

# 國立高雄師範大學 115 學年度碩士班招生考試試題

系所別：英語學系

科 目：英文(閱讀與寫作)

※注意：1.一律使用英文作答。

2.作答時請將試題題號及答案依序寫在答案卷上，於本試題上作答者，不予計分。

3.答案卷限用藍、黑色筆作答，以其他顏色作答之部分，該題不予計分。

## I. Vocabulary: Choose the BEST answer to complete the sentence (2 points each/10 points)

1. As a neutral party, she was asked to \_\_\_\_\_ the dispute between the two departments, aiming to facilitate a fair and amicable resolution.  
(A) absolve            (B) dissolve            (C) release            (D) mediate
2. The oppressive heat seemed to \_\_\_\_\_ everyone in the town, making even simple tasks feel exhausting.  
(A) enervate            (B) invigorate            (C) energize            (D) rejuvenate
3. The chef's secret to that perfect dish was the \_\_\_\_\_ in his recipe measurements.  
(A) efficiency            (B) consistency            (C) variety            (D) complexity
4. He decided to \_\_\_\_\_ the offer with a higher bid for the antique vase.  
(A) endorse            (B) garner            (C) counter            (D) diverge
5. To avoid suspicion, he tried to \_\_\_\_\_ his true intentions behind a façade of generosity.  
(A) disentangle            (B) dislocate            (C) dismantle            (D) dissemble

## II. Grammar and Usage:

Choose the BEST answer to complete the sentence. (2 points each/10 points)

6. If you mix red and blue paint, \_\_\_\_\_ purple.  
(A) it will become    (B) it is becoming    (C) it becomes            (D) it would become
7. \_\_\_\_\_, she would have been able to pass the exam with flying colors.  
(A) If she had have studied hard            (B) Had she studied harder  
(C) Although she studied hard            (D) Hard as she had studied

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8. A: Hey, Oscar. Do you want to come around to play video games with us tonight?  
B: \_\_\_\_\_ I need to stay home and work. I have to meet some tight deadlines this week.  
(A) Count me in. (B) Why is that?  
(C) As fun as that sounds, (D) As opposed to it,
9. A: Do we need to buy our tickets for the game in advance?  
B: \_\_\_\_\_ We can purchase tickets when we get there.  
(A) Well, that sounds fantastic. (B) Can we pay by credit card?  
(C) Absolutely, tickets are cheap. (D) No, it's really not necessary.
10. A: Do you really want to work in the theatre? It's hard to make a living as an actor.  
B: Yeah, I know. I should probably \_\_\_\_\_ in case I can't make ends meet.  
(A) have a backup plan (B) take a calculated risk  
(C) win fair and square (D) lounge around

**III. Cloze: Choose the BEST answer for each blank in the passage. (2 points each/10 points)**

Magnolia has some of the Earth's largest high-grade gold, copper, and uranium reserves. For many, the current mining boom marks an auspicious time in the growth of the country's economy. However, the gold rush has also 11. Many of the mining sites whose resources have been depleted 12 illegal miners known as "ninjas." Their unofficial status has allowed for 13 mercury in the mines, which pollutes nearby rivers. Environmentalists 14 the issue, as they are concerned about the devastating impact on local habitats and communities. 15, local herders will face additional hardship since they depend on the land and its waters for their way of life. The situation has sparked a heated debate among government officials, environmentalists, and industry leaders, as they grapple with finding a sustainable solution that balances economic growth with environmental preservation.

11. (A) brought problems (B) upheld potentials  
(C) created opportunities (D) attracted investors
12. (A) has taken over (B) took over  
(C) has been taking over (D) has been taken over by

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13. (A) the unattainable access to (B) the unlimited need of  
(C) the unrestrained use of (D) the unreserved attitude toward
14. (A) have voiced agreement with (B) have filed complaints about  
(C) have conducted experiments of (D) have diversified attention to
15. (A) For example (B) To conclude (C) In other words (D) Nevertheless

**IV. Text Structure: Choose the BEST option to complete the following passage. Note: the five blanks have different answers. (2 points each/10 points)**

What does Shakespeare offer the English language learner—apart from the aesthetic, theatrical, and literary experience awaiting anyone who hears or reads his poems and sees or reads his plays? A great deal. 16 Indeed, he shows us how to exploit the resources of a language to maximum effect.

He has, of course, been an important general influence on the development of English, because many of his words and idioms have become part of everyday modern use. You are quoting Shakespeare when you say that “truth will out, “the game is up,” and “you haven’t slept a wink,” or if you’ve “knitted your brows,” “made a virtue out of necessity,” and “laughed yourself into stitches.” If you look in the unabridged *Oxford English Dictionary*, you’ll find over 2,000 words which have their first recorded use in Shakespeare, such as “assassination,” “outswear,” and “weather-bitten.” Some he coined himself; others he simply helped to popularize.

17 For example, he adds “un” to make new words, such as “unbuild” and “unmusical.” Today we do the same thing with “uncool” and “unfunny.” Moreover, he adds “less” to make “airless” and “languageless.” Today we say such things as “computerless” and “iPadless.”

18 In particular, he readily turned nouns into verbs: his characters “nose things as well as “smell” them: they “ear” things as well as “hear” them; they are “windowed” (displayed in a window) and “mudded” (covered by mud). Today, the internet provides many examples of people “texting,” “spamming,” “googling,” and “tweeting,” and “doing many things that were originally nouns. This is well within the spirit of Shakespeare.

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19 What would a Shakespeareless reader make of an article on population control headed “To breed or not to breed,” or one on nutrition headed “To diet or not to diet,” or one on a possible army invasion headed “To fight or not to fight?” All derive from Hamlet’s “To be or not to be.”

20 Indeed, the courage to experiment is a sign of real fluency especially when learners can take a rule and adapt it to suit their purposes. Perhaps we should start using acronym ESP (English for Special Purposes) in a new way: English for Shakespearean Purposes.

16. (A) Far more important, though, is the way his linguistic strategies provide guidelines for modern users.  
(B) Shakespeare is in many ways the ideal advanced teacher.  
(C) It’s impossible to interpret many headlines in modern English newspapers if you don’t know Shakespeare.  
(D) He was one of the great manipulators of parts of speech, using words unconventionally to craft new perspectives.
17. (A) Shakespeare is in many ways the ideal advanced teacher.  
(B) It’s impossible to interpret many headlines in modern English newspapers if you don’t know Shakespeare.  
(C) Shakespeare teaches learners how to be daring in their use of English.  
(D) Far more important, though, is the way his linguistic strategies provide guidelines for modern users.
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**V. Reading Comprehension: Read the following passage and choose the best answer for each question. (2 points each/10 points)**

It's been estimated that of the 7,000 languages in the world, half of them are endangered and may disappear in this century. This is happening for a variety of reasons, mostly because of social pressure and attitudes that devalue those small languages and tell people that they're not worthwhile, and they're not modern enough to continue using. Some people see technology as a threat to the existence of small languages, but the really savvy small language communities are using technology to sustain themselves, to expand their reach, to broadcast themselves out through many different channels, whether it be social media, text messaging, to use technology as a way to survive.

Under their Enduring Voices program, which I co-direct, we've been building talking dictionaries. The goal of the talking dictionaries is to give some very small languages a first-ever presence on the Internet. We've been working with a variety of communities around the world. One of them is the Siletz Dee-ni language, which is spoken in the state of Oregon. Siletz Dee-ni has probably one fluent speaker and a small handful of people who have some knowledge of the language. And we've been working with Bud Lane, who's acknowledged as a fluent speaker. He has sat down and patiently recorded thousands and thousands of words in the language.

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We bring these recordings back to my lab at Swarthmore College, and my students work on them and create a talking dictionary. So, you can go to the Siletz Dee-ni talking dictionary, type in the word “salmon” or the word “basket,” and you begin to see the very rich lexicon of terms that they have, and you can start to appreciate some of the cultural knowledge. The Siletz nation is using this talking dictionary as a tool to revitalize the language as they are conducting language classes and helping the younger generation acquire some of the language through the talking dictionary.

We’ve also built a talking dictionary for a language called Matukar Panau. This is a very small language spoken in Papua New Guinea by six hundred people. They all live in one village. They knew about the Internet before they had ever actually seen the Internet and when team visited the village a couple of years ago, they said, “We would like our language to be on the Internet.” And this was really interesting because they hadn’t seen the Internet, yet they had heard about the Internet. And so with collaboration from the community, we built a talking dictionary for the language.

The following year, they got electricity in the village and then eventually they got an Internet connection. The very first time they went on the Internet, they were able to see and hear their own language spoken. This sends a very powerful message that their language is just as good as any other, even though it may be very small and no one has ever heard of it, it’s just as good as any other—it can exist in a high-tech medium.

The very first talking dictionary I built was for the Tuvan language. Tuvan is spoken by nomadic people in Siberia. They’re migratory; they raise animals: goats, sheep, and camels. They have a very rich lexicon pertaining to the natural world and the environment that they live in. I built the Tuvan talking dictionary, and I also launched it as an iPhone application, so you can actually hear the Tuvan language and many other languages in the future, I hope, on a smartphone platform.

Language diversity is one of the most important parts of our human heritage. It gives us insight into the history, culture, and to how the brain functions. Without linguistic diversity, we really wouldn’t be human. So scientists, as well as indigenous communities, are responding to a crisis of language extinction. We want to get the word out to journalists and to indigenous communities whose languages are struggling to survive that there’s a common goal, and that we can work together.

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21. How does the author's use of examples from different language communities contribute to the overall message of the text?
- (A) It provides a comprehensive overview of the challenges faced by endangered languages.
  - (B) It highlights the diversity of languages and the need for their preservation.
  - (C) It illustrates contrasting perspectives on technology in efforts to restore languages.
  - (D) It showcases the author's extensive knowledge of different language communities.
22. What is the significance of the author's statement, "Without linguistic diversity, we really wouldn't be human"?
- (A) It implies that the loss of languages is a threat to human evolution.
  - (B) It suggests that language is the defining characteristic of humanity.
  - (C) It highlights the role of language in scientific research and understanding of the brain.
  - (D) It emphasizes the importance of language in shaping human identity and culture.
23. According to the passage, how are small language communities using technology to preserve their languages?
- (A) By shunning modern technology and depending on conventional approaches.
  - (B) By leveraging technology to extend their influence and maintain their viability.
  - (C) By utilizing technology to create new languages for communities to use.
  - (D) By using technology to communicate with various other communities.
24. What is the primary purpose of the author's discussion of the "talking dictionaries"?
- (A) To criticize the use of technology in language preservation.
  - (B) To advocate for the creation of more talking dictionaries.
  - (C) To illustrate the potential of technology to revitalize endangered languages.
  - (D) To provide a comprehensive overview of the history of language documentation.
25. How does the author's word choices in describing the endangered languages and its speakers reveal his perspective?
- (A) The author uses descriptive language to emphasize the richness and uniqueness of the endangered languages.
  - (B) The author uses technical jargons and terminologies to demonstrate his expertise in linguistics.

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(C) The author uses neutral language to avoid bias in the description of the endangered languages.

(D) The author uses figurative language to create a sense of mystery and intrigue around the endangered language.

VI. Translate the following passage into English. (20%)

在快速變遷的社會環境中，青年世代對職涯的想像已不再侷限於穩定與終身雇用的傳統模式。相較於上一代以安全與升遷為主要目標，愈來愈多青年更重視工作的意義、自我實現與生活平衡。然而，這種看似自由的職涯選擇，實際上往往伴隨高度的不確定性與經濟風險。當彈性成為常態，保障卻可能成為例外，青年世代必須在理想與現實之間不斷協商其未來方向。

VII. English Composition (30%)

The word “**parasocial**” describes a one-sided emotional relationship in which a person feels a strong connection to a media figure—such as a YouTuber, influencer, celebrity, streamer, or fictional character—who does not personally know them. In today’s digital society, parasocial relationships have become increasingly common. Write a well-organized English essay of at least 300 words on the topic of parasocial relationships. Your essay must explain why parasocial relationships have become so widespread in the digital age, discuss both positive and negative effects of parasocial relationships on individuals or society, include at least one real-life example from social media, online platforms, popular culture, or personal observation, clearly state and support your own opinion on whether parasocial relationships are mainly beneficial, harmful, or a mixture of both.