

系所組別：全校

考試科目：英文(B)

考試日期：0224，節次：4

※ 考生請注意：本試題不可使用計算機

請勿在本試題紙上作答，否則不予計分

SECTION ONE: Cloze 50%

According to the context, choose the best words or phrases to fill in the blank space. Each question constitutes 2% of the total grade.

I.

Three passions, simple but overwhelmingly strong, have __1__ my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me __2__, in a wayward course, over a great ocean of anguish, reaching to the very verge of despair.

I have sought love, first, because it brings ecstasy—ecstasy __3__ great that I would often have sacrificed all the rest of life for a few hours of this joy. I have __4__ it, next, because it relieves loneliness—that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless __5__. I have sought it finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it might seem too good for human life, this is what—at last—I have found.

With equal passion I have sought __6__. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to __7__ the Pythagorean power by which number holds sway above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to __8__. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate this evil, but I cannot, and I too __9__.

This has been my life. I have found it __10__ living, and would gladly live it again if the chance were offered me.

- | | | | |
|-------------------|--------------------|------------------------|------------------|
| 1. (A) ruined | (B) governed | (C) split | (D) embarrassed |
| 2. (A) nowhere | (B) apart | (C) hither and thither | (D) chilled |
| 3. (A) so | (B) hardly | (C) barely | (D) nevertheless |
| 4. (A) laughed at | (B) move away from | (C) sought | (D) destroyed |
| 5. (A) tree | (B) fish | (C) stone | (D) abyss |
| 6. (A) knowledge | (B) wealth | (C) justice | (D) affection |
| 7. (A) distort | (B) disregard | (C) apprehend | (D) abandon |
| 8. (A) earth | (B) hell | (C) ocean | (D) fire |
| 9. (A) sacrifice | (B) salvage | (C) simplify | (D) suffer |
| 10. (A) worthy | (B) worth | (C) worthwhile | (D) worthless |

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II.

Historically, Americans have embraced a degree of anti-intellectualism as a badge of our populist spirit. But as our economy becomes increasingly reliant on technology, scientific research, and a highly skilled work force, this attitude __ 11. __ our best interests.

Proof came earlier this year, in the form of the Third International Mathematics and Science Study (TIMSS). A __ 12. __ of academic performance in 21 countries, TIMSS showed that U.S. 12 graders ranked at or near the bottom in math and science.

TIMSS underscores the need for more __ 13. __ curricula, __ 14. __ academic standards, and __ 15. __ teacher training. But policy changes __ 16. __ will not improve students' performance. Our basic values need an overhaul. As long as teachers, parents, and students remain suspicious of intellectual excellence, we will function as a tripod for __ 17. __—supporting a system that celebrates “averageness” over achievement.

What changes are in order?

TIMSS offers some important __ 18. __. The test revealed that American students spend less time doing homework and more time at after-school jobs than do their international peers. Indeed, says researcher Gerald Bracey, “The American vision of teenagerdom includes dating, malls, cars, jobs, and extracurricular activities.” In the name of being “__ 19. __,” many students are being spread too thin. We need to set new __ 20. __, with academic enshrined as the centerpiece.

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|----------------------|------------------|------------------|--------------------|
| 11. (A) understands | (B) underscores | (C) undermines | (D) underestimates |
| 12. (A) comparison | (B) union | (C) criticism | (D) quote |
| 13. (A) easy | (B) entertaining | (C) restrained | (D) rigorous |
| 14. (A) lower | (B) higher | (C) worst | (D) similar |
| 15. (A) better | (B) worsened | (C) decreased | (D) depressed |
| 16. (A) alone | (B) lonely | (C) lonesome | (D) longing |
| 17. (A) medicine | (B) mess | (C) methane | (D) mediocrity |
| 18. (A) money | (B) manpower | (C) clues | (D) categories |
| 19. (A) well-rounded | (B) well-phrased | (C) well-treated | (D) well-trained |
| 20. (A) hobbies | (B) priorities | (C) landmarks | (D) equipment |

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III.

There are some obvious cautions to draw about the social and political implications that might one day flow from brain sex research. One is that differences between individuals of the same sex often far exceed the slight differences between the sexes as two population groups. Even if men __21.__ excel in math, an individual woman could still be better than most men.

On the other hand, if the brains of men and women really are organized differently, it's possible the sexes both prefer and excel at different __22.__, perhaps those with more or less competition of social interaction. "In a world of scrupulous gender equality, equal numbers of girls and boys would be educated and __23.__ for all professions. Hiring would proceed until half of every workplace was made up of men and half, women," says Judith Lorber in *Paradoxes of Gender*, a new work of __24.__ theory. That premise does not hold if there are real intellectual differences between the sexes; the test of equal opportunity, when all unfair __25.__ to women have fallen, will not necessarily be equal outcomes.

21. (A) in general (B) in time (C) in case (D) in trouble
 22. (A) grades (B) levels (C) schools (D) occupations
 23. (A) cheated (B) failed (C) trained (D) harmed
 24. (A) feminist (B) womanly (C) ladylike (D) girly
 25. (A) barriers (B) help (C) support (D) power

SECTION TWO: Sentence Combination 20%

Combine each of the following sets of sentences into one single sentence. The underlined words must be part of the main sentence after the combination. Do not change the meaning of the original sentences.

- I. (1) Dr. Chiyoko Smith will give a talk here soon.
 (2) The talk will take place at the University Auditorium, National Cheng Kung University.
 (3) Dr. Smith's upcoming talk is about the promises of stem cell.
 (4) Dr. Smith is Professor of Biology at Socrates University.
 (5) The talk will be held from 2pm to 4pm, April 1, 2015.
- II. (1) This article is an analysis of paintings.
 (2) This article was published in *Romantic Arts*.
 (3) The article was published in the latest issue of *Romantic Arts*.
 (4) The paintings analyzed in the article are all portrait paintings.
 (5) The paintings analyzed in the article were made by John Geoffrey.

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SECTION THREE: English-Chinese Translation 30%

Translate the following sentences into Chinese. Each question constitutes 5% of the total grade.

1. While other industries talk about globalizing, higher education in the United States has long been heavily international, drawing students and faculty members from around the world.
2. Universities need to do more to ensure that the next generation of scholars and researchers has an international perspective and the ability to work in diverse settings.
3. Although universities around the world face a common challenge in cultivating globally minded graduates, the solutions may differ by institution, country, and region.
4. While traditional study-abroad programs, at the undergraduate level, emphasize the benefits of the cultural experience, graduate students need to see additional value in participating, such as the opportunity to do research overseas and expand professional networks.
5. Family commitments or cultural constraints may keep women from pursuing doctorates abroad, even as more earn college degrees. Students in shorter master's-degree programs may not have time to spend part of their studies abroad.
6. For the reasons above, university leaders need to find ways to make global learning inherent in all degree programs.