國立中山大學100學年度碩士班招生考試試題
科目：英文閱讀與英文中譯【外文系碩士班】

PART ONE: READING COMPREHENSION (60%)
Choose ONE best answer for each question.

Part I: Cloze (20%)

Chinese __1__ believe they have discovered a 2,400-year-old pot of __2__, sealed in a bronze cooking vessel and dug up near the ancient capital of Xian. It's the first discovery of bone soup in Chinese archaeological history. The discovery will play an important role in studying the __3__ habits and culture of the Warring States Period (475-221 BC).

The soup and bones were discovered in a small, sealed bronze vessel in a tomb __4__ to make way for the extension of the airport in Xian, home to the country's famed ancient terracotta warriors. The liquid and bones in the vessel had turned green due to the __5__ of the bronze. Scientists were expected to conduct further tests to confirm the liquid was indeed soup and to __6__ the ingredients. Archaeologists also dug up another bronze pot that contained an odorless liquid believed to be __7__ in the tomb, which could belong to either a member of the land-owning class or a military officer.

Xian, a city that served as China's ancient capital for over 1,100 years, is famed for the terracotta __8__ at the burial site of Qin Shihuang, who presided over the __9__ of China in 221 BC and __10__ himself the first emperor.   ~Discovery News, 2011

1.	A. sociologists	B. anthropologists	C. archaeologists	D. architects
2.	A. soup	B. salt	C. noodle	D. drugs
3.	A. reading	B. learning	C. working	D. eating
4.	A. excavating	B. has excavated	C. excavated	D. being excavated
5.	A. vaporization	B. oxidation	C. hydration	D. calcification
6.	A. activate	B. identify	C. combine	D. deliver
7.	A. wine	B. bread	C. ice	D. steam
8.	A. army	B. tribe	C. village	D. city
9.	A. federation	B. independency	C. unification	D. dependency
10.	A. classified	B. represented	C. declared	D. conquered

Part II: Reading (40%)

A. Every mother knows that newborns are social creatures just hours after birth. They prefer to look at faces over objects, and they even imitate facial expressions. Now a study suggests that the propensity for social interactions exists in the womb. Twins begin interacting as early as the 14th week of gestation.

Researchers at the University of Turin and the University of Parma in Italy used ultrasonography, a technique for imaging internal body structures, to track the motion of five pairs of twin fetuses in daily 20-minute sessions. As published in the October *PLoS ONE*, the scientists found that fetuses begin reaching toward their neighbors by the 14th week of gestation. Over the following weeks they reduced the number of movements toward themselves and instead reached more frequently toward their counterparts. By the 18th week

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they spent more time contacting their partners than themselves or the walls of the uterus. Almost 30 percent of their movements were directed toward their prenatal companions. These movements, such as stroking the head or back, lasted longer and were more accurate than self-directed actions, such as touching their own eyes or mouth.

The results suggest that twin fetuses are aware of their counterparts in the womb, that they prefer to interact with them, and that they respond to them in special ways. Contact between them appeared to be planned—not an accidental outcome of spatial proximity, says study co-author Cristina Becchio of Turin. "These findings force us to predate the emergence of social behavior," she says.

The fact that fetuses can control their actions in the womb is not a surprise. Co-author Vittorio Gallese, a neuroscientist at Parma, and his collaborators previously showed that fetuses display skilled movements by the fifth month of gestation. Becchio speculates that the presence of a twin may accelerate motor development.

In the future, the team plans to develop diagnostic tests by systematically tracking the motion of a large number of fetuses. Patterns of activity in the womb may predict later motor development or impairments in social cognition, such as autism, Gallese says. "The womb is probably a crucial starting point to develop a sense of self and a sense of others."

~ Janelle Weaver, Scientific America, 2011

11. One appropriate title of this article is:
    A. "The Power of Mother Nature"
    B. "Newborns' Social Interactions"
    C. "Social Before Birth"
    D. "Womb and Twin Fetuses' Development"

12. Which of the following is **TRUE** about twin fetuses?
    A. Their contact to their prenatal companions is coincidental.
    B. They become more self-centered as they grow.
    C. They prefer to interact with their counterparts in the womb.
    D. They act subconsciously in the womb.

13. In this article, the word "predate" means:
    A. to emphasize the preceding period.
    B. to designate an earlier date than the actual one.
    C. to foresee a possible date before the actual one.
    D. to annotate a date after the actual one.

14. One appropriate hypothesis of the diagnostic tests, to be developed by Becchio's research team, is:
    A. If the number of fetuses is too large, newborns can become antisocial.
    B. If fetuses have trouble showing skilled movements, newborns are more likely to suffer from social impairments.

C. Regular patterns of activity in the womb can accelerate newborns' motor development.

D. When fetuses' movements are frequently directed toward their prenatal companions in the womb, newborns can suffer from Autism in later stage.

B. English is EVERYWHERE. At least it sometimes seems that way. In fact, that is not true. Most of the people on Earth do not use English. It is by no means a universal language. Perhaps 25 percent of the earth's population uses English for some purpose in their lives. If so, 75 percent do not. It is however interesting that often those who do use English are the best educated and the most influential members (the opinion makers) of their society. The spread, status and functions of English around the world are impressive indeed. In recorded human history no other language has had such a position.

It is no longer the case that the English language is used by people from Korea, Thailand, or Switzerland just to speak with Americans, the British, or Australians. English is increasingly used by people from Asia to interact with those from Europe, and people from South America to interact with people from Africa. As was shown in the BBC documentary, *The Story of English*, English is frequently used among interlocutors when no so called 'native speaker' of English is present. The contexts of the use of English may be academic conferences, business, commerce, diplomacy, educational institutions, manufacturing, mining, print or audio-visual media, or tourism.

The English language includes at least three types of varieties: 1) those that are used as the primary language of the majority population of a country, such as American and British; 2) varieties that are used as an additional language for intranational as well as international communication in communities that are multilingual, such as Indian, Nigerian, and Singaporean; and 3) varieties that are used almost exclusively for international communication, such as Chinese and German. Most of these Englishes developed as a result of colonial imposition of the language in various parts of the world. Soon after the end of World War II, English achieved the status of an international language and left behind, in spread and frequency of use, other competing languages such as Spanish, French, Russian, and Japanese. Presently there are more users of the varieties of English of the second and third types than of the first type and it is primarily <u>they</u> who are <u>instrumental</u> in its further spread.

~Kachru & Smith, *Culture, Contexts and World Englishes*, 2008

15. What is the author's position about English?
    A. It is an international language.
    B. We should not overemphasize English.
    C. English exists in different forms
    D. It is important for us to learn the "Standard English."

16. Why did the author capitalize the word "EVERYWHERE"?
   A. To stress
   B. To contrast
   C. To condemn
   D. To sarcasm

17. Based on the passages, which of the following is **TRUE**?
   A. There are more non-native English speakers than native English speakers.
   B. People mainly use English to communicate with native English speakers.
   C. Majority of the people in Indian use English as their primary language for communication.
   D. Colorization plays an important role in the spread of Standard English.

18. Which type(s) of varieties of the English language do people in Hong Kong use?
   A. Type 1
   B. Type 2
   C. Type 3
   D. Both Type 2 and Type 3

19. "…it is primarily they who are instrumental in its further spread." What does "they" refer to?
   A. Competing languages such as Spanish, French, Russian, and Japanese
   B. Varieties of English
   C. Users of the first type of the English
   D. Users of the second and third type of the English

20. What does "instrumental" mean in this article?
   A. Play to produce music
   B. Assist to make something happen
   C. Make measurement
   D. Achieve an ultimate goal

C.　THE THIRD VOLUME in Stieg Larsson's immensely successful Millennium trilogy, *The Girl Who Kicked the Hornet's Nest*, finally goes on sale here this month. Except for *Harry Potter*, Americans haven't been so eager for a book since the early 1840s, when they thronged the docks in New York, hailing incoming ships for news of Little Nell in Charles Dickens's *Old Curiosity Shop*. That was before Amazon. This time, particularly impatient readers simply paid a premium and ordered the new book from England, where it came out months ago.

　　The novels come from Sweden, of all places, where the first one was published in 2005 and the next two over the following couple of years. They're crime thrillers about a journalist

named Mikael Blomkvist, who works for the magazine Millennium, and his sometime partner Lisbeth Salander, a startling and strangely appealing character who is a tattooed and pierced, bisexual computer hacker. Together this improbable pair solve mysteries involving spectacularly corrupt businessmen and politicians, sex traffickers, bent cops, spineless journalists, biker gangs and meth heads. In fact, not the least of the attractions of the books for American readers is that they introduce us to a Sweden that is vastly different from the bleak, repressed, guilt-ridden images we see in Ingmar Bergman movies and from the design-loving Socialist paradise we imagine whenever we visit Ikea. It's a country that turns out to be a lot like our own.

The plot of *Hornet's Nest*, which involves a rogue, top-secret organization within the Swedish government, has elements of a John le Carré spy thriller. Like the other two Millennium books, it also has an outspoken feminist subtext, hardly a typical feature of crime novels. But in Sweden the books and their author — who died in an untimely fashion that some conspiracy theorists persist in calling an assassination — have lately become the center of another sort of story, the kind of thing August Strindberg might have written, full of intense, opinionated Swedish characters entwined in a saga involving envy, resentment, a contested legacy and a mysterious manuscript. At least one skeptic has even questioned how Larsson, a middle-aged man with no history of writing crime fiction, and seemingly no flair for it, could have written the Millennium books in the first place.

~Charles McGrath, *The Afterlife of Stieg Larsson*, *The New York Times*, 2010

21. Which of the following is **TRUE** about *The Girl Who Knocked the Honet's Nest*?
    A. It is written at 1840s.
    B. It is first published in 2005.
    C. It describes a story about a secret agent.
    D. It is the third volume of Larsson's trilogy.

22. *Hornet's Net* is popular in America because:
    A. American readers can purchase it through Amazon.
    B. American readers can associate it with Ingmar Bergman's movie.
    C. it reminds American readers of Ikea, the famous Swedish furniture design company in America.
    D. it echoes similar issues in American society.

23. Which of the following authors shares similar features of Stieg Larsson's writing?
    A. August Strindberg
    B. John le Carré
    C. Charles Dickens
    D. Mikael Blomkvist

24. Which of the following is **NOT** portrayed in *Hornet's Net*?
    A. Corruption
    B. Hostility
    C. Insufficient sense of justice
    D. Illegal trades

25. Based on the passage, which of the following is **NOT TRUE** about Stieg Larsson?
    A. He is an inexperienced writer of crime fiction.
    B. His book *The Girl Who Knocked the Hornet's Nest* is as popular as *Harry Potter*.
    C. His writing shows his resentment about Swedish government.
    D. Some people suspect that his death is a conspiracy.

D. The Developmental Model of Intercultural Sensitivity (DMIS) describes stages that people move through in their acquisition of intercultural competence. The idea of intercultural competence in the DMIS is exactly as stated above-the ability to recognize oneself operating in cultural context, the identification and appreciation of cultural differences, and the development of general strategies for adapting to cultural difference. The model is thus *culture-general* in the sense that it describes how learners overcome ethnocentrism regarding their own culture and how they achieve sensitivity to other cultures in general. The model is *developmental* because it assumes that issues at each stage need to be resolved in some way before the learner can move on to deal with more complex issues at later stages. As culture-general developmental model of intercultural competence, the DMIS offers a way for language teachers to 1) assess the developmental readiness of their students to pursue certain kinds of intercultural learning and 2) select and sequence learning activities that contribute to their students' development of general intercultural competence.

The Developmental Model of Intercultural Sensitivity is divided into two sets of stages, Ethnocentric and Ethnorelative. In Ethnocentrism, people unconsciously experience their own cultures as central to reality. They therefore avoid the idea of cultural difference as an implicit or explicit threat to the reality of their own cultural experience. In Ethnorelativism, people consciously recognize that all behavior exist in cultural context, including their own. They recognize the restriction this places on their experience, and they therefore seek out cultural difference as a way of enriching their own experience of reality and as means to understand others.

~Bennett, Bennett & Allen, *Developing Intercultural Competence in the Language Classroom*, 2003

26. Based on the passages, which of the following statements is **TRUE**?
    A. The development of intercultural competence takes place in sequential stages.
    B. How to assess intercultural competence is still a controversial issue in DMIS.
    C. To acquire intercultural competence, one must become sensitive to other cultures before they can overcome their ethnocentrism.
    D. Ethnorelativism can only take place when learners are exposed to cosmopolitan society.

27. The goal of DMIS is to:
    A. evaluate the developmental process of intercultural sensitivity.
    B. define what intercultural competence is.
    C. describe the acquisition stages of intercultural competence.
    D. resolve the cultural conflicts learners may experience when developing intercultural sensitivity.

28. Which of the following describes intercultural competence in DMIS?
    A. The ability of making cross-cultural comparison.
    B. The ability of adapting to a new cultural context.
    C. The ability of dealing with cultural misunderstanding.
    D. All of above.

29. Ethnocentrism means:
    A. Self-consciousness.
    B. The tendency of showing racial discrimination.
    C. The belief of particular race or nationality of people is superior to all others.
    D. The feeling of inferiority.

30. The teaching implications of DMIS suggest language teachers to:
    A. assess their students before offering them specific kinds of intercultural learning opportunities.
    B. divide their students into two different groups based on the results of DMIS.
    C. avoid evaluating students' cultural understanding during learning activities.
    D. offer sequential assessment to encourage cultural development.

PART TWO: TRANSLATION (40%)
Translate the following texts into Chinese

(1) Richard Feynman was the Michael Jordan of physics. His intellectual leaps, seemingly weightless, defied explanation. One of his teammates on the high school math team in Far Rockaway, Long Island, recalls that Feynman "would get this unstudied insight while the problem was still being read out, and his opponents, before they could begin to compute, would see him ostentatiously write down a single number and draw a circle around it. Then he would let out a loud sigh." At twenty-three, he amazed a Princeton colleague when he worked out at the blackboard a proof of an important proposition of physics that had been only loosely conjectured eight years earlier by the Nobel Prize winner Paul Dirac. In 1960, in his early forties, restless and unable to find a physics problem worth working on, Feynman taught himself enough biology to make an original discovery of how mutations work in genes. [20%]

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(2) Few writers are born with this technique. They must search until they find it. The search, if it teaches nothing else, in the end will teach them to know themselves. Actually it is a little difficult to separate the techniques of writing from the techniques of living—which is another way of saying the style is the man. I have no patience with that view of writing—a quite prevalent view—which looks on style as a trick and on the great techniques of writing as a bag of tricks. I have heard people say to a writer, "Ah, but *you* could describe that man! I envy you. *You* could tell that incident as it really happened. You have the gift of words." These people seldom tell a writer, "You have this gift of perception, this passionate concern with life and living, that enables you, or compels you, to watch and learn." [20%]

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科目：英文作文【外文系碩士班甲組】

In 1974 philosopher Robert Nozick introduced a thought experiment that has become known as "the experience machine." It goes like this:

Suppose there were an experience machine that would give you any experience you desired. Superduper neuropsychologists could stimulate your brain so that you would think and feel you had all skills and possessions you craved: the boyfriend/girlfriend of your dreams, the ability to play classical guitar like no one else in the world, all the cars and houses, friends and family that you'd like. All the time you would be floating in a tank, with electrodes attached to your brain. Of course, while in the tank you wouldn't know that you're there; you'll think that all your experiences are real ones. Others can also plug in to have the experiences they want, so there's no need to stay unplugged out of considerations of fairness. Would you plug in?

Write an essay (300-500 words) on this question. In your essay, you might want to address your ideas about the value and nature of experience, reality, and pleasure.

Both the quality of your English prose and of your ideas will be components in your grade. (100%)

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科目：英美文學史【外文系碩士班甲組】

Part I. English Literature 60%

Please answer **Three** of the following questions (20 % each).

1. How might Middle English Literature be said to reflect the values of a courtly society? Answer with reference to at least two authors.

2. Write an essay on any *one or more* writer's treatment of one of the following in the Renaissance period: the pastoral; divine providence; magic; science; love; death; cross-dressing; transgression; travel.

3. Write on the development of *any one* of the following in the 1660-1800 period: the newspaper or periodical; diaries; the familiar letter; the sermon; the tour; the political pamphlet; the ode; the georgic; the mock-heroic.

4. Make a claim for any writer from the period as a major contributor to the development of literary criticism.

Part II American Literature 40%

A. Please answer One question in Section A (30%).

5. Regionalism flourished in the late nineteenth and early twentieth centuries as a literary movement that focuses on the dialects, characters, customs, history, and topography and other specific features of a particular region. In a coherent essay, compare and contrast the function of "region" and "local color" in the works of TWO American writers with reference to concrete textual examples.

6. Apocalyptic literature is a genre of prophetic writing that details the author's visions of how the world is at the end times. Through nuclear war, plague, or other catastrophes, the author focuses on the psychologies of human struggles and battles of good and evil. In a coherent essay, discuss how apocalyptic visions shed light on human nature in the works of TWO of the following American writers with reference to concrete textual examples:
   a. Don Delillo
   b. William Faulkner
   c. Cotton Mather
   d. Tennessee Williams
   e. Flannery O'Connor

B. Term explanation (10%).

7. Briefly explain ONE of the following in the context of American literature. Please provide specific examples whenever applied. (10%)
   a. American Renaissance
   b. Harlem Renaissance
   c. Native American Renaissance

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科目：英文作文【外文系碩士班乙組】

- **Instruction**

Read the passage below and compose a two-part essay. In the first part, you should write a 150-word summary of the major features of blogs mentioned in the passage (do <u>not</u> use bullet points) (30%). In the second part, you are asked to discuss the benefits and challenges of employing blogs to facilitate foreign/second language learning. The second part should be approximately 250 words in length (70%).

- **Reading passage**

Blogs
The collaborative environment which has sparked the most intense interest in recent years is blogs or Web logs. If one thinks of blogs as being essentially on-line journals, it may not be evident how they could be used in collaborative ways. But actually looking at a few blogs ... demonstrates how interactive they can be. Writers typically make rich use of hypertext to connect to what others have written on a topic or to resources on the Web. Blog entries are normally followed by a comment button, allowing readers to write a reaction, which is then logged and linked, along with all other comments, into the original text. While most blogs are created and managed by individuals, group blogs are also possible. Blogs are easily linked and crosslinked, to create larger on-line communities. That is now the case with technology-related blogs, which form what is essentially one, large, loosely interwoven net of information, as blog entries are linked, referenced, and debated.

While blogs of all kinds abound today on the Internet, most are personal or journalistic. However, there has been increasing interest in using blogs in education. Blogs are well suited to serve as on-line personal journals for students, particularly since they normally enable uploading and linking of files. Language learners could use a personal blog, linked to a course, as an electronic portfolio, showing development over time. By publishing the blog on the Internet, the student has the possibility of writing for readers beyond classmates, not usually possible in discussion forums. Readers in turn can comment on what they've read, although blogs can be placed in secured environments as well. Self-publishing encourages ownership and responsibility on the part of students, who may be more thoughtful (in content and structure) if they know they are writing for a real audience. This same degree of personal responsibility is lacking in discussion forums.

No knowledge of HTML (or of Web authoring in general) is needed for blogging. Typically a student creating a Web site using a tool such as Blogger registers as a user, and sets up a page using one of several available templates (or creating a new look).

This passage is based on the following journal article:
Godwin-Jones, R. (2003). Emerging technologies, blogs and wikis: Environments for online collaboration. *Language Learning & Technology, 7*(2), 12-16.

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科目：語言學概論【外文系碩士班乙組】

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

1. a. Transcribe _white teeth_ and _why teeth_ phonemically. How many vowels are there? How many consonants are there? **(5%)**

   b. In English, the syllable-final stop is not always released (e.g., /t/ in _white_). In other words, _white teeth_ and _why teeth_ may be very similar phonemically when the /t/ is not pronounced. Then how do people (especially English native speakers) distinguish the two phrases? **(10%)**

   c. In English, the /t/ and /d/ are sometimes neutralized to be the flap /ɾ/ when they occur between stressed and unstressed vowels (e.g., _writer_ [raɪɾər] and _rider_ [raɪɾər]). Then how do people (especially English native speakers) distinguish the two words? **(10%)**

2. Consider the following expressions. Choose <u>three</u> items, which are ambiguous according to your judgment, provide possible interpretations and indicate which type of ambiguity it involves. **(25%)**

   (i) You could do with a new automobile. How about a test drive?
   (ii) toy factory
   (iii) He ate cookies on the couch.
   (iv.) 三個醫學院的學生
   (v.) 芝麻大的燒餅
   (vi.) 豆干切十塊

3. English is a language that utilizes article system. Articles can be used to convey _generic_ meaning, as in (1). They can convey nongeneric meaning, as show in (2). The nongeneric use of articles can be ambiguous between specific and nonspecific meanings. A specific noun phrase is one in which the identity of individual member(s) is clear, whereas a nonspecific noun phrase is one where the identity of a member of the set is not clear. Moreover, articles also signal count nouns.

   (1) a. The lion is a ferocious animal.
       b. A lion is a ferocious animal.
       c. Ø Lions are ferocious animals.
   (2) a. The lion escaped from the zoo.
       b. A lion escaped from the zoo.
       c. Ø Lions escaped from the zoo.

Question: Discuss separately what meanings are conveyed by the use of the (zero Ø, indefinite _a/an_, definite _the_) articles in the underlined noun phrases in **sentences from (3) through (5). (25%)**

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科目：語言學概論【外文系碩士班乙組】

(3) a. The boys ate ∅ chicken.

    b. The boys ate *a* chicken.

(4) a. He sells ∅ cheese of uncommon flavor.

    b. He sells *a* cheese of uncommon flavor.

(5) a. ∅ Coffee is a stimulant.

    b. I'd like *a* coffee, please.

    c. *The* coffee here is good.

    d. This café has dozens of ∅ different coffees.

4. In English, a yes/no question and an alternative question may be expressed by the same sentence except for different intonations. As shown in (1) and (2), they are ambiguous between the two readings.

  (1) Do you want coffee or tea?   below

    (i) Yes/No question answer: "No, thanks."

    (ii) Alternative question answer: "Coffee please."

  (2) Did John eat beans or not?

    (i) Yes/No reading: "Is it true or false that John ate beans?"

       Answer: "Yes, John ate beans./ No, John didn't eat beans."

    (ii) Alternative reading: "Which of these two things did John eat: beans or rice?"

       Answer: "Yes, John ate beans./ John ate rice."

Question 4.1 What **sentence patterns in Chinese** are used to express (i) **yes-no** or (ii) **alternative** questions? Provide **at least 4** types of patterns and relevant examples to illustrate your generalization. **(16%)**

Question 4.2 Discuss whether similar **ambiguities** in the above English (1) and (2) are observed in **Chinese** sentences that you show above. **(9%)**