

I. Vocabulary 15% (每題 1 分)

1. Many companies have a _____ instantly recognized by the public.
a. display b. sign c. brand d. logo
2. I think Charlotte's greatest strength _____ in her ability to learn from her mistakes.
a. lies b. stems c. stands d. shows
3. If you join the golf club, you'll have to _____ to the dress code..
a. contrast b. conform c. acknowledge d. observe
4. As soon as the story that he was missing _____ the headlines, everyone wanted to know about it.
a. struck b. hit c. punched d. lit
5. Monica went on a spending _____ and bought a wonderful antique vase.
a. splurge b. revel c. spree d. rampage
6. My parents always _____ on me the importance of a good education.
a. instilled b. impressed c. persuaded d. underlined
7. The charm of living in another country soon _____ off when the problems set in.
a. wore b. vanished c. diminished d. faded
8. Martin has no _____ of how the accident happened.
a. remembrance b. recollection c. relegation d. reminder
9. Demand has been so great for the product that they have _____ up production.
a. boosted b. rounded c. heaved d. stepped
10. I couldn't resist the bacon _____ on the grill, though I wasn't hungry.
a. squeaking b. rustling c. sizzling d. buzzing
11. The professor's talk on cloning was _____ to all.
a. enhancing b. enlightening c. uplifting d. upgrading
12. You're supposed to dress up for job interview, but that's not a hard and _____ rule.
a. strict b. quick c. rapid d. fast
13. Take care when you first begin to exercise, to avoid health _____.
a. complications b. implications c. confrontations d. exploitations
14. In order to keep the company going, all the employees _____ had to take a cut in pay.
a. respectively b. redundantly c. reluctantly d. approximately
15. The police asked for his driver's license for _____ of his identity.
a. compilation b. instigation c. verification d. implication

II. Cloze 20% (每題 1 分)

An instinctive fear is usually associated with spiders. Psychologists have found that young babies become distressed when 16 with a template of a spider. This suggests that this fear, 17 irrational, is an integral part of our psyche.

Yet, no matter how 18 spiders may seem, they are one of the most successful groups of animals on earth. There are 105 known families of spiders, the most highly evolved 19 the jumping spider. These spiders are mainly found in tropical regions, where the heat 20 larger and more athletic types.

Unlike the ordinary house spider, these spiders rely 21 their speed and agility to jump on their prey from a 22. One jumping spider has developed wing-like extensions that enable it to glide 23 leaps.

Spiders can withstand six 24 more radiation than humans, and may be the only species to survive in the 25 of nuclear war. This masterful and menacing breed is hard not to admire, if only for its survival tactics.

16. a. shown b. encountered c. confronted d. opposed
17. a. nevertheless b. how c. however d. even
18. a. forbidding b. forbearing c. forbidden d. forborne
19. a. are b. been c. is d. being
20. a. advances b. encourages c. urges d. advocates
21. a. from b. to c. on d. than
22. a. length b. range c. space d. distance
23. a. while b. though c. during d. as
24. a. quantities b. times c. levels d. amounts
25. a. event b. accident c. happening d. circumstance

Everyone knows the mind can affect the body but can your mind actually affect the immune system and the way we fight disease? This is the question that is beginning to change the way some doctors treat their patients.

It has already been found that women taught to relax to lessen the unpleasant 26 effects of chemotherapy, lived longer. Doctors are now trying to discover if patients taught to visualize their cancers being destroyed 27 influence the progress of their disease.

Since the 18th century, doctors have taken it for 28 that the body is a system which operates on its 29, without the need of a mind to control it. Indeed, experiments confirm this, as the immune system operates 30 as effectively in a test-tube, when no mind is present. Major advances in disease prevention and cure 31 on this.

Since the 1970s, a growing number of discoveries have forced doctors to conclude that the mind 32 indeed be linked to the body's defense system. Neuroscientists making new maps of the nerve pathways have stumbled on white cells docking 33 nerve endings. The implication was that a definite route 34 for the brain to communicate with the immune system. Another discovery was that chemicals released by the brain provide a second way for it to directly control the immune response, and slow it down.

Not 35 doctors agree with these findings as they threaten traditional thinking, and this big medical question is causing a rift in all branches of medicine.

26. a. over b. fringe c. oblique d. side
27. a. can b. possibly c. should d. maybe
28. a. granted b. assumed c. presumed d. reading
29. a. self b. individual c. own d. person
30. a. exact b. proper c. just d. only
31. a. just b. rely c. trust d. rest
32. a. to b. may c. is d. will
33. a. to b. with c. at d. the
34. a. lives b. subsists c. continues d. exists
35. a. all b. most c. now d. however

III. Reading Comprehension 15% (每題 1 分)

During the 20th century there has been a trend in both painting and sculpture towards the more or less complete abandonment of the given forms of nature or objective reality. Abstract artists deliberately concentrate on the formal element of a painting or a sculpture – color, shape, form or texture – in their own right. They consider this the most completely satisfying method of attaining a harmonious unity. They maintain that their compositions make a direct visual and emotional appeal, unspoiled by the more obviously non-artistic associations of religious, historical or literary subjects.

Historically, the art of past eras has fluctuated between the extremes of representational and non-representational styles. A comparison between the stylized figure from an Egyptian tomb and the graceful naturalism of a 4th century B. C. Greek statue shows that the Egyptians emphasized "abstract" qualities more than the Greeks.

The movement towards abstraction in our own day is much more violently anti-naturalistic. In 1910 Vasilii Kandinski wrote an article in which he linked certain colors with human emotions – joy, sorrow, tranquility and so on – and proclaimed an "abstract art of inner necessity." Twenty years before, Georges Seurat had been pre-occupied with the emotive qualities of lines in a composition: for him descending lines induced a mood of sorrow, ascending lines brought joy, and horizontal lines a sense of stability.

36. How has art changed in the 20th century?
- Color has become the most important element of art.
 - Artists paint things more simply.
 - Paintings and sculptures represent specific objects.
 - Artists do not paint things exactly as they are.
37. Although art in the past has sometimes been non-representational, the new movement
- is always representational.
 - has completely rejected realism.
 - is always unemotional.
 - shows more powerful images.
38. What do abstract artists think about traditional religious and historical art?
- The subjects are too dull.
 - It distracts attention from the work of art itself.
 - It is too difficult to paint.
 - It does not offer a sufficient challenge.
39. What is the relevance of Egyptian art to the abstract movement?
- It represents the first example of abstract art.
 - It uses similar colors to the modern movement.
 - Paintings from Egyptian did not exactly represent their subjects.
 - It has influenced modern abstract art.
40. One abstract painter said that falling lines
- made people feel unhappy.
 - were the basis of abstract painting.
 - made painting more complex.
 - show certain human characteristics.

The Monarch butterfly, native to North and Central America, is a singular species in many ways. One of the only tropical butterflies to adapt to the colder northern climates, it also seasonally migrates thousands of miles each year from northern Canada and the eastern United States, to the mountains of Mexico, and back again.

The average life-span of a butterfly from egg to old age is about forty days, and this cycle is repeated three or four times in the spring and summer season. This cycle holds true for the Monarchs as well, except in the migratory phase. In the migrating Monarchs – the last generation of the season – climatic changes cause a chemical change in them that turns off reproduction and ‘winds up their time clock’ to nine months, in readiness for the butterflies’ great journey. The colony populations in Mexico and southern California complete the entire migration round trip in this time. When the migratory Monarchs begin the return trip north as the weather warms, they then mate and lay eggs as they go, and finish their lives normally. This special cycle of migration repeats itself each year as the climate changes.

There is also one species of Monarch which has made another adaptation. As the ice from the last Ice Age melted, and sea levels rose accordingly, an instinct developed in those Monarchs living in the peninsula of Florida. The instinct not to fly over open water caused them to remain there for the winter. Uniquely, in the mild winter climate of the ‘Sunshine State,’ the Monarchs actively mate and raise new generations, instead of ‘resting’ as the other continental Monarchs do for the winter months.

41. The last crop of Monarch Butterflies of the season live for
- nine months.
 - forty days.
 - a normal life span.
 - the cycle to begin again.
42. The Monarch butterfly lives only in
- Mexico.
 - Florida.
 - Canada
 - North and Central America.

43. What is singular about the Monarch butterfly in Florida compared to other butterflies?
- They are very inactive in the winter.
 - They continue to breed in the winter.
 - They go to Mexico for the winter.
 - They will fly over open water.
44. Which of the following is **not** true about Monarch butterflies?
- Climatic changes affect them.
 - They continue reproduction in the winter.
 - They head south for the spring.
 - As they return home, they reproduce.
45. The chemical change in Monarch Butterflies enables them to
- lay more eggs.
 - travel more.
 - lengthen their life span.
 - live a normal life.

Meteorologists have long looked to the skies to predict rainfall levels and temperature changes, whereas oceanographers are only beginning to fathom the dynamics of the oceans and their impact on the world's weather.

In an effort to learn more about the link between oceans and climate, scientists are 'seeding' the sea with an array of sensors to gather data on everything from current patterns to wave motion, from surface heights to salinity. Even the subtle variations in the oceans' color are being mapped by satellites. These shadings reveal the presence of microscopic plants, or phytoplankton, which live on carbon dioxide dissolved in seawater, and so provide crucial information about the oceans' intake of this greenhouse gas. Oceans absorb up to 2 billion tons of carbon dioxide a year, making them one of the Earth's key defenses against global warming.

This concentrated focus on the ocean is already yielding new information. Compelling evidence has been found that sea surface temperatures in the Atlantic dictate not only the intensity of hurricanes, but their number as well: the warmer the waters, the more frequent the hurricanes. Oceans have a vast capacity for heat storage – the top two or three meters hold as much heat as the entire atmosphere – and this warmth is continuously redistributed by surface and convection currents. The most climatically important, the thermohaline current, which is driven by denser water sinking in the northern North Atlantic, moves around the globe like a giant conveyor belt, taking 1,000 years to complete a circulation. Locked inside these currents are 'memories' of weather: a temperature shift absorbed by the ocean in one place may surface in the next century to cause weather changes thousands of miles away.

46. What is the importance of discovering more about the oceans?
- Rainfall can be predicted.
 - Scientists can discover how dynamics it is.
 - Scientists can gather a lot of oceanic data
 - Their force on the weather can be foreseen.
47. What does phytoplankton do?
- It absorbs carbon dioxide in the water.
 - It helps dissolve the seawater.
 - It lives with microscopic plants.
 - It changes color in the water.
48. The research mentioned in the passage suggests that sea surface temperatures
- establish the strength and quantity of hurricanes.
 - warm up just before a hurricane.
 - in the Atlantic are compelling.
 - in the Atlantic are intense.

49. The author mentions the thermohaline current to show that it
- is redistributed by surface currents.
 - can affect weather patterns in the future.
 - moves a giant conveyor belt.
 - may come to the surface at a point in the future.
50. Which of the following best describes the main point of the passage?
- The oceans are the best protection against global warming.
 - Satellites reveal shadings in the oceans.
 - New information has been invaluable but there is still much to learn.
 - Convection currents unceasingly balance the warmth of the oceans.

Translation: Please translate the following passages into Chinese (50%)

1. The knowledge I had in mathematics gave me great assistance in acquiring their phraseology, which depended much upon that science and music; and in the latter I was not unskilled. Their ideas are perpetually conversant in lines and figures. If they would, for example, praise the beauty of a woman, or any other animal, they describe it by rhombs, circles, parallelograms, ellipses, and other geometrical terms; or else by words or art drawn from music, needless here to repeat. I observed in the King's kitchen all sorts of mathematical and musical instruments, after the figures of which they cut up the joints that were served to his Majesty's table.
—Jonathan Swift, *Gulliver's Travels*
2. Seeking a convincing enactment of *Macbeth* keeps you on a lifelong pilgrimage. Reading the play is an invitation to envisage, and even more to hear, the greatest of romantic tone poems. Nowhere is Shakespeare's language more musical in the correct sense of the metaphor—not lyrical and euphuistic, but continually thematic, with its own deep-set harmonies. This may be why direct musical derivations fail—the addition of music is redundant. Verdi's opera does succeed, but it deviates from the play's seriousness, even if it makes a better job of the Weird Sisters. Richard Strauss's orchestral piece is just dull.
—Peter Porter, Review of John Caird's production of *Macbeth*

國立中山大學九十四學年度碩士班招生考試試題

科目：英文作文【外文系碩士班】

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Write an essay on the subject: "The Pleasures and Benefits of Reading"

There are three sections in this examination. You must answer three questions in total, one from each section.

Section I: English Literature (before 1800) (30%)

Answer one of the following two questions.

1. Literature is always one way to represent national identity or to construct cultural identity. According to critics, *Sir Gawain and the Green Knight*, *Morte Darthur* and even many dramatic works are all masterpieces representing the English cultural or national identity. Please choose two works from the medieval period or the Renaissance and discuss what kind of national or cultural identity that the authors might have meant to represent. Please include the cultural background of the works when you discuss them.
2. The editor of the *Norton Anthology of English Literature* claims that the Restoration period and the eighteenth century period were times of rapid change and growth. However, skepticism developed at the end of the seventeenth century and in the eighteenth century, gothic romance and novels of various forms developed. You are required to discuss either the influences of skepticism on literature of the late seventeenth century or the development of the eighteenth-century fiction. To discuss this question, please provide at least two examples of literary works.

Section II: English Literature (after 1800) (30%)

Answer one of the following two questions.

1. The Promethean myth was often employed by Romantic writers to express their ideas. Discuss the representation of the Promethean figure in at least two Romantic texts. In your discussion, you must refer to both public (political and social etc.) and personal issues that the authors sought to deal with through this figure.
2. Choose one Victorian and one modernist novel and compare the treatment of the relationship between social class and gender in these two novels.

Section III: American Literature (40%)

Answer one of the following two questions.

1. A trend in the nineteenth century demonstrated class differentiation and race segregation. The notion of **destiny** overshadowed the concept as developed in American Independence Declaration that all humans are equal. Please discuss what you know about racial and class problems in nineteenth-century American fiction. At least two examples are required.
2. Early twentieth century witnessed the development of trends and movements. You are required to discuss one movement or one trend of poetry or drama (e.g. Confessional poetry, realist drama, etc). Please provide the characteristics of the trend or movement and discussions on two major writers.

Introduction to Linguistics

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. You look up the word *aardvark* in a dictionary and find a written definition accompanied by a picture of an *aardvark*. In this case it could be argued that the dictionary relies on _____. (2%)
a. sense b. reference c. both sense and reference d. none of the above

2. An English speaker learning French as an L2 produces the form *Le chien a mangé les* (the-dog-ate-them) for *Le chien les a mangé* (the dog-them-ate). This error is caused by _____. (2%)
a. the positive transfer of an L1 (first language) feature to L2 (second language)
b. the negative transfer of an L1 feature to L2
c. a subcategorization restriction in L1
d. a developmental process
e. a universal

3. Consider the following data: (* = ungrammatical) (3%)
(1) I wrote a letter and a postcard. (4) I wrote to Fred and Ricky.
(2) *I wrote a letter and to Fred. (5) I wrote carefully and slowly.
(3) I wrote to Fred and to Ricky. (6) *I wrote carefully and a letter.
The analysis that best explains these data is that:
a. Only items belonging to identical categories can be conjoined by *and*.
b. Only items belonging to different categories can be conjoined by *and*.
c. Only NP's can be conjoined by *and*.
d. Only PP's can be conjoined by *and*.
e. None of the above.

4. True/false. (10%)
a. The phrase *French literature teacher* constitutes a case of lexical ambiguity.
b. The sentence *John killed Bill* presupposes the sentence *Bill died*.
c. *Smart* and *stupid* are complementary (binary) pairs of antonyms.
d. The pronoun in the following sentence is anaphoric: *Sam is extremely pleased with himself*.
e. The following sentence is not analytic:
If George assassinated the President, then the President died.

5. Consider the following sentences (adapted from Akmajian and Henry (1975: 72-73)) (9%)
(1) John ran up the hill.
(2) John ran up the bill.
(I). Which pair below does *not* provide evidence that these two sentences have different syntactic structures? (3%)

- a. *John ran the hill up. / John ran the bill up.
 b. Up the hill John ran. / *Up the bill John ran.
 c. John was running up the hill. / John was running up the bill.
 (II) Based on the examples, discuss the structures of (1) and (2) and represent them in tree diagrams.
 For each tree, give empirical evidence to support it. (6%)

6. Consider the following table from Eckman (1987), which describes the use of pronominal reflexes in five different languages. A pronominal reflex is an item that marks the underlying position of a relativized NP. (If English had pronominal reflexes, it would have structures like *the boy that he came for the boy that came* and *the boy that John hit him for the boy that John hit*.) Relativization without a pronominal reflex is more marked than relativization with a pronominal reflex. (15% in total)

	Subject	Direct Object	Indirect Object	Object of a Preposition
Persian	(+)	+	+	+
Arabic	(+)	(+)	+	+
Chinese	--	--	+	+
Japanese	--	--	--	(+)
English	--	--	--	--

[+ = relativization with obligatory reflex, (+) = relativization with optional reflex,
 -- = relativization without reflex]

- (I): Which of these languages is **most** marked with respect to relativization? Explain. (3%)
 (II): Which of these languages is **least** marked with respect to relativization? Explain. (3%)
 (III): Given this table, would Persian speakers or Chinese speakers be expected to make more errors in producing relative clauses in English? (3%)
 (IV): Formulate a hypothesis (statement) to account for your analysis in (III). (3%)
 (V): Across languages, which position (e.g., subject, direct object, etc.) is most likely to allow relativization without a pronominal reflex? (3%)

7. In the following problem, explain the change or changes that have taken place in the main stressed vowels from Old English to modern English. What is the **conditioning factor** for the differences between forms 1-5 and forms 6-10? (9%)

	O.E.	later	Mod. Eng.		O.E.	later	Mod. Eng.
1.	gōsi	gōsi	geese	6.	gōs	gos	goose
2.	tōθi	tōθi	teeth	7.	tōθ	toθ	tooth
3.	mūsi	mūsi	mice	8.	mūs	mus	mouse
4.	lūsi	lūsi	lice	9.	lūs	lus	louse
5.	sūni	sūni	sin	10.	hūs	hus	house

(Note: A "macron" (from Gr. *makros* "large") is a diacritic ¯ placed over a vowel originally to indicate that the vowel is long.)

8. Compare and/or contrast the following pairs of terms with appropriate examples. (20%)
- high vs. low variety
 - overt vs. covert prestige
 - positive vs. negative politeness
 - self vs. other-initiated repairs
 - instrumental vs. integrative motivation

9. In each of the groups below there is one odd member, the rest belonging to a natural class which can be identified by means of one or more common features. Identify the odd one out. (10%)

Example: [p, b, m, z] Answer: [z], the rest are labials.

- [x, v, p, θ, n]
- [n, l, g, t, z]
- [e, i, a, o, i]

10. Initial Consonant Clusters in English (10%)

- Not all consonants of English may appear in word-initial clusters after /s/. List, according to point of articulation, those consonants that may appear in this position, with a word exemplifying each one.
- Can any of the consonants you have listed in part 1 be grouped into natural classes? If so, identify these classes in terms of the minimal set of distinctive features required to completely identify them.
- Identify the consonants that may occur word-initially between /s/ and another consonant (that is, medially in three-member clusters). What natural class do they constitute? Is this the same as one of the classes you identified in par 2?

11. What is the significance of the following figure? What does this figure tell you about the "standard" language? (10%)

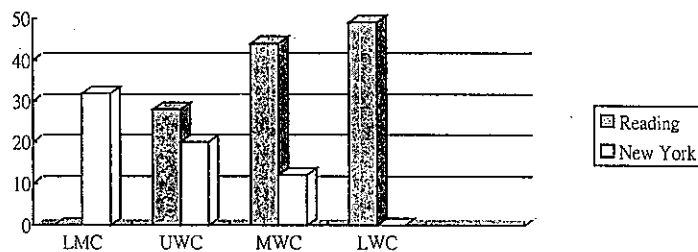


Figure 1. Percentage of post-vocalic [r] in Reading (in Great Britain) and New York social group.

(Notes:

- LMC—lower middle class; UWC—upper working class; MWC—middle working class; LWC—lower working class
- Post-vocalic [r] (e.g., the [r] in words like *teacher*, *car*) is considered "standard" in American English but "non-standard" in British English.)