

國立中山大學 103 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

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Part One: English Composition (60%)

**“Where is the Life we have lost in living? Where is the wisdom we have lost in knowledge?
Where is the knowledge we have lost in information?”**

T. S. Eliot

Write a 500-word argumentative essay on this topic. You can cite any writer, thinker, linguist, critic, and artist ancient and/or modern to argue your point. Your answer may also cover any aspect of the English language and literature of any period.

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Part Two: Reading Comprehension (40%)

Choose ONE best answer for each question.

I. Vocabulary (15%)

1. This cutting-edge research _____ the importance of international trade agreements.
A. underlines B. resolves C. kicks off D. pursues
2. Starting from the rest, an aircraft accelerates to its take-off speed of 60 m s^{-1} in a distance of 900 meters. _____ this with a velocity-time graph and find how long the take-off run lasts. Hence calculate the acceleration.
A. Illuminate B. Illustrate C. Ignite D. Irradiate
3. We need to plan technologies which are _____ the needs to local farmers. It was typical of the farmers in the study that they had a negative attitude to technology.
A. common to B. attributed to C. appropriate to D. characteristic of
4. Critics opposed to D. H. Lawrence attacked his novels on various grounds, both trivial and important. But despite the apparent diversity of opinion, Lawrence's critics were _____ on what they saw as several serious problems.
A. disinterested B. disintegrated C. disenchanted D. united
5. Are you the kind of person who _____? Psychologists say it's unhealthy to suppress your feelings because if you disclose too much about yourself, you could make yourself rather vulnerable.
A. bottles up your emotions B. wears your heart on your sleeve C. lets the cat out of the bag D. pours out your innermost thoughts all the time
6. The United Nations Children's Fund (UNICEF) has several _____ that aim to protect and help children all over the world.
A. motives B. initiatives C. motions D. components
7. Without _____ evidence to support their theory, the researchers didn't feel confident publishing their study.
A. intangible B. invariable C. tangible D. feasible
8. The _____ programs bring education to rural areas so children there have equal opportunities to learn about classical civilization and science.
A. external B. pervasive C. widespread D. outreach
9. Animals that are predators learn how to hunt in ways that allow them to surprise their prey. The prey, in turn, sometimes use _____ to protect themselves.
A. hypocrisy B. camouflage C. connivance D. dissembling
10. When two teams are said to **be in the same league**, they _____.
A. maintain a united front B. have equal qualities or characteristics C. play the same sport D. are in the same league table
11. In order to save money, a lot of state-funded institutions _____ their work to other organizations.
A. outbid B. outsource C. output D. outpace
12. The university liked to tell prospective students about the many _____ graduates who had contributed to politics, business, and the arts.
A. distinguished B. distinguishable C. distinguishing D. undistinguished

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13. A scientific experiment that would raise concerns is genetically engineering mice to produce human sperm and eggs, then doing _____ to produce a child whose parents are a pair of mice.
A. in vitro fertilization B. cloning C. blood transfusion D. organ transplantation
14. Most employees resist change that is _____ them. So, if a government wants to pursue a policy that aims to bring about sweeping changes, the governors need to remember that their role is to facilitate change and not enforce it.
A. imposed upon B. infringe upon C. encroach upon D. impede upon
15. When you set goals, don't be _____ by your present situation. If you dare dream it, you can do it.
A. constrained B. convicted C. convoked D. condescended

II. Cloze Test (10%)

Life insurance companies base their calculations on the laws of __16__. That is, they assess the likely __17__, given the different __18__ such as age, sex, lifestyle and medical history of their __19__. The premiums are therefore not chosen at __20__ but are carefully calculated. The __21__ of ages at which death occurs and causes of death are studied to see if they __22__ with other factors to be taken into account in setting the premiums. Naturally, the companies also __23__ social __24__ and react to any changes which might significantly affect __25__ rates.

- | | | | |
|--------------------|----------------|------------------|-----------------|
| 16. A. gravity | B. probability | C. attraction | D. speculation |
| 17. A. outcasts | B. outcrops | C. outcries | D. outcomes |
| 18. A. varieties | B. variables | C. diversities | D. adversities |
| 19. A. buyers | B. investors | C. patients | D. clients |
| 20. A. large | B. random | C. a loss | D. that |
| 21. A. calculation | B. speculation | C. gesticulation | D. distribution |
| 22. A. acknowledge | B. achieve | C. correlate | D. embody |
| 23. A. control | B. invigilate | C. monitor | D. employ |
| 24. A. trends | B. fashions | C. styles | D. modes |
| 25. A. mortality | B. birth | C. dying | D. aging |

III. Reading Comprehension (15%)

Not black and white: The Real Story Behind Herman Melville's "Benito Cereno"

HOW come the Age of Liberty was also the Age of Slavery? Greg Grandin, an American historian, wrestles with a paradox: the way slavery expanded after the Enlightenment and at a time when cries of freedom were still reverberating from the American and French revolutions.

His new book, *The Empire of Necessity* (2014), is inspired by Herman Melville's "Benito Cereno", an imaginative account of a bloody slave revolt aboard a Spanish ship in the South Pacific in 1805. Led by a man called Babo and his son, Mori, the slaves murdered many of the Spanish crew and took control of the ship. When the vessel subsequently got into distress, the west Africans deceived their rescuer, Captain Amasa Delano, an American seal-hunter and a distant relative of President Franklin Delano Roosevelt, pretending they were still slaves. They forced the ship's captain and the few surviving members of its crew to play the role of their masters.

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As well as correcting the factual errors in Melville's book, Mr Grandin uses Captain Delano's account of this and other incidents to explore the complexities and ambiguities of the Atlantic slave trade. It was not just, as is commonly supposed, a matter of white villains and black victims. The crews of naval and merchant fleets of the time included "men of colour"—even, in a few instances, as captains.

When, as happened during the Napoleonic wars, a slaver's ship was captured by French privateers, the blacks aboard were often treated more carefully than the white seamen. The blacks were prized goods and their worth soared as commodity-based booms in the New World overwhelmed the sentiments of liberty, equality and fraternity. Once enslaved, the Africans were valuable as "investments (purchased and then rented out as labourers), credit (used to secure loans), property, commodities, and capital, making them an odd mix of abstract and concrete values."

Blacks as well as whites profited from the Atlantic slave trade. The shippers and retailers of slaves were mostly Europeans or white Americans, but the wholesalers were often black. Slavery existed throughout west Africa, and during the wars that convulsed the upper Niger valley in the early 19th century, prisoners seized during the fighting were sold to Europeans by African rulers.

In describing the awfulness of their fate, Mr Grandin recalls the observations of a slave-ship's surgeon. Cargo bays were poorly ventilated and baked under the equatorial sun, leading to festering and putrefaction. Slave ships could be smelled from miles away. Sometimes the floors of the holds would become so covered with "blood and mucus" that they resembled a slaughter house. "It is not", the surgeon said, "in the power of the human imagination to picture to itself a situation more dreadful or disgusting."

The Economist 2014

31. Which of the following statements is INCORRECT?

- A. Blacks as well as whites profited from the Atlantic slave trade.
- B. The Atlantic slave trade is a matter of white villains and black victims.
- C. Once enslaved, the Africans were valuable as "investments, credit, property, commodities, and capital, making them an odd mix of abstract and concrete values."
- D. Greg Grandin's *The Empire of Necessity* is a book without heroes.

32. Why does American historian Greg Grandin wrestle with the paradox? Because

- A. the crews of naval and merchant fleets of the time included "men of colour" as captains.
- B. prisoners seized during the fighting were sold to Europeans by African rulers.
- C. the way slavery expanded after the Enlightenment and at a time when cries of freedom were still reverberating from the American and French revolutions.
- D. It is not in the power of the human imagination to picture to itself a situation of slavery more dreadful or disgusting.

33. What does "privateers" mean?

- A. pirates operating in the transatlantic slave business
- B. private ships authorized by a government in the past for attacking and stealing from foreign vessels during wartime
- C. imperial ships combatting rebels in the age of enlightenment
- D. naval and merchant fleets trading in the Atlantic ocean

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34. What is the scholarly value of Greg Grandin's new book?

- A. Slavery existed throughout west Africa and the wholesalers were often black.
- B. It offers a historical fiction inspired by Herman Melville's Moby Dick.
- C. It attempts to challenge and revise the reception of the slave trade by offering new historical evidence.
- D. It uncovers the sordid living conditions of black slaves and white seamen.

35. What is Greg Grandin's approach to his new work?

- A. Foucauldian
- B. historicist
- C. Marxist
- D. Chomskyan

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This examination consists of **two parts**: the first part is on **English literature**, the second part on **American literature**. Please answer the questions carefully and follow the instructions. You have **100 minutes** for this examination.

Part One -- English Literature (60%)

Choose **THREE** of the following **FIVE** questions (20% of your final grade each)

1. The literature of the Middle Ages often blends Christian ideals with non-Christian heroic ones. Discuss the effects of this blend in two Medieval works of your choice.
2. The genre of the novel has been experiencing great popularity from the early eighteenth century to the present day. With reference to four novels from different periods, sketch some element of how the genre developed over the centuries.
3. Time, death, and mutability are related themes in much Renaissance poetry. Give some aspects of how the following poets deal with this cluster of themes: (1) William Shakespeare, in his sonnets; (2) John Donne in his songs and sonnets; and Andrew Marvell in his poem "To His Coy Mistress."
4. Satire became a powerful mode of expression in the literature of the eighteenth century. Illustrate how satire works in the work of two authors of the period.
5. Compared to poets of earlier periods, romantic poets have a radically different concept of poetry and the role of the poet. The scholar M. A. Abrams characterized the contrast in the title of one of his books, *The Mirror and the Lamp*, with the Romantics being the lamp and their predecessors the mirror. (1) What is the Romantics' concept of poetry and poets that makes the metaphor of the lamp appropriate? (2) Would you consider the lamp still the appropriate metaphor for post-romantic English poetry, or has the mirror made a come-back?

Part Two -- American Literature (40%)

Choose **TWO** of the following questions (20% of your final grade each)

1. In American literature, the motif of the American dream plays a significant role. Please discuss how this motif is reflected with different perspectives (such as the American dream of innocence, the American dream of success, the collapse of the American dream, etc.) in the works of **THREE** American writers.
2. Discuss the role played by nature (or the American wilderness) in the works of **THREE** of the following writers: (1) Henry David Thoreau (2) Nathaniel Hawthorne (3) Herman Melville (4) Emily Dickinson (5) Walt Whitman (6) Jack London (7) Stephen Crane (8) Gary Snyder.
3. Discuss the importance (its role, representation, meaning, and so forth) of the city in **TWO** of the following texts: (1) Carl Sandburg's poems (2) Ezra Pound's poems (3) Ralph Ellison's *The Invisible Man* (4) Upton Sinclair's *The Jungle* (5) F. Scott Fitzgerald's *The Great Gatsby* (6) Hart Crane's *The Bridge*.

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※ All the questions MUST be answered in English and all your answers MUST be given in the answer sheet.

Question 1.

Questions 1.1-1.2 are based on the following data from a language called Samoan:

<u>Form</u>	<u>Meaning</u>	<u>Form</u>	<u>Meaning</u>
manao	“he wishes”	mananao	“they wish”
matua	“he is old”	matutua	“they are old”
malosi	“he is strong”	malolosi	“they are strong”
punou	“he bends”	punonou	“they bend”
atamaki	“he is wise”	atamamaki	“they are wise”
savali	“he travels”	pepesi	“they sing”
laga	“he weaves”		

Question 1.1. What is the Samoan form for:

- (1) they weave
- (2) they travel
- (3) he sings

(6%)

Question 1.2. Formulate a general statement (i.e., a morphological rule) that states how the plural verb form is derived from the singular verb form. (4%)

Questions 1.3-1.4 are based on the following data from Mandarin Chinese:

<u>Base form</u>	<u>Reduplicated</u>	<u>Base form</u>	<u>Reduplicated</u>
	<u>Form I</u>		<u>Form II</u>
請教 “ask”	請教請教	舒服 “comfortable”	舒舒服服
討論 “discuss”	討論討論	乾淨 “clean”	乾乾淨淨
研究 “study”	研究研究	清楚 “clear”	清清楚楚
考慮 “consider”	考慮考慮	快樂 “happy”	快快樂樂

Question 1.3. Reduplication in Mandarin Chinese includes several subtypes. Based on the data above, generalize when the reduplicated Form I occurs and when reduplicated Form II is used. (4%)

Question 1.4. Based on your answer to Question 1.3 above, what is the reduplicated form for each following base form?

- (1) 整齊 “tidy”
- (2) 普通 “common”
- (3) 注意 “notice”

(6%)

Question 1.5. For each of the following words of English, what is the root form and the morphological process through which the word is formed?

- (1) bound
- (2) rang

(5%)

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Question 2. The pronunciations of words vary in spoken language, whether we consider them in isolation or in connected speech. The latter is a very fertile context to accommodate many changes, especially for unstressed monosyllabic function words (free grammatical morphemes). The class of function words includes auxiliaries, prepositions, articles, conjunctions, pronouns ... etc. In connected

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speech utterances, such words are typically not the focus of information so they are unstressed, and thus they readily lend themselves to reduction.

Question 2.1. Based on the reading passage above, consider the following sentences, state the part of speech of the word, *that*, in each sentence, indicate which *that(s)* can or cannot undergo reduction in connected speech, and state why?

- (1) You said that she ate.
- (2) I ate that apple.
- (3) You must know that.
- (4) I am talking about this boy, not that one. (10%)

Question 2.2. The following sentences all contain the word, *have*. Indicate which *have(s)* can or cannot be reduced? Why?

- (1) Do you have time?
- (2) I didn't have time.
- (3) Have you been to Hong Kong?
- (4) I have been to Japan. (15%)

Question 3. Read the following passage and then answer questions 3.1-3.5 based on the view given in the passage.

Our most powerful impression of experience is that it consists of a flow of events or 'goings-on'. The clause is a mode of reflection, of imposing order on the endless variation and flow of events. The grammatical category by which this is achieved is that of TRANSITIVITY. The transitivity system construes the world of experience into a manageable set of PROCESS TYPES. Each process type provides its own model for construing a particular domain of experience as a figure of a particular kind. **Material** process clauses construe the outer experience of actions and events: things happen, people and actors do things and make them happen. **Mental** process clauses construe the inner experience, the processes of consciousness, cognition, and affection. The grammar recognizes processes of a third type, those of identifying and classifying; we call these **relational** process clauses. On the borderline between 'material' and 'mental' are the behavioral processes: those that represent the outer manifestations of inner workings, the acting of processes of consciousness and physiological states. On the borderline between 'mental' and 'relational' is the category of **verbal** processes: symbolic relationships constructed in human consciousness and enacted in the form of language. On the borderline between the 'relational' and 'material' are the processes concerned with existence, the **existential**, by which phenomena of all kinds are simply recognized to exist.

Questions 3.1-3.5. Identify the process type of each of the following five sentences. Just giving the correct process type for each sentence will do.

- 3.1. People are laughing. (5%)
- 3.2 His mother did not approve of his decision. (5%)
- 3.3 The thief was caught. (5%)
- 3.4 This sofa feels silky and smooth. (5%)
- 3.5 She did not respond to my letter of enquiry. (5%)

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Question 4. Read the following advertisement for a creative product and then answer **questions 4.1-4.3**. Note that you need to use examples from this advertisement when giving your answers; failure to do so will gain no point.

Bright light, clean conscience

This is one tongue-in-cheek “hunting” trophy you can display proudly and without any sense of guilt, because no real animals were hurt during the manufacturing of this delightful product.

Although each of them looks like a hunting trophy, these porcelain animals are actually happy to adorn your walls with their presence. Each of them (Buffalo, Moose or Wild Boar) doubles as a wall-mounted candle holder as well, casting a warm, indirect light across the room.

It is an unusual and animal-friendly way to light up your room. So entertain your friends with stories of your exotic shopping safaris and proudly show off your trophies.

(Source: an advertisement)

Question 4.1. Name and explain all the types of lexical relationships found in the ad? Give specific examples. (15%)

Question 4.2. What is the notion of *performance* (as opposed to competence)? Give specific examples. (6%)

Question 4.3. What is metaphor? Give specific examples. (4%)