

大葉大學 九十三 學年度 研究所碩士班 招生考試試題紙

系 所 別	組 別	考 試 科 目 (中文名稱)	考 試 日 期	節 次	備 註
教育專業發展研究所	甲. 乙.	英 文	3月28日	第一節 08:30~10:00	共五頁 P5-1

註：考生可否攜帶計算機或其他資料作答，請在備註欄註明（如未註明，一律不准攜帶）

Part I—Grammar (Each question 3 points)

1. "What are you looking for?"  
"I can't remember where I \_\_\_\_ my glasses."  
A/ leave  
B/ left  
C/ had left  
D/ was left
2. "Didn't you forget to count your living expenses when you wrote up this budget?"  
"No. That \_\_\_\_ into consideration."  
A/ has taken  
B/ has been taken  
C/ is been taken  
D/ is been taking
3. "My paper isn't finished."  
"Why don't you tell him that you need a \_\_\_\_ time?"  
A/ few more  
B/ some more  
C/ little more  
D/ small more
4. "Why do you look so sad?"  
"My sister wanted \_\_\_\_ to her wedding, but I couldn't."  
A/ I go  
B/ me to go  
C/ me going  
D/ that I go
5. "What's this button for?"  
"It \_\_\_\_ the tape."  
A/ start  
B/ is start  
C/ is to start  
D/ is for to start
6. "Has my son caused you any problems?"  
"Not at all. He has been very \_\_\_\_."  
A/ cooperation  
B/ cooperative  
C/ cooperating  
D/ cooperated
7. "I don't like your attitude."  
"I don't care \_\_\_\_."  
A/ if or not you like it  
B/ whether you like it or not  
C/ do you like it or not  
D/ you like it or not
8. "Why are you standing out here in the hall?"  
"The nurse asked us if we wouldn't please \_\_\_\_ outside while the doctor gave Bill his examination."  
A/ waiting  
B/ wait  
C/ waited  
D/ to wait
9. "What did he do?"  
"He ran a red light; \_\_\_\_, when the police officer stopped him, he refused to take the sobriety test."

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P 5-2

- A/ otherwise
- B/ moreover
- C/ although
- D/ therefore

10. "Do you know Mr. Brown?"

"Yes. There's no one more generous \_\_\_\_\_ he is."

- A/ than
- B/ like
- C/ to
- D/ as

11. "Donna was really upset!"

"She's not used to \_\_\_\_\_ told what to do."

- A/ been
- B/ being
- C/ be
- D/ was

12. "Without Bill, I doubt that we'll be able to win."

"Don't worry. He's going to play \_\_\_\_\_ his injury."

- A/ even though
- B/ although
- C/ in spite of
- D/ even

13. "Mrs. Williams can speak Japanese."

"Yes. But she would rather \_\_\_\_\_ English with us last night."

- A/ speak
- B/ spoke
- C/ to speak
- D/ have spoken

14. "Sometimes I forget that Charles isn't an American."

"He will have been \_\_\_\_\_ in the U.S. for ten years when he graduates."

- A/ lived
- B/ live
- C/ living
- D/ to live

15. "Couldn't we talk about it again?"

"There's nothing left \_\_\_\_\_."

- A/ say
- B/ to say
- C/ to say it
- D/ say it

Part II—Vocabulary

Section A (Each question 3 points)

16. The weather has been unusually warm for this time of year.

- A/ less warm than usual
- B/ not warm at all
- C/ as warm as usual
- D/ more warm than usual

17. My dog barks when people come to the door, but he is really quite harmless.

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- A/ dangerous
- B/ gentle
- C/ quiet
- D/ sick

18. The *Christian Science Monitor* is a newspaper that focuses on world news more than other newspapers do.

- A/ ignores
- B/ emphasizes
- C/ explains
- D/ understand

19. Some people use herbs to treat illness.

- A/ diets
- B/ exercise
- C/ plants
- D/ drugs

20. The speakers at the graduation ceremony are always among the most \_\_\_ members of the community.

- A/ disappointed
- B/ distinguished
- C/ discouraged
- D/ disgusted

Section B (Each question 4 points)

21. The rain is so rare and the land is so \_\_\_ that few of the men who work there see much \_\_\_ in farming.

- A/ plentiful..hope
- B/ barren..difficulty
- C/ productive..profit
- D/ infertile future
- E/ dry..danger

22. The principal declared that the students were not simply ignoring the rules, but openly \_\_\_ them.

- A/ accepting
- B/ redressing
- C/ reviewing
- D/ flouting
- E/ discussing

23. Some critics believe that the \_\_\_ of modern art came with dadaism, while others insist that the movement was a \_\_\_.

- A/ zenith..sham
- B/ pinnacle.. triumph
- C/ decline..disaster
- D/ acceptance..success
- E/ originality..fiasco

24. The writings of the philosopher Descartes are \_\_\_. Many readers have difficulty following his complex, intricately woven arguments.

- A/ generic
- B/ trenchant
- C/ reflective
- D/ elongated
- E/ abstruse

25. It is \_\_\_ that a people so capable of treachery and brutality should also exhibit such a tremendous

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capacity for heroism.

- A/ unfortunate
- B/ explicable
- C/ paradoxical
- D/ distressing
- E/ appalling

Part III—Reading Comprehension (Each question 3 points)

Although no one is certain why migration occurs, there are several theories. One theory is based upon the premise that prehistoric birds of the Northern Hemisphere were forced south during the Ice Age, when glaciers covered large parts of Europe, Asia, and North America. As the glaciers melted, the birds came back to their homelands, spent the summer, and then went south again as the ice advanced in winter. In time, the migration became a habit, and now, although the glaciers have disappeared, the habit continues.

Another theory proposes that the ancestral home of all modern birds was the tropics. When the region became overpopulated, many species were crowded north. During the summer, there was plenty of food, but during the winter, scarcity forced them to return to the tropics.

A more recent theory, known as photoperiodism, suggests a relationship between increasing daylight and the stimulation of certain glands in the birds' bodies that may prepare them for migration. One scientist has been able to cause midwinter migrations by exposing birds to artificial periods of daylight. He has concluded that changes occur in the bodies of birds due to seasonal changes in the length of daylight.

26. According to one theory, when the glaciers disappeared, birds
- A/ stopped migrating
  - B/ continued migrating
  - C/ began migrating again
  - D/ migrated south and stayed there
27. The author states that birds left the tropics because
- A/ there was not enough food there in the winter
  - B/ there were too many birds
  - C/ there were too many glaciers
  - D/ there was too much daylight
28. Why did one scientist expose birds to artificial daylight?
- A/ to test the relationship between daylight and a disease of the glands common to birds
  - B/ to test the relationship between daylight and migration
  - C/ to test the relationship between migration and temperature
  - D/ to test the relationship between daylight and changes in the season
29. According to the theory of photoperiodism,
- A/ birds should migrate in the middle of the winter
  - B/ longer days cause changes in the bodies of birds
  - C/ seasonal changes in the length of days do not affect migration
  - D/ increasing daylight increases the distance of migration
30. This passage supports the belief that
- A/ exact reasons for migration are not known
  - B/ birds migrate because of changes in temperature
  - C/ the ancestral home of all birds was the tropics
  - D/ glaciers caused birds to migrate

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Part--IV. Argument (5 points)

Directions:

The question in this section is based on the reasoning contained in brief statements or passages. There may be more than one of the choices could conceivably answer the question. However, you are to choose the best answer; that is, the response that most accurately and completely answers the question. You should not make assumptions that are by common sense standards implausible, superfluous, or incompatible with the passage.

The best professors never tell their students what to write. They strive instead to establish an intellectually critical environment conducive to thorough and creative scholarship, because training a student through indoctrination is never as effective as encouraging a student to develop his faculties independently. Truly impressive scholarly work can be produced only by the student who feels that he is breaking new ground, or at least treating familiar ground in a fresh and original manner.

31. Which one of the following statements is assumed by the argument above?

- A/ Most students who are not told what to write produce great scholarly work.
- B/ Professors who do not enjoy the security of tenure have no incentive to teach in the fashion described above.
- C/ A student cannot create impressive scholarly work if he has been instructed on what he should write.
- D/ Many great professors do not use an authoritative and dogmatic style of teaching
- E/ Many good students prefer being told what to write to the pressure of being encouraged to formulate their own, however original, ideas.

And, please explain your choice in **Chinese**.