

東吳大學 104 學年度碩士班研究生招生考試試題

第 1 頁，共 4 頁

系級	英文學系碩士班	考試時間	100 分鐘
科目	英文	本科總分	100 分

I. Sentence Completion (40%)

Four answer choices are given below each sentence. Select the best answer to complete the sentence.

1. If all economists _____ end to end, they would not reach a conclusion.
(A) laid (B) are laid (C) were laid (D) lie
2. The award-winning documentary, Inside Job, shows that the 2008 financial crisis was caused by Wall Street bankers' _____ activities.
(A) altruistic (B) indigenous (C) fraternal (D) fraudulent
3. Not only _____ to the reduction and elimination of traditional pollutants, but we also work hard to reduce global temperature and save energy.
(A) are we dedicated (B) we are dedicated (C) do we dedicate (D) we dedicate
4. One's emotions may be transferred to _____ either consciously or unconsciously.
(A) another people (B) another person (C) the other person (D) others people
5. To feel much for others and little for ourselves, to indulge our _____ affections, constitutes the perfection of human nature.
(A) benevolent (B) obnoxious (C) frivolous (D) insidious
6. An Australian marsupial, _____ one of the strangest mammals in the world.
(A) people have long considered the kangaroo (B) the kangaroo has long been considered (C) long have people considered the kangaroo (D) long has the kangaroo been considered
7. In a world _____ no one is compelled to work more than four hours a day, every person possessed of scientific curiosity will be able to indulge it, and every painter will be able to paint without starving.
(A) which (B) whose (C) where (D) when
8. If you want to know _____, just look at the people he gave it to.
(A) what does God think money (B) what does God think of money (C) what God thinks money (D) what God thinks of money
9. _____ with his girlfriend, he bought her a dozen roses.
(A) To make up (B) He wanted to make up (C) He was trying to make up (D) wanted to make up
10. Kaohsiung Harbor has become one of the world's major shipping centers _____ its advantageous geographical location.
(A) because (B) in that (C) because of (D) despite
11. In parts of the Arctic, the land grades into the landfast ice so _____ that you can walk off the coast and not know you are over the hidden sea.
(A) precariously (B) imperceptibly (C) permanently (D) irregularly
12. Although it does contain some pioneering ideas, one would hardly characterize the work as _____.
(A) orthodox (B) trifling (C) eccentric (D) innovative

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13. The women in the Vedic ages enjoyed a free and _____ position in the society.
 (A) tumultuous (B) regressive (C) indignant (D) emancipated
14. _____, he was in Taipei.
 (A) When was seen last (B) When he last seen (C) When last seen (D) When had been last seen
15. The police informed underage smokers about the law and _____ their cigarettes.
 (A) conjugated (B) confiscated (C) castigated (D) conjured
16. The forethought and planning _____ at each step of writing a proposal will have a direct impact on the chances of its acceptance.
 (A) invested (B) invest (C) investing (D) which invested
17. When I finally got my suitcase back from the airport, it _____ beyond repair.
 (A) had been damaged (B) had damaged (C) had been damaging (D) would have damaged
18. The results of this study are _____ and limited. Therefore, suggestions and comments are welcome.
 (A) preposterous (B) preliminary (C) presumptuous (D) previous
19. She _____ her friend to go camping with her.
 (A) appealed (B) argued (C) persuaded (D) suggested
20. _____ fatigue may result from a wide variety of factors.
 (A) Usually (B) Usually there is (C) It is usually (D) Usually when

II. Reading and Writing (60%)

In Taiwan and many other countries, English departments are under tremendous pressure to be ‘relevant’ to the job market and to offer more ‘practical’ courses. Read the following article and write an essay about what you think of the idea that English departments should be relevant to the job market and offer more practical courses.

Making College ‘Relevant’

Thomas College, a liberal arts school in Maine, advertises itself as Home of the Guaranteed Job! Students who can’t find work in their fields within six months of graduation can come back to take classes free, or have the college pay their student loans for a year.

The University of Louisiana, Lafayette, is eliminating its philosophy major, while Michigan State University is doing away with American studies and classics, after years of declining enrollments in those majors.

And in a class called “The English Major in the Workplace,” at the University of Texas, Austin, students read “Death of a Salesman” but also learn to network, write a résumé and come off well in an interview.

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Even before they arrive on campus, students — and their parents — are increasingly focused on what comes after college. What’s the return on investment, especially as the cost of that investment keeps rising? How will that major translate into a job?

The pressure on institutions to answer those questions is prompting changes from the admissions office to the career center. But even as they rush to prove their relevance, colleges and universities worry that students are specializing too early, that they are so focused on picking the perfect major that they don’t allow time for self-discovery, much less late blooming....

Consider the change captured in the annual survey by the University of California, Los Angeles, of more than 400,000 incoming freshmen. In 1971, 37 percent responded that it was essential or very important to be “very well-off financially,” while 73 percent said the same about “developing a meaningful philosophy of life.” In 2009, the values were nearly reversed: 78 percent identified wealth as a goal, while 48 percent were after a meaningful philosophy.

The shift in attitudes is reflected in a shifting curriculum. Nationally, business has been the most popular major for the last 15 years. Campuses also report a boom in public health fields, and many institutions are building up environmental science and just about anything prefixed with “bio.” Reflecting the new economic and global realities, they are adding or expanding majors in Chinese and Arabic. The University of Michigan has seen a 38 percent increase in students enrolling in Asian language courses since 2002, while French has dropped by 5 percent....

Dropping a classics or philosophy major might have been unthinkable a generation ago, when knowledge of the great thinkers was a cornerstone of a solid education. But with budgets tight, such programs have come to seem like a luxury— or maybe an expensive antique — in some quarters....

In Michigan, where the recession hit early and hard, universities are particularly focused on being relevant to the job market. “There’s been this drumbeat that Michigan has got to diversify its economy,” says Mary Sue Coleman, the president of the University of Michigan.

Dr. Coleman says she had an “aha” moment five years ago, when the director of admissions was describing the incoming class and noted that 10 percent — some 600 students — had started a business in high school. The university has responded with about 100 entrepreneurship courses across the curriculum, including “Financing Research Commercialization” and “Engineering Social Venture Creation,” for students interested

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in creating businesses that not only do well financially but also do society good....

At the same time, Dr. Coleman is wary of training students for just one thing — “creating them to do some little widget,” as she says. Michigan has begun a speaker series featuring alumni or other successful entrepreneurs who come in to talk about how their careers benefited from what Dr. Coleman calls “core knowledge.”

“We believe that we do our best for students when we give them tools to be analytical, to be able to gather information and to determine the validity of that information themselves, particularly in this world where people don’t filter for you anymore,” Dr. Coleman says. “We want to teach them how to make an argument, how to defend an argument, to make a choice.” These are the skills that liberal arts colleges in particular have prided themselves on teaching. But these colleges also say they have the hardest time explaining the link between what they teach and the kind of job and salary a student can expect on the other end.

“There’s no immediate impact, that’s the problem,” says John J. Neuhauser, the president of St. Michael’s College, a liberal arts school in Vermont. “The humanities tend to educate people much farther out. They’re looking for an impact that lasts over decades, not just when you’re 22....”

At the University of Texas, Ms. Brooks says, many parents drop their children off freshman year asking, “How can my child transfer to the business school?” She tries to establish the value of the liberal arts with a series of courses called “The Major in the Workplace.” Students draw what she calls a “major map,” an inventory of things they have learned to do around their major. Using literature — “The Great Gatsby,” perhaps, or “Death of a Salesman” — she gets students to think about how the themes might apply to a workplace, then has them read Harvard Business Review case studies. The goal, she says, is to get students to think about how an English major (or a psychology or history major) might view the world differently, and why an employer might value that.

“There’s this linear notion that what you major in equals your career,” Ms. Brooks says. “I’m sure it works for some majors. If you want to be an electrical engineer, that major looks pretty darn good.

“The truth is,” she says, “students think too much about majors. But the major isn’t nearly as important as the toolbox of skills you come out with and the experiences you have.”

(Adapted from

http://www.nytimes.com/2010/01/03/education/edlife/03careerism-t.html?pagewanted=1&_r=1&hpw)