

國立高雄大學 107 學年度研究所碩士班招生考試試題

系所：西洋語文學系

科目：英文閱讀

(文學文化與教學實務學程、語言學與教學實務學程)

是否使用計算機：否

考試時間：100 分鐘

本科原始成績：100 分

I. Directions: Read the passages and briefly answer the questions. (50 points; 2 points each for questions 1-10; 3 points each for questions 11-20)

Passage A:

AMERICAN PSYCHO

In bed I'm wearing Ralph Lauren silk pajamas and when I get up I slip on a paisley ancient madder robe and walk to the bathroom. I urinate while trying to make out the puffiness of my reflection in the glass that encases a baseball poster hung above the toilet. After I change into Ralph Lauren monogrammed boxer shorts and a Fair Isle sweater and slide into silk polka-dot Enrico Hidolin slippers I tie a plastic ice pack around my face and commence with the morning's stretching exercises. Afterwards I stand in front of a chrome and acrylic Washmobile bathroom sink—with soap dish, cup holder and railings that serve as towel bars, which I bought at Hastings Tile to use while the marble sinks I ordered from Finland are being sanded—and stare at my reflection with the ice pack still on. I pour some Plax antiplaque formula into a stainless-steel tumbler and swish it around my mouth for thirty seconds. Then I squeeze Rembrandt onto a faux-tortoiseshell toothbrush and start brushing my Listerine. Then I inspect my hands and use a nail-brush. I take the ice pack mask off and use a deep-pore cleanser lotion, then an herb-mint facial masque which I leave on for ten minutes while I check my toenails. Then I use the Probright tooth polisher and next the Interplak tooth polisher (this is in addition to the toothbrush) which has a speed of 4200 rpm and reverses direction forty-six times per second; the larger tufts clean between teeth and massage the gums while the short ones scrub the tooth surfaces. I rinse again, with Cēpacol. I wash the facial massage off with a spearmint face scrub. In the shower I use first a water-activated gel cleanser, then a honey-almond body scrub, and on the face an exfoliating gel scrub. Vidal Sassoon shampoo is especially good at getting rid of the coating of dried perspiration, salts, oils, airborne pollutants and dirt that can weigh down hair and flatten it to the scalp which can make you look older. Over the weekend I plan to go to Bloomingdale's or Bergdorf's and on Evelyn's advice pick up a Foltene European Supplement and Shampoo for thinning hair which contains complex carbohydrates that penetrate the hair shafts for improved strength and shine.

After reading the passage, please find the following things in the text:

- 1) Three verbs meaning to *put on clothes*.
- 2) Three items of clothing.
- 3) Three verbs to do with cleaning your teeth.
- 4) Three things that the narrator puts on his face.
- 5) Three more things that the narrator uses in the shower.

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- 6) Two things that can get into one's hair when he/she is out in the street.
- 7) Something that the narrator uses instead of a mirror.
- 8) Something that the narrator plans to buy to improve his hair.

Passage B:

Harry Potter and the Philosopher's Stone

Potions lessons took place down in one of the dungeons. It was colder here than up in the main castle and would have been quite creepy enough without the pickled animals floating in glass jars all around the walls.

Snape, like Flitwick, started the class by taking the register, and like Flitwick, he paused at Harry's name.

'Ah, yes,' he said softly. 'Harry Potter. Our new—*celebrity*.'

Draco Malfoy and his friends Crabbe and Goyle sniggered behind their hands. Snape finished calling the names and looked up at the class. His eyes were black like Hagrid's, but they had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels.

'You are here to learn the subtle science and exact art of potion-making,' he began. He spoke in barely more than a whisper, but they caught every word—like Professor McGonagall, Snape had the gift of keeping a class silent without effort. 'As there is little foolish wand-waving here, many of you will hardly believe this is magic. I don't expect you will really understand the beauty of the softly simmering cauldron with its shimmering fumes, the delicate power of liquids that creep through human veins, bewitching the mind, ensnaring the senses ... I can teach you how to bottle fame, brew glory, even stopper death—if you aren't as big a bunch of dunderheads as I usually have to teach.'

More silence followed this little speech. Harry and Ron exchanged looks with raised eyebrows. Hermione Granger was on the edge of her seat and looked desperate to start proving that she wasn't a dunderhead.

'Potter!' said Snape suddenly. 'What would I get if I added powdered root of asphodel to an infusion of wormwood?'

Powdered root of what to an infusion of what? Harry glanced at Ron, who looked as stumped as he was; Hermione's hand had shot into the air.

'I don't know, sir,' said Harry.

Snape's lips curled into a sneer.

'Tut, tut—fame clearly isn't everything.'

He ignored Hermione's hand.

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‘Let’s try again, Potter, where would you look if I told you to find me a bezoar?’

Hermione stretched her hand as high into the air as it would go without her leaving her seat, but Harry didn’t have the faintest idea what a bezoar was. He tried not to look at Malfoy, Crabbe and Goyle, who were shaking with laughter.

‘I don’t know, sir.’

‘Thought you wouldn’t open a book before coming, eh, Potter?’

Harry forced himself to keep looking straight into those cold eyes. He *had* looked through his books at the Dursleys’, but did Snape expect him to remember everything in *One Thousand Magical Herbs and Fungi*?

Snape was still ignoring Hermione’s quivering hand.

‘What’s the difference, Potter, between monkshood and wolfsbane?’

At this, Hermione stood up, her hand stretching towards the dungeon ceiling.

‘I don’t know,’ said Harry, quietly. ‘I think Hermione does, though, why don’t you try her?’

After reading the passage, please find the following things in the text:

9) *The dungeon would have been quite creepy enough without the pickled animals...* What do you think the dungeon looked like?

10) *He spoke in barely more than a whisper, but they caught every word.* How did Snape have this power over them?

11) *Hermione’s hand had shot into the air.* Why?

12) *Snape was still ignoring Hermione’s quivering hand.* What does this mean?

Passage C:

A Working Party

Three hours ago he blundered up the trench,
Sliding and poising, groping with his boots;
Sometimes he tripped and lurched against the walls
With hands that pawed the sodden bags of chalk.
He couldn’t see the man who walked in front;
Only he heard the drum and rattle of feet
Stepping along barred trench boards, often splashing
Wretchedly where the sludge was ankle-deep.

Voices would grunt ‘Keep to your right – make way!’
When squeezing past some men from the front line:

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White faces peered, puffing a point of red;
Candles and braziers glinted through the chinks
And curtain-flaps of dug-outs; then the gloom
Swallowed his sense of light; he stooped and swore
Because a sagging wire had caught his neck.

A flare went up; the shining whiteness spread
And flickered upwards, showing nimble rats
And wounds of glimmering sand-bags, bleached with rain;
Then the slow silver moment died in dark.
The wind came posting by with chilly gusts
And buffeting at corners, piping thin.
And dreary through the crannies; rifle-shots
Would split and crack and sing along the night,
And shells came calmly through the drizzling air
To burst with hollow bang below the hill.
Three hours ago he stumbled up the trench;
Now he will never walk that road again:
He must be carried back, a jolting lump
Beyond all need of tenderness and care.

He was a young man with a meagre wife
And two small children in a Midland town,
He showed their photographs to all his mates,
And they considered him a decent chap
Who did his work and hadn't much to say,
And always laughed at other people's jokes
Because he hadn't any of his own.

That night when he was busy at his job
Of piling bags along the parapet,
He thought how slow time went, stamping his feet
And blowing on his fingers, pinched with cold.
He thought of getting back by half-past twelve,

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And tot of rum to send him warm to sleep
In draughty dug-out frosty with the fumes
Of coke, and full of snoring weary men.

He pushed another bag along the top,
Craning his body outward; then a flare
Gave one white glimpse of No Man's Land and wire;
And as he dropped his head the instant split
His startled life with lead, and all went out.

After reading the passage, please find the following things in the text:

- 13) What was the soldier's job in the trench?
- 14) What were other soldiers doing while he worked?
- 15) At what time did the action take place?
- 16) Was there any noise? What kinds?
- 17) What created light occasionally?
- 18) What was the soldier looking forward to when he finished work?
- 19) How did he die?
- 20) What did other soldiers think of him?

II. Paraphrase (15%). Read the passage below and answer the questions (3 points for each question).

Topic: Snails-1

Snails, a culinary delight for some, are repellent pests for others. Few people, however, regardless of their feelings towards snails, know a great deal about them. There are approximately 5000 species of mollusks or snails. They live in a wide variety of habitats ranging from forests, mountains and deserts on land to oceans, lakes, rivers and streams in water. The smallest snails measure no more than one tenth of a centimeter while the largest are as long as 8 inches or 20 centimeters.

- 21) Which of the sentences below best paraphrases the essential information in the underlined sentence in the passage? Incorrect choices change the meaning or leave out essential information.
- (a) Some people don't know how they feel about snails.
 - (b) Most people are quite knowledgeable about snails.
 - (c) Most people are quite ignorant about snails.

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(d) Snails live in only a few specific areas of the world.

Topic: Snails-2

The most notable aspect of the snail is its unique method of locomotion. Snails belong to the class Gastropoda and as gastropods are belly or stomach footed animals, they move by contracting the muscles along the bottom of the foot in a wave like series. This is aided by the use of cilia or moving hairs and in land snails by a track of slime that is laid down.

22) Which of the sentences below best paraphrases the essential information in the underlined sentence in the passage? Incorrect choices change the meaning or leave out essential information.

- (a) The ways in which snails eat are strange.
- (b) The ways in which snails move are distinct.
- (c) The ways in which snails reproduce are well known.
- (d) The ways in which snails protect themselves are unique.

Topic: Snails-3

Snails mostly eat algae and decaying matter and are an important part of the food chain as fish and birds eat them. Snails eat by means of a radula which is a ribbon-like tongue that has thousands of tiny denticles and teeth which are drawn across rocks and leaves. While most snails are herbivores, some are meat eaters and have radulae that are used to bore holes through the shells of other mollusks to soft flesh.

23) Which of the sentences below best paraphrases the essential information in the underlined sentence in the passage? Incorrect choices change the meaning or leave out essential information.

- (a) Snails mostly eat algae and decayed matter as well as meat.
- (b) Snails as well as fish and birds are at the bottom of the food chain.
- (c) Snails eat decaying plants and are eaten by other animals.
- (d) Some snails eat meat and others eat vegetation.

Topic: Snails-4

In addition to their distinctive outer shells, snails have prominent tentacles on which their eyes are located. Their spiral shell is mainly used as protection against predators although in land snails in arid climates it also protects against desiccation. Some snails are so well adapted to changes in moisture that they can remain sealed in their shells for up to two years. Those land snails that live in moist

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climates consequently have much thinner shells than those living in drier climates do. Slugs are related to snails yet they have only vestigial shells and live exclusively in moist places.

24) Which of the sentences below best paraphrases the essential information in the underlined sentence in the passage? Incorrect choices change the meaning or leave out essential information.

- (a) The snail's shell protects the snail against predators and prevents it from drying up.
- (b) The snail's shell allows the snail to move around and gather food.
- (c) The snail's shell can play an important role as a protective device when the climate is muggy.
- (d) The snail's shell is also used when it attacks other animals to protect its offspring.

Topic: Snails-5

Only a small fraction of snails are suitable for eating and the most famous, "escargots" come from the cultivated land snail. Another popular variety of snail is the abalone which is found in Asia and the States. For many, however, the snail is a garden menace yet the snail's important role in the food chain suggests that gardeners should think twice before attempting to rid their gardens of them.

25) Which of the sentences below best paraphrases the essential information in the underlined sentence in the passage? Incorrect choices change the meaning or leave out essential information.

- (a) People should immediately remove snails from their gardens since they are very harmful.
- (b) People should encourage the growth of the snail population in the gardens.
- (c) The snail threatens people so people should get rid of them immediately.
- (d) People should not remove snails from their gardens considering its importance.

III. Reading and Summary (35%). Read the following passage and use your own words to write a summary (approximately 150 words).

Topic: Language Family

It is widely known that languages change over the years, and therefore is not easy to estimate how many languages are currently spoken in the world: the figure commonly known is about 5,000. Most languages are known to belong to language families which can be subdivided into smaller units, referred to as branches. There are at least fifteen language families which are the ancestors of modern languages throughout the world.

Most languages of Europe except for Basque, Hungarian, or Finnish and the languages of Iran,

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Afghanistan, Pakistan, and India belong to the Indo-European language family. Four of the five official languages of the United Nations are Indo-European (English, French, Russian, and Spanish are Indo-European). It has twelve branches; Romance, Germanic, Slavic, Baltic, Celtic, Iranian, Indic, Tocharian, Anatolian, Armenian, Greek, and Albanian. Germanic group includes English, German, Yiddish, Norwegian, Swedish, Danish, Dutch and a few others. Germanic group shares its similarities in vocabulary and phonology and some are mutually intelligible. With about 350 million speakers, English is spoken in many countries such as the British Isles, the United States, Canada, Australia and New Zealand, being the second most widely spoken language in the world after Chinese. Italian Group includes French, Spanish, Italian, Portuguese, and Rumanian among which Spanish is the third most widely spoken language in the world. These languages are also closely related to each other.

There are various theories about how Indo-European languages came to spread out to Europe and Western Asia, but the most dominant one presumes that the Indo-European language family originated from the Black Sea during the Neolithic period about 7,000 BC, spreading west to Europe between 3,500 BC and 2,500 BC, south to the Mediterranean, north to Scandinavia, and east to India.

Scattered throughout Asia and Europe are a few smaller language families among which the Altaic Family is named after the Alti Mountains, in Central Asia where nomadic people lived in the plains. Of the three branches of Altaic, Turkic rangers from Anatolia to the Volga basin and central Asia; Mongolian from China and Mongolia to the lower Volga and Afghanistan; Manchu-Tungus from the northern coast of northeastern Siberia to the Amur and to the Yenisei. Korean and Japanese languages are assumed to be remotely related to the Altaic language family, but it is still controversial. Some scholars consider the Altaic languages are related to the Uralic languages and group them as larger Ural-Altaic language family, but there has been too little evidence to support this.

Included in the Sino-Tibetan family are about 300 East Asian languages, which are divided into a Sinitic group and a Tibeto-Burman group. The Sinitic group includes a dozen languages among which Mandarin, spoken by about 700 million people in northern China, is the official language of the People's Republic of China. The Tibeto-Burman group includes many rarely spoken languages, among which are Burmese and Tibetan. The Sino-Tibetan language family has the largest number of speakers, estimated to have 1 billion speakers.

In addition to the three above mentioned language families, there are other language families such as the Austronesian family, the Afroasiatic family, the Uralic family, the Malayo-Polynesian family and the Caucasian family. A very large majority of the people in the world speaks languages which belong to only one family. There are, however, also languages that cannot be classified into any family known as language isolates.

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Summary: