I do believe that it is now time to react and say “stop your nonsense, 10 people, learn French, learn German, learn Chinese and Arabic as well as English.”

The French did legislate 11 English on the radio but it keeps creeping 12 by other routes. Seven percent of French firms use it as their main language, while multi-nationals send e-mails to their French workers in English, regardless 13 whether they understand them or not. All this is clearly a huge 14 to French pride, although

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nobody here is willing to admit defeat 15 "les business" and "les managers" continue to help the enemy's advance. ~Caroline Wyatt, "French Protest Against English Language," *BBC*, 2007

- |     |               |                |               |                |
|-----|---------------|----------------|---------------|----------------|
| 1.  | A. request    | B. invite      | C. demand     | D. appeal      |
| 2.  | A. charge     | B. change      | C. exchange   | D. interchange |
| 3.  | A. as follow  | B. followed    | C. following  | D. follow      |
| 4.  | A. resistance | B. consistence | C. assistance | D. persistence |
| 5.  | A. formed     | B. colonized   | C. managed    | D. occupied    |
| 6.  | A. filtered   | B. infiltrated | C. generated  | D. constructed |
| 7.  | A. ventures   | B. commerce    | C. operations | D. enterprises |
| 8.  | A. impose     | B. conflict    | C. release    | D. deprive     |
| 9.  | A. after      | B. before      | C. ahead      | D. behind      |
| 10. | A. remember   | B. research    | C. respect    | D. recover     |
| 11. | A. to         | B. on          | C. against    | D. in          |
| 12. | A. up         | B. back        | C. forward    | D. ahead       |
| 13. | A. about      | B. for         | C. in         | D. of          |
| 14. | A. blow       | B. shock       | C. quake      | D. wind        |
| 15. | A. even if    | B. even for    | C. even as    | D. even        |

## Part III: Reading Comprehension (20%)

A. Tim O'Reilly, "Web 3.0? Maybe When We Get There," *O'Reilly Radar*, Nov. 13, 2006

John Markoff just published a story in the *Times* about the future of the web, suggesting that "From the billions of documents that form the World Wide Web and the links that weave them together, computer scientists and a growing collection of start-up companies are finding new ways to mine human intelligence." If you've been reading this blog, you know I totally agree that building systems that combine human and machine intelligence is a huge part of the oncoming future.

But I was surprised to see Markoff referring to this as "Web 3.0," when that very fact is the heart of what we've been calling Web 2.0. Markoff limits Web 2.0 to "the ability to seamlessly connect applications (like geographic mapping) and services (like photo-sharing) over the Internet," which seems rather surprising to me, given that "harnessing collective intelligence" has been a key part of the Web 2.0 definition from the beginning.

That being said, we're a long way from the full realization of the potential of intelligent systems, and there will no doubt be a tipping point where the systems get smart enough that we'll be ready to say, "this is qualitatively different. Let's call it Web 3.0."

1. The author's main purpose of discussing John Markoff's article is to:
  - A. support his idea of combining machine and human intelligence
  - B. dispute his definition of Web 3.0
  - C. arbitrate arguments between web users and start-up companies
  - D. persuade the urgent needs of Web 3.0

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2. Based on the author, the core of Web 2.0 values:
  - A. richness of knowledge
  - B. diversified information
  - C. collaborative brilliance
  - D. sharing communities
  
3. It can be inferred from the passage that the author believes that:
  - A. it is time to move on to Web 3.0.
  - B. John Markoff is few of the ones who can define Web 3.0 well.
  - C. when we have a better system, we will be able to convert Web 2.0 to Web 3.0.
  - D. many people have misconceptions about Web 3.0.
  
4. In the author's opinion, Web 2.0
  - A. is fully mature
  - B. has been overestimated
  - C. has not be fully understood
  - D. has been miscalculated
  
5. Which of the following is NOT true?
  - A. Web 2.0 and Web 3.0 are only different in contents.
  - B. John Markoff's Web 3.0, in fact, is called Web 2.0 in the author's definition.
  - C. The author often posts his opinions and thoughts on his blog.
  - D. John Markoff already wrote an article predicting the future of web.

**B. Thomas, Friedman, "Alternative Energy," *Discovery Times*, 2007 (Adapted)**

Global warming alters many countries to research and develop eco-friendly energy resources, for the replacement of oil. Two alternative energy resources have been discovered: cow power and biomass. Cow power is electricity generated using the methane gas from cow manure. The manure is collected and placed into an "anaerobic digester," where the waste decays with the help of bacteria to produce the methane gas. This form of eco-energy is a cost-effective, safe and renewable way of dealing with organic wastes. Methane is a greenhouse-forming gas. Thus catching the methane in the "digester," before it escapes to the atmosphere, is an ecologically sensitive way of producing electricity.

In addition to cow power, scientists also develop biomass as an alternative energy resource. We have used biomass energy or "bioenergy" — the energy from plants and plant-derived materials — since people began burning wood to cook food and keep warm. Wood is still the largest biomass energy resource today, but other sources of biomass can also be used. These include food crops, grassy and woody plants, residues from agriculture or forestry, and the organic component of municipal and industrial wastes. Even the fumes from landfills (which are methane, a natural gas) can be used as a biomass energy source. Biomass can be used for fuels, power production and products that would otherwise be made from fossil fuels.

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6. Based on the passage, which of the following is NOT true about cow power?
- A. It is a type of electricity.
  - B. It consists of methane.
  - C. It cannot be produced without non-organic refuse.
  - D. Cow manure serves as the raw materials in its production.
7. Bacteria serve as \_\_\_\_\_ in the process of cow power production.
- A. analysts
  - B. brokers
  - C. decomposers
  - D. consumers
8. Which of the following is NOT an eco-friendly energy resource?
- A. cow power
  - B. oil
  - C. biomass
  - D. methane
9. The author mentioned about bioenergy to:
- A. highlight past experience
  - B. explain its history
  - C. introduce its inventor
  - D. show the wisdom of human ancestors
10. Based on the passage, which of the following is true about biomass?
- A. It is a type of electricity.
  - B. It produces methane.
  - C. It cannot be produced without wood.
  - D. Leaves and roots serve as the raw materials in its production.

C. Gordon Holman, "The Mysterious Origins of Solar Flares," *Scientific American*, 2005

In late October and early November 2003 scientists witnessed some of the largest solar flares ever recorded. These massive outpourings of charged particles were obvious on and near Earth—a full 150 million kilometers away from the source. For example, the barrage of particles reaching our neighborhood in space was at times so great that many scientific and communications satellites had to be temporarily shut down. A few suffered permanent damage. Astronauts on the International Space Station were endangered as well and had to take refuge in their facility's relatively well shielded service module. Closer to home, airliners were routed away from high latitudes, where pilots would have encountered problems with radio communications and passengers and crew could have been subjected to worrisome levels of radiation. Also, electrical grids had to be carefully monitored for surges. Despite those efforts, 50,000 residents in southern Sweden briefly lost power.

Fortunately, Earth's magnetic field and atmosphere protect the overwhelming majority of people from the ravages of even the worst solar storms. But society's increasing reliance on technology makes nearly everyone vulnerable to some extent. The greatest potential for damage during a large flare comes from material shot rapidly off the sun's outer

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atmosphere—coronal mass ejections, in space physicist lingo. Some of these events send huge quantities of ionized gas on a collision course with Earth, as was the case for more than one of the exceptionally large flares that occurred in 2003.

Although scientists have long sought to figure out what drives both flares and the coronal mass ejections that accompany many of them, only in the past decade or so have observations been good enough to reveal their intricacies and to elucidate the physical mechanism behind them, thanks to new technologies introduced during the 1990s. The key turns out to be a sudden rearrangement of magnetic field lines, a phenomenon called reconnection.

11. Solar flares comprise:
- A. ionized gas
  - B. charged particles
  - C. coronal ejections
  - D. magnetic field
12. The 2003 solar flares did NOT result in:
- A. surface vibrations
  - B. outpourings of radiation
  - C. communication problems
  - D. power outages
13. The author listed the damages of 2003 solar flares to highlight:
- A. scientists' new discovery
  - B. its violent power
  - C. its massiveness size
  - D. the negative consequences of air pollution
14. Why did the author say: "But society's increasing reliance on technology makes nearly everyone vulnerable to some extent?"
- A. To alter human's overuse of technology
  - B. To demonstrate the consequences of human dependence on technology
  - C. To highlight the impacts of solar flares on technology uses
  - D. To indicate that human cannot avoid the damages of solar flares
15. Based on the passage, which of the following is true?
- A. Coronal mass ejections can intensify solar flares.
  - B. Massive solar flares only bring in temporary ravages.
  - C. Scientists have not figured out the causes of solar flares and the coronal mass ejections.
  - D. Without magnetic field and atmosphere of the Earth, people can suffer from health problems caused by solar flares.
- D. Stephen Alessi & Stanley Trollip. "Multimedia for Learning: Methods and Development." 2001.

One of the more substantial aspects of constructivist thinking is a basis in situated learning and the implied use of the anchored instruction approach. Situated learning is the

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theory that learning always occurs in some context, and the context in turn significantly affects learning. Learning is often contextualized, meaning, knowledge or skills learned in a particular context are easily repeated by learners as long as they are in that context, but are inaccessible outside of that context. The main implication of situated learning theory is that properly designing the situation in which learning takes place enhances transfer to other settings.

The anchored instruction approach, although not a necessary result of situated learning theory, is often attributed to it. Anchored instruction is the notion that a learning environment should be embedded in a context that is like the real world, with real world imagery, goals, problems, and activities. For example, the anchored instruction approach suggests that mathematics should not be learned in an abstract math class, but in an environment such as running a business, where mathematics is a necessary part of a real-world activity. Learners see the goals as real ones (like the goals people have in real jobs), the problems as real problems they encounter in life, and the activities as meaningful and worth doing.

16. The author implied that situated learning has its limitation in understanding:
- A. case studies in business
  - B. independent equations
  - C. pragmatics
  - D. teaching scenarios
17. The core of anchored instruction approach is:
- A. social interaction
  - B. feedback
  - C. creativity
  - D. authenticity
18. Which of the following represents anchored instruction approach?
- A. listening to the radio
  - B. reading a story
  - C. memorizing math equations
  - D. developing an e-commerce company
19. Based on the passages, situated learning and anchored instruction have \_\_\_\_\_ relationships.
- A. definite causal
  - B. correlation
  - C. irrelevant
  - D. uncertain
20. The author's tone in this article is:
- A. concessive
  - B. aggressive
  - C. obsessive
  - D. neutral

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目：英文閱讀與英文中譯【外文系碩士班】

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**Part IV: Translation (50%)** Please translate the following texts into Chinese.

1. It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighborhood, this truth is so well fixed in the minds of the surrounding families, that he is considered as the rightful property of some one or other of their daughters.
2. Patients with incurable crippling diseases may be denied the first effective treatments because of government plans to outlaw the creation of "human-animal" embryos. The proposed ban of fusing human DNA with animal egg is an affront to thousands of Britons suffering from conditions such as Alzheimer's, leading scientists said yesterday. In an attack on ministers, who are seeking legislation to prohibit such experiments, the scientists gave warning that it would deny society one of the most powerful tools for medical research. They said that the Department of Health has fundamentally misunderstood the ethical implications of human-animal embryos and bowed to pressure from religious groups for an all-out ban.

~Mark Henderson, "Medicine Faces Ban on Rabbit-human Embryos," *Times*, Jan. 5, 2007



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目：英文作文【外文系碩士班】

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1. What is good English? Write a short essay of 300-500 words, explicating the idea of good English. (50%)

2. High-quality graduate education depends upon the professional and ethical conduct of the participants. Although the University is composed of many distinct disciplinary "cultures," its faculty and students together form a community of scholars. As such, they have complementary responsibilities for upholding academic standards and sustaining a creative and collegial environment.

Faculty advisors should serve as intellectual and professional mentors to their graduate students by helping students develop artistic, interpretive, writing, oral, quantitative, or other relevant professional skills required by the discipline. And faculty should encourage them by example and precept, a dedication to teaching and research and prepare students to be competitive for employment.

What do you think, for your part, graduate students should do to uphold academic standards and sustain a creative and collegial environment? Write a coherent essay in response to the above question (Do not itemize your points). Your response should be approximately 250 words in length. (50%)

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科目：英美文學史【外文系碩士班甲組】

共3頁第1頁

1. Compare and/or contrast of the following passages in terms of form, theme, and mood. Include in your answer the author and title of each passage. (30%)

(A) Yet once more, O ye laurels, and once more

Ye myrtles brown, with ivy never sere,  
I come to pluck your berries harsh and crude,  
And with forced fingers rude,  
Shatter your leaves before the mellowing year.  
Bitter constraint, and sad occasion dear,  
Compels me to disturb your season due;  
For Lycidas is dead, dead ere his prime,  
Young Lycidas, and hath not left his peer.  
Who would not sing for Lycidas? He knew  
Himself to sing, and build the lofty rhyme.  
He must not float upon his watery bier  
Unwept, and welter to the parching wind,  
Without the meed of some melodious tear.

(B) Too long a sacrifice

Can make a stone of the heart.  
O when may it suffice?  
That is Heaven's part, our part  
To murmur name upon name,  
As a mother names her child  
When sleep at last has come  
On limbs that had run wild.  
What is it but nightfall?  
No, no, not night but death;  
Was it needless death after all?  
For England may keep faith  
For all that is done and said.  
We know their dream; enough  
To know they dreamed and are dead;  
And what if excess of love  
Bewildered them till they died?  
I write it out in a verse—  
MacDonagh and MacBride  
And Connolly and Pearse  
Now and in time to be,

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：英美文學史【外文系碩士班甲組】

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Wherever green is worn,  
Are changed, changed utterly:  
A terrible beauty is born.

2. Comment on the construction of womanhood in the following passages, paying special attention to the way it reveals the speaker's tone and attitude. Include the author and title of each passage in your comment. (30%)

(C) Bold was hir face and fair and reed of hewe.  
She was a worthy womman al hir live:  
Housbondes at chirche dore she hadde five,  
Withouten other compaignye in youthe—  
But therof needeth nought to speke as nouthe.  
And thries hadded she been at Jerusalem;  
She hadde passed many a straunge streem;  
At Rome she hadde been, and at Boloigne,  
In Galice at Saint Jame, and at Coloigne:  
She coude muchel of wandring by the waye:  
Gat-toothed was she, soothly for to saye. . . .  
In felawshipe wel coude she laughe and carpe:  
Of remedies of love she knew parchaunche,  
For she coude of that art the olde daunce.

(D) . . . She had  
A heart—how shall I say?—too soon made glad,  
Too easily impressed; she liked whate'er  
She looked on, and her looks went everywhere.  
Sir, 'twas all one! My favor at her breast,  
The drooping of the daylight in the West,  
The bough of cherries some officious fool  
Broke in the orchard for her, the white mule  
She rode with round the terrace—all and each  
Would draw from her alike the approving speech,  
Or blush, at least. She thanked men—good! But thanked  
Somehow—I know not how—as if she ranked  
My gift of a nine-hundred-years-old name  
With anybody's gift. Who'd stoop to blame  
This sort of trifling? . . . Oh sir, she smiled, no doubt,  
Whene'er I passed her; but who passed without

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共3頁第3頁

Much the same smile? This grew, I gave commands;  
Then all smiles stopped together. There she stands  
As if alive. . . .

3. Identify the significance of the frontier in American history and comment on its representation in American literature. (20%)
4. "The literature of North America is older than the U.S.A." Discuss. (20%)

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科目：語言學概論【外文系碩士班乙組】

共 4 頁 第 1 頁

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. Fill in the following blanks with appropriate linguistic terms so that each sentence makes sense. (An answer that contains misspelling will gain no point. 2.5 points each) (25%)

1. The anthropologist Bronislaw Malinowski coined the phrase \_\_\_\_\_ to refer to the social function of language, which arises out of the need to signal friendship or contact rather than the need to convey messages.
2. The word \_\_\_\_\_ refers to the phenomenon where the structure or form of language reflects or symbolizes the meaning or reality expressed. For example, in the following sentence the order of the verbs reflects the sequence of the actions depicted: "She went into a restaurant, sat down, and ordered a meal."
3. The term \_\_\_\_\_ refers to the phenomenon where a speaker or writer uses certain expressions to reduce the riskiness of what s/he says, for example, saying 'It may be true that he lied' instead of 'He lied.'
4. A \_\_\_\_\_ is a condition that a speaker assumes in saying a particular sentence.
5. Verbal and non-verbal information given to the speaker to indicate that the listener understands what the speaker is saying, e.g. uh-huh, right, etc. is called \_\_\_\_\_.
6. A \_\_\_\_\_ sentence means a generalized proposition that claims universal truth about a specific type of beings or things.
7. When one wants to say 'All men are created equal' it turns out to be 'All men are cremated equal'. This type of slip of the tongue is called \_\_\_\_\_.
8. Ferdinand de Saussure sees language as the faculty of speech, which is composed of two aspects; one is *langue*, which refers to the language system itself while the other is \_\_\_\_\_, which refers to the act of speaking in context.
9. The type of lexical relationship between "move" and "run" is \_\_\_\_\_.
10. If you analyze the sentence "The student witnessed the accident" in terms of semantic roles, the underlined word should be labeled \_\_\_\_\_.

II. Analyze cohesion in the following text. You have to identify **five types** of cohesive devices between sentences, and **for each type** give **one example from the given text**. For ease of making an example clear, the sentences in the text have been numbered for you (see below). You have to use specific terms for the types of cohesion you identify. Each type and each example will count once only. Any repeated answer will not gain any extra point. Write your answer in this way:

e.g.

1. Type: xxx      Example: xxx in sentence 1

(For your answers to this question, you do not have to write complete sentences; instead, keywords will do.) (15%)

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(Text to be analyzed):

... The last word ended in a long bleat, so like a sheep that Alice quite started.<sup>1</sup> She looked at the Queen, who seemed to have suddenly wrapped herself up in wool.<sup>2</sup> Alice rubbed her eyes, and looked again.<sup>3</sup> She couldn't make out what had happened at all.<sup>4</sup> Was she in a shop?<sup>5</sup> And was that really -- was it really a sheep that was sitting on the other side of the counter?<sup>6</sup> Rub as she would, she could make nothing more of it.<sup>7</sup>

III. Essay Question. Read the following unsolicited email. Then comment on it by (1) elaborating on the concept of **register**; and (2) analyzing this text **in terms of the concept**. In your analysis you should demonstrate relevance of the concept to the text below. Please write in complete sentences. (10%)

Dear Friend,

I am PASTOR CHARLES LEE, pastor in charge of Revival Church of Christ here in Abidjan, Africa. I know that this letter will come to you as a surprise; nevertheless, I would like you to treat the matter as urgent as you can once you receive this message. My contact to you is a divine contact from the direction of our Lord Jesus Christ, and I hope you will not let down this trust as I am quite sure that you are also a believer, too.

The late Mrs. Elizabeth Najao was a member of this church because of the trust she had on me as her pastor. Before her sudden death she revealed to me that her late husband Dr. Stephen Najao deposited \$9.5 million in a bank here. She said that in case she did not survive her sickness, I should make an arrangement with a foreigner abroad who will contact the bank as her late husband business partner to provide an account where the bank will transfer the money for the future of their two little kids Azu and Mary. She does not want the money to be invested in this country because of their enemies now that Mrs. Elizabeth was no longer alive. May her soul rest in perfect peace Amen.

Please, if this letter touches you and you are willing to guide this money for the orphans with honesty and with the fear of God, please just get back to me immediately so that I will give you more details about the transfer and also advise you on what to do. Feel very free to carry on with this transfer with me as I have gone to the bank where the money was lodged and confirmed everything is ok. There is no risk involved in this transfer; everything will go according to the will of God and with hope that our God will never let me down for directing me to you.

I am sending the divine glory of our Lord and peace to you and your family.

PASTOR CHARLES LEE

# 國立中山大學 96 學年度碩士班招生考試試題

目：語言學概論【外文系碩士班乙組】

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IV. In the interlanguage study of second language acquisition, there are proposed hypotheses related to the different degrees of access to the Universal Grammar. For the following hypotheses, please choose two of them and discuss respectively their claim or assumption, and related studies or examples that support this view. Limit your discussion to 50 words in each item. (20%)

1. The Fundamental Difference Hypothesis
2. The complete (direct) access view
3. The partial-access (indirect) view

V. The following are typical examples of the L2 English produced by native speakers of Spanish, Japanese, Arabic and Chinese during the course of development. For each language, firstly, try to determine the particular syntactic property of English that each group is having difficulty with. Secondly, on the assumption that these cases reflect the influence of syntactic properties in the learners' L1s, what form might the property take in the L1? (20%)

**Spanish:**

- (1) Maia cans cook.
- (2) They will can do it next week.
- (3) Do you can swim?

**Arabic:**

- (4) This is the book which I bought it yesterday.
- (5) The hotel, which I stayed in it last year, was very good.

**Japanese:**

- (6) We used to live in the big house in suburb of Fukuoka. A house was built of the wood.
- (7) Oh, that's a shrine; people say some prayers there.
- (8) I usually spend Sunday by a river; the people who work in office need relax in some countryside.

**Chinese:**

- (9) There are sentences cause learnability problems.
- (10) There are many varieties of cancers exist.
- (11) There would be more and more society problems happened.

VI. There are several means to express emphasis in English. One of them is to use cleft (i-ii) and pseudo-cleft (iii) sentences, equivalent to Chinese (i-iiib).

- (i) a. It's the woman that/ who cleans the house.  
b. 是那個女人打掃房子的。
- (ii) a. It's Korea that Kim comes from, (not Hong Kong).  
b. Kim 是從韓國來的。
- (iii) a. What we're now passing is the oldest monastery in the region.  
b. 我們正經過的是這個區域最古老的修道院。

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Now consider the following Chinese translations (張儼等譯(1998), 聯經出版社) of English counterparts from J.R.R. Tolkien's book *The Fellowship of the Ring*. All the English examples that are not in cleft or pseudo-cleft forms are translated into Chinese cleft or pseudo-cleft sentence pattern.

### Question:

Generalize two conditions that the translators used Chinese cleft or pseudo-cleft sentence pattern in translating English non-(pseudo)-cleft counterparts. (10%)

English text	Chinese translation
(1a) The gate-guards would not let them through by night, though they might break through. (p.141)	(1b) 夜裡，守城門衛士是不會放他們進城門的，.... (p. 189)
(2a) A: Where did you find them, Mr. Maggot? In your duck-pond? B: 'No, I caught'em trespassing,' said the farmer, (p.128)	(2b) 不，是我逮住他們。(p. 171)
(3a) 'Which order shall we go in?' said Frodo. 'Eldest first, or quickest first? You'll be last either way, Master Peregrin.' (p.133)	(3b) ..是誰年齡大誰先洗呢？還是誰洗得快誰先洗？(p. 177)
(4a) Every one of the various parting gifts had labels, written out personally by Bilbo, and several had some point, or some joke. (p.49)	(4b) 每一件上頭都貼有標籤，而且都是畢爾波親筆寫的；(p. 64)
(5a) It had been built a long while before by the Brandybucks, for the use of guests, or members of the family that wished to escape from the crowded life of Brandy Hall for a time. (p.132)	(5b) 屋子是白蘭地勃克家族很久以前建造的，當時建造這屋子的用意，是打算用來供賓客下榻..... (p. 176)
(6a) And what is more, the Bridge and the East road near the borders will be certainly watched. (p.141)	(6b) 那兩個地方肯定是受到他們監視的。(p. 190)
(7a) 'They're mine!' said Frodo. 'Given to me by Mrs. Maggot, a queen among farmers' wives. Take your greedy hands away, and I'll serve them.' (p.134)	(7b) 「那是我的！」弗羅多把佩平推開搶著說道：「那些蘑菇是麻格特太太特地留給我的，她在那些鄉下婦人當中，手藝可是最了不起的。(p. 180)