

國立中山大學 110 學年度 碩士暨碩士專班招生考試試題

科目名稱：英美文學史【外文系碩士班甲組】

— 作答注意事項 —

考試時間：100 分鐘

- 考試開始鈴響前不得翻閱試題，並不得書寫、劃記、作答。請先檢查答案卷（卡）之應考證號碼、桌角號碼、應試科目是否正確，如有不同立即請監試人員處理。
- 答案卷限用藍、黑色筆(含鉛筆)書寫、繪圖或標示，可攜帶橡皮擦、無色透明無文字墊板、尺規、修正液（帶）、手錶(未附計算器者)。每人每節限使用一份答案卷，不得另攜帶紙張，請斟酌作答。
- 答案卡請以 2B 鉛筆劃記，不可使用修正液（帶）塗改，未使用 2B 鉛筆、劃記太輕或污損致光學閱讀機無法辨識答案者，其後果由考生自行負擔。
- 答案卷（卡）應保持清潔完整，不得折疊、破壞或塗改應考證號碼及條碼，亦不得書寫考生姓名、應考證號碼或與答案無關之任何文字或符號。
- 可否使用計算機請依試題資訊內標註為準，如「可以」使用，廠牌、功能不拘，唯不得攜帶具有通訊、記憶或收發等功能或其他有礙試場安寧、考試公平之各類器材、物品（如鬧鈴、行動電話、電子字典等）入場。
- 試題及答案卷（卡）請務必繳回，未繳回者該科成績以零分計算。
- 試題採雙面列印，考生應注意試題頁數確實作答。
- 違規者依本校招生考試試場規則及違規處理辦法處理。

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：英美文學史【外文系碩士班甲組】

題號：412002

※本科目依簡章規定「不可以」使用計算機(問答申論題)

共 1 頁第 1 頁

The exam consists of **Two Parts**: the first part is on **English literature** and the second part is on **American literature**. Please answer the questions carefully and follow the instructions. You have **100 minutes** to answer the questions.

Part One -- English Literature (60%)

1. Please choose only **FIVE** of the following literary terms, define and explain them. Keep your answers to the essential points, for example, what periods or movements, what representative writer(s) and work(s), what characteristics or forms each term is generally applied to. **Please note only five answers will be scored. (40%)**
 1. Renaissance
 2. Pre-Raphaelite Brotherhood
 3. Modernism
 4. Utopia Novel
 5. *Carpe Diem*
 6. Dramatic Monologue
 7. Sonnet
 8. Romanticism
2. Please choose **ONE** writer in English Literature (**a poet, a novelist, an essayist or a playwright**) of any period to show how the writer represents **ONE** of the following topics in writing: **nature, woman, children, love, hero, war, death, machine, alienation, emotions, society or any social issue**. Make your critical comments and elaborate on your chosen author and topic. **Please note only one writer and one topic will be scored. (20%)**

Part Two -- American Literature (40%)

1. How is the theme of evil represented in American literature? Elaborate your viewpoints by discussing the works of at least **TWO** American writers. **(20%)**
2. The issues about nature (such as the natural environment and its inhabitants, natural landscapes, the wilderness, and so forth) play an important role in American literature. Discuss how this issue is represented by discussing the works of at least **TWO** American writers. **(20%)**

國立中山大學 110 學年度 碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

—作答注意事項—

考試時間：100 分鐘

- 考試開始鈴響前不得翻閱試題，並不得書寫、劃記、作答。請先檢查答案卷（卡）之應考證號碼、桌角號碼、應試科目是否正確，如有不同立即請監試人員處理。
- 答案卷限用藍、黑色筆(含鉛筆)書寫、繪圖或標示，可攜帶橡皮擦、無色透明無文字墊板、尺規、修正液（帶）、手錶(未附計算器者)。每人每節限使用一份答案卷，不得另攜帶紙張，請衡酌作答。
- 答案卡請以 2B 鉛筆劃記，不可使用修正液（帶）塗改，未使用 2B 鉛筆、劃記太輕或污損致光學閱讀機無法辨識答案者，其後果由考生自行負擔。
- 答案卷（卡）應保持清潔完整，不得折疊、破壞或塗改應考證號碼及條碼，亦不得書寫考生姓名、應考證號碼或與答案無關之任何文字或符號。
- 可否使用計算機請依試題資訊內標註為準，如「可以」使用，廠牌、功能不拘，唯不得攜帶具有通訊、記憶或收發等功能或其他有礙試場安寧、考試公平之各類器材、物品（如鬧鈴、行動電話、電子字典等）入場。
- 試題及答案卷（卡）請務必繳回，未繳回者該科成績以零分計算。
- 試題採雙面列印，考生應注意試題頁數確實作答。
- 違規者依本校招生考試試場規則及違規處理辦法處理。

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

題號：412003

※本科目依簡章規定「不可以」使用計算機(混合題)

共 4 頁第 1 頁

Part 1. 25% (3% each for Questions 1-6; 7% for Question 7) 單選題

1. Voiceless stops are usually aspirated in all following words EXCEPT
 (A) *pod* (B) *spa* (C) *tower* (D) *twin*
2. Velar stops are more front in which of the following words?
 (A) *cool* (B) *car* (C) *key* (D) *could*
3. Alveolar sonorants become dental in which of the following words?
 (A) *tenth* (B) *tank* (C) *signature* (D) *teens*
4. Which of the following vowel is the longest?
 (A) *sat* (B) *Sid* (C) *sit* (D) *sad*
5. Which of the following *that* has different pronunciation from the other three?
 (A) *You said that she ate.*
 (B) *I ate that apple.*
 (C) *You must know that.*
 (D) *I am taking about this boy, not that one.*
6. Which of the following *have* has different pronunciation from the other three?
 (A) *Do you have time?*
 (B) *I didn't have time.*
 (C) *Have you been to Hong Kong?*
 (D) *I have been to Japan.*
7. Bigly or Big League?



Figure 1 Donald Trump, the to-be president of the most powerful nation in the world in 2016.

“Did he say *bigly*?” This question had been asked repeatedly on social media soon after the then-candidate Donald Trump was reported to use the word during the first US presidential debate. Many wondered whether *bigly* was really an English word or a “Trumpism” presumably derived from *big* and the adverb suffix *-ly*. However, based on acoustic analyses, some phoneticians argued that what Mr. Trump actually said was *big league* but the final /g/ in his *league* was just difficult for the untrained ear to detect. Figure 2 shows the waveform and spectrogram of Trump’s production of what appears to be ambiguous between *bigly* and *big league*. Look at the figure. What are the acoustic cues to final /g/ in *league*? Name at least **TWO** of them.

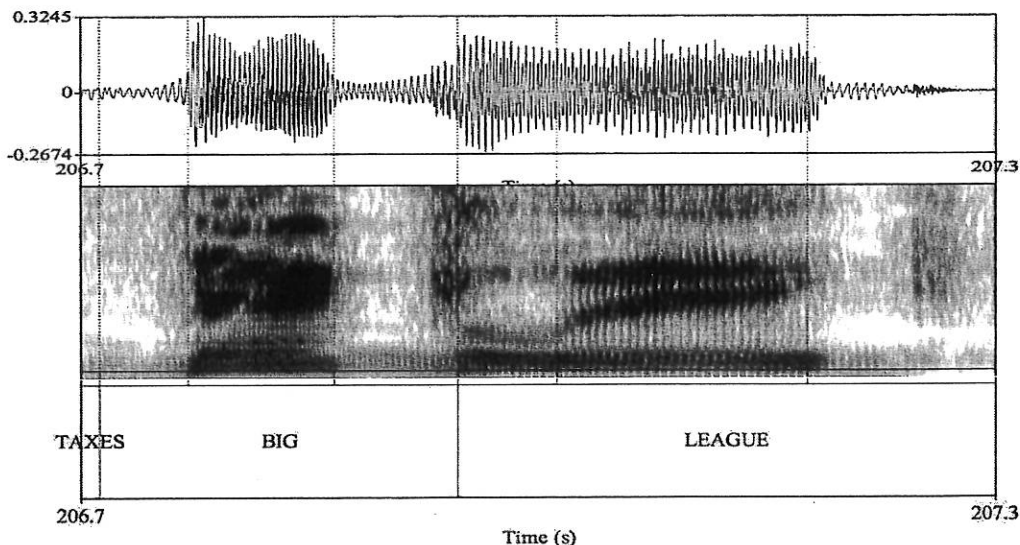


Figure 2

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

題號：412003

※本科目依簡章規定「不可以」使用計算機（混合題）

共 4 頁第 2 頁

Part 2. (25%)

A syntactic constituent is a string of words that functions as a unit. Syntacticians use various tests to determine whether a word string is a constituent. One such test is substitution. If the test string can be replaced with the appropriate pronoun without making the sentence ungrammatical, then it is a constituent. For example, in *John had a cat with blue eyes*, *John* is a constituent (*John had a cat with blue eyes* → *He had a cat with blue eyes*) but *cat with blue eyes* is not (*John had a cat with blue eyes* → **John had a it*, where * indicates ungrammaticality). For a verb phrase, we can test its constituency by substituting the appropriate form of *do so*. For example, in *John hit the ball*, *hit the ball* is a constituent (*John hit the ball* → *John did so*) but *hit* alone is not (*John hit the ball* → **John did so the ball*).

Question 2-1. Use the substitution test described above to identify *all* constituents in the following sentence. Explain how you discovered the constituents. (20%)

The tall man might have taken the pen away.

Question 2-2. Sometimes a test may give false negative results. That is, a word string is a constituent, but the results suggest otherwise. Therefore, syntacticians usually apply multiple diagnoses. In addition to substituting pronouns, we can use *one*. Consider this sentence: *I met the guy with brown hair from the US, but not the one from the UK.* Here *one* is substituted for *guy with brown hair*, indicating that *guy with brown hair* is a constituent. Apply this *one* substitution test to the sentence in the above question. Does this test reveal any more constituents than what you have just identified? Why or why not? (5%)

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

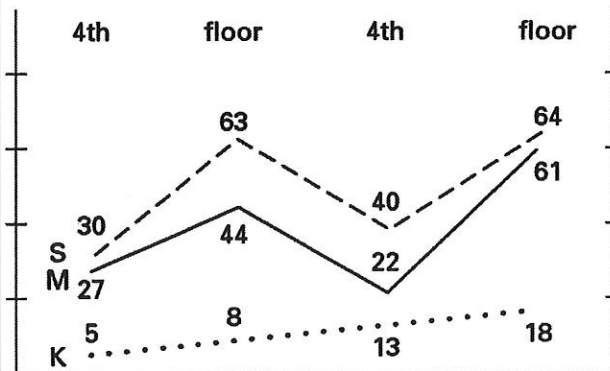
題號：412003

※本科目依簡章規定「不可以」使用計算機（混合題）

共 4 頁第 3 頁

Part 3. (25%)

Widely regarded as a pioneer in the field of variationist sociolinguistics, William Labov is known for his groundbreaking experiment on the pronunciation of postvocalic /r/ in American English. The experiment took place in 1962 in three department stores in New York City. One of his experimental procedures was as follows. First, he chose a department that happened to be on the “fourth floor” of the department store. Then, he asked an employee “Excuse me, where are ___?” (e.g., men’s shoes), expecting the answer *fourth floor*. After the employee replied, he would say “Excuse me?”, expecting a repetition of the phrase. Finally, he transcribed the two pronunciations of *fourth floor* he had just heard. The three stores where Labov carried the experiment were Saks, Macy’s, and Klein’s, which differed in their social ranking: Saks was the most expensive and prestigious and Klein’s was the least so, with Macy’s in between. The results are given in the graph below, which shows the percentages of postvocalic /r/ by store and position in the phrase.



Percentages of postvocalic /r/ by store (S = Saks; M = Macy's; K = Klein's) and position in the phrase *fourth floor*. The “4th floor” on the right is the second pronunciation (Labov 1966: 175).

Question 3-1. Describe the trends and features in the graph. (10%)

Question 3-2. Why did Labov reply “Excuse me?” to get a repetition of *fourth floor* from the employee? What do you think was the purpose of doing this? According to the graph, do the two pronunciations of the phrase differ? If yes, how? (8%)

Question 3-3. What could Labov’s results tell us about the social meaning and function of postvocalic /r/ in New York? (7%)

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：語言學概論【外文系碩士班乙組】

題號：412003

※本科目依簡章規定「不可以」使用計算機（混合題）

共 4 頁第 4 頁

Part 4. (25%)

English has a more complex syllable structure than Mandarin Chinese does in the sense that English allows more consonants in the onset and coda. When an English word is borrowed into Mandarin Chinese, sound adaptation is often necessary. Examine the following data set (cited from Lin 2007: 241).

<u>English</u>		<u>Mandarin Chinese</u>	
		<u>Pinyin</u>	
a. Strauss	[stɹɑʊs]	shǐ.tè.láo.sī	[ʂɿ.tʰɿ.lɑu.sɿ]
b. Franklin	[fɹæŋ.klɪn]	sī.tè.láo.sī	[sɿ.tʰɿ.lɑu.sɿ]
		fù.lán.kè.lín	[fu.lan.kʰɿ.lin]
		fó.lán.kè.lín	[fwo.lan.kʰɿ.lin]
c. Vermont	[və.mənt]	fó.méng.tè	[fwo.məŋ.tʰɿ]
d. Roberts	[ɹɑ.bəts]	luó.bó.zī	[lwo.pwo.tsɿ]
		luó.bó.cì	[lwo.pwo.tsʰɿ]
e. Richards	[ɹɪ.tʃədz]	lǐ.chá.zī	[li.tʂʰɑ.tsɿ]
f. Richmond	[ɹɪtʃ.mənd]	lǐ.qí.méng	[li.tʂʰi.məŋ]
g. Mark	[mɑɪk]	mǎ.kè	[ma.kʰɿ]
		mài.kè	[mai.kʰɿ]
h. Brook	[bɹʊk]	bù.lǚ.kè	[pu.lu.kʰɿ]
i. Jim	[dʒɪm]	jí.mǐ	[tʂi.mu]
j. Frances	[fɹɑn.səs]	fǎ.lán.xī.sī	[fa.lan.çi.sɿ]
k. Frederick	[fɹɛ.də.ɹɪk]	fěi.dé.liè.kè	[fei.tɿ.lje.kʰɿ]
l. Truman	[tɹu.mən]	dù.lǚ.mén	[tu.lu.mən]

Question 4. Generalize how the onset and coda consonant clusters in English are modified by nucleus insertion when its words are borrowed into Mandarin Chinese. Explicitly state the conditions in which a certain vowel is chosen to be inserted. (25%)

國立中山大學 110 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】

— 作答注意事項 —

考試時間：100 分鐘

- 考試開始鈴響前不得翻閱試題，並不得書寫、劃記、作答。請先檢查答案卷（卡）之應考證號碼、桌角號碼、應試科目是否正確，如有不同立即請監試人員處理。
- 答案卷限用藍、黑色筆(含鉛筆)書寫、繪圖或標示，可攜帶橡皮擦、無色透明無文字墊板、尺規、修正液（帶）、手錶(未附計算器者)。每人每節限使用一份答案卷，不得另攜帶紙張，請衡酌作答。
- 答案卡請以 2B 鉛筆劃記，不可使用修正液（帶）塗改，未使用 2B 鉛筆、劃記太輕或污損致光學閱讀機無法辨識答案者，其後果由考生自行負擔。
- 答案卷（卡）應保持清潔完整，不得折疊、破壞或塗改應考證號碼及條碼，亦不得書寫考生姓名、應考證號碼或與答案無關之任何文字或符號。
- 可否使用計算機請依試題資訊內標註為準，如「可以」使用，廠牌、功能不拘，唯不得攜帶具有通訊、記憶或收發等功能或其他有礙試場安寧、考試公平之各類器材、物品（如鬧鈴、行動電話、電子字典等）入場。
- 試題及答案卷（卡）請務必繳回，未繳回者該科成績以零分計算。
- 試題採雙面列印，考生應注意試題頁數確實作答。
- 違規者依本校招生考試試場規則及違規處理辦法處理。

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文與閱讀【外文系碩士班甲組、乙組】

題號：412001

※本科目依簡章規定「不可以」使用計算機(混合題)

共 2 頁第 1 頁

PART ONE: Reading Comprehension: read the following passage, then choose the appropriate answer to the questions below (only 1 answer is possible and correct). (Total: 40%)

Educational Philosophies

Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Education can be defined as the teaching and learning of specific skills, and the imparting of knowledge, judgment and wisdom, and is something broader than the societal institution of education we often speak of.

Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful. But philosophers dating back to Plato and the Ancient Greeks have given the area much thought and emphasis, and there is little doubt that their work has helped shape the practice of education over the millennia.

Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art. Plato believed that talent and intelligence is not distributed genetically and thus is to be found in children born to all classes.

Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music, physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

Question 1. What is the difference between the approaches of Socrates and Aristotle? [8%]

- A. Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned.
- B. Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning.
- C. There was no difference.

國立中山大學 110 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文與閱讀【外文系碩士班甲組、乙組】

題號：412001

※本科目依簡章規定「不可以」使用計算機(混合題)

共 2 頁第 2 頁

- D. Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

Question 2. Why do educationists consider philosophy a ‘weak and woolly’ field? [8%]

- A. Its theoretical concepts are easily understood.
- B. It is not practically applicable.
- C. It is irrelevant for education.
- D. None of the above.

Question 3. What do you understand by the term ‘Perennialism’, in the context of the given comprehension passage? [8%]

- A. It refers to something which is of ceaseless importance.
- B. It refers to something which is quite unnecessary.
- C. It refers to something which is abstract and theoretical.
- D. It refers to something which existed in the past and no longer exists now.

Question 4. Were Plato’s beliefs about education democratic? [8%]

- A. He believed that only the rich have the right to acquire education.
- B. Yes.
- C. He believed that only a select few are meant to attend schools.
- D. He believed that all pupils are not talented.

Question 5. Why did Aquinas propose a model of education which did not lay much emphasis on facts? [8%]

- A. Facts are not important.
- B. Facts do not lead to holistic education.
- C. Facts change with the changing times.
- D. Facts are frozen in time

PART TWO: (Total: 60%)

English Composition

Which of the approaches to education or philosophers do you identify with the most? Explain your position in a 500-word argumentative essay. Give reasons for your answer and include any relevant examples from your own knowledge or experience. **No points will be gained if sentences are copied from the original reading passage.**