

八十七學年度 歷史 系(所) 甲 組碩士班研究生入學考試

科目 國文與英文 科號 4304 共 5 頁第 1 頁 \*請在試卷【答案卷】內作答

### 國文甲組

(一) 「自強不息厚德載物」為清華大學之校訓，請問：這八個字出於何處？應作何解？ (五分)

(二) 請將下文譯成白話文。 (十分)

嵇中散既被誅向子期舉郡計入洛文王引進問曰聞君有箕山之志何以在此對曰巢許狷介之士不足多慕王大咨嗟

(三) 請將下面的這首詩改寫成散文，並對詩意略作說明。 (十分)

風急天高猿嘯哀渚清沙白鳥飛迴無邊落木蕭蕭下不盡長江滾滾來萬里悲秋常作客百年多病獨登臺艱難苦恨繁霜鬢潦倒新停濁酒杯

(四) 請將下面的這闕詩改寫成散文，並對辭意略作說明。 (十分)

塞下秋來風景異衡陽雁去無留意四面邊聲連角起千嶂裏長煙落日孤城閉濁酒一杯家萬里燕然未勒歸無計羌管悠悠霜滿地人不寐將軍白髮征夫淚

# 國立清華大學命題紙

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科目 國文与英文 科號 4304 共 5 頁第 2 頁 \*請在試卷【答案卷】內作答

(五) 請閱讀下面的文字：

海通以來，世變日亟，事理的繁複，有些決非古文所能表現。因此聰明才智之士漸漸打破古文的格律，放手作去。到了清末，梁啟超先生的「新文體」可算登峰造極。他的文「時雜以俚語韻語及外國語法，縱筆所至不檢束，學者競效之。」而「條理明晰，筆鋒常帶情感，對於讀者，別有一種魔力。」但這種「魔力」也不能持久；中國的變化實在太快，這種「新文體」又不夠用了。胡適之先生和他的朋友們這才起來提倡白話文，經過五四運動，白話文是暢行了。這似乎又回到古代言文合一的路。然而不然。這時代是第二回翻譯的大時代。白話文不但不全跟著國語的口語走，也不全跟著傳統的白話走，卻有意的跟著翻譯的白話走。這是白話文的現代化，也是國語的現代化。中國一切都在現代化的過程中，語言的現代化也是自然的趨勢，並不是怪的。

請問：作者所說「語言的現代化」指何而言？你同意嗎？請說明你的理由。再者，你知道作者是何人嗎？  
(十五分)

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**PART I Vocabulary (10 points)** Choose the letter of the word which is closest in meaning to the one underlined in the text.

Reading 1

**IMF Chief: Suharto Drops Currency Plan**

by Rich Miller, *USA Today*

International Monetary Fund chief Michel Camdessus said Wednesday that Indonesia seems to have (1) shelved a controversial currency plan that imperiled a \$43 billion IMF-led (2) bailout of the country. "We are told the currency board idea has been shelved," he said in a meeting with *USA Today* editor and reporters. "(Indonesian) President Suharto has been clear on that." Indonesia's move away from tying its currency to the dollar marks a big breakthrough in a showdown that had risked (3) triggering more financial turmoil in Asia.

Camdessus is (4) cautiously optimistic about the outlook for Asia, predicting the region could return to solid economic growth in two years if countries there carry out needed reforms. He even argues that the nine-month crisis may prove (5) a blessing in disguise because it will force Asian nations to revamp their economies and become more efficient. "The world economy could be stronger after this crisis," the IMF chief said. However, he singled out Indonesia and Japan as two possible (6) pitfalls.

He called Japan's stagnant economy "very dangerous" and urged Tokyo to cut personal income taxes and take other steps to (7) spur growth. "If Japan is not able to take the proper steps, the situation would be bad for Japan and extremely bad for the region," he said. Camdessus said the negotiations with Indonesia were at a "delicate" stage, but he voiced hope that the 182-nation IMF would be able to work out an agreement to resume loan payments to the country.

The IMF suspended payments last week after Indonesia failed to fully carry out the tough economic reforms mandated by the program and instead (8) toyed with the idea of introducing a currency board. A currency board acts like the old-fashioned gold standard, except the currency is backed by dollars instead of gold. The IMF has opposed the idea—(9) championed by Suharto adviser Steve Hanke—because, it says, the Indonesian economy is not yet strong enough to take it.

Hanke, a professor at John Hopkins University, called Camdessus (10) presumptuous for saying the currency board proposal has been shelved before Suharto has announced it. While acknowledging that Suharto might drop the idea depending on what the IMF offered in return, Hanke argued that the proposal is still under consideration.

- |                             |                       |                           |                          |
|-----------------------------|-----------------------|---------------------------|--------------------------|
| 1. a. adopted               | b. discussed          | c. put aside              | d. voted on              |
| 2. a. buying                | b. loaning            | c. punishing              | d. saving                |
| 3. a. causing               | b. decreasing         | c. increasing             | d. stopping              |
| 4. a. careful               | b. convinced          | c. looking ahead          | d. partially hopeful     |
| 5. a. a compete disaster    | b. a hidden advantage | c. a total mystery        | d. a religious awakening |
| 6. a. dangerous areas       | b. leading areas      | c. slow areas             | d. strong areas          |
| 7. a. decrease              | b. initiate           | c. raise                  | d. stop                  |
| 8. a. adopted               | b. considered         | c. initiated              | d. supported             |
| 9. a. defeated              | b. fought             | c. rejected               | d. supported             |
| 10. a. assuming the obvious | b. completely correct | c. jumping to conclusions | d. very brave            |

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**PART II Reading Comprehension (20 points)** For each question, choose the letter of the most appropriate answer according to the reading.

**Reading 2**

**TOEFL Mentor Gets Students Ready for Exams**

by Barbara Butterworth

At the State University of New York at Stony Brook in the Intensive English Center's Language Learning Lab TOEFL course, students used the TOEFL MENTOR CD-ROM in supplementary work in the fall 1997 semester. The feedback from the students was encouraging to the instructor Barbara Butterworth.

First of all, the material is user-friendly. This particular CD-ROM can easily be installed in an IBM compatible C or in a Macintosh II or better system 70 or higher. The students can learn "About the Test," "How to Use the Test," and "Test Strategies." Students are first encouraged to take Practice Test 1. It is then analyzed for them showing the particular areas of weakness. As a Brazilian student said, "This is a great practice tool. It shows us our weaknesses and gives practice in these areas. I enjoyed my time in the lab, where I could go at my own pace."

Then the students can easily access the listening, structure, or reading sections or the TWE (Test of Written English) section. The first three sections are sub-divided into a "Practice" and a "Test" part. In the listening section students can choose "Practice" or "Test." They can choose to have the dialogue shown or hidden. The "Practice" part allows students to exit freely. In the "Test" part, students are not allowed to go back, and the program shows the time allotment for each answer. In the structure section, the "Practice" part has a helpful tutorial in subjects, verbs, subject/verb agreement, pronouns, articles, word order, inverted word order, adjective clauses/phrases, noun clauses, adverbial clauses/phrases, parallel structure, comparisons, word parts, gerunds and infinitives, participial adjectives, word choice, active/passive voice, conditional sentences, prepositions, phrasal verbs, negation, redundancy, and grammar. There is also a main menu and a sub menu. A nice feature of the test section is the time remaining, displayed so students can easily learn to pace themselves.

The tutorial in the reading section is twenty-two pages long, with particular attention paid to inferencing, contextual vocabulary work, pronoun/antecedent questions, and detail questions. Thirty-seven pages are allotted to the TWE section, which is divided into "Description" and "Strategies." Students are encouraged to take the last practice test only when they have finished practicing weak areas. As a Korean student said, "I feel like I made real progress with this program."

Since ETS plans to have the TOEFL completely computerized by the year 2000, our students will definitely be helped by practice on the computer. The TOEFL MENTOR is a good way to ease them into it. As one student from Haiti stated, "Now I am more comfortable with the computer. This practice has given me confidence."

11. This reading can best be described as \_\_\_\_\_. a. an advertisement; b. an editorial; c. a news story; d. a review.
12. Who wrote the article? a. students from Brazil, Korea, and Haiti; b. the State University of New York; c. a teacher who has used the material with her students; d. the TOEFL company.
13. What does the TOEFL MENTOR CD-ROM help students with? a. listening, structure, reading, and writing; b. taking the TOEFL by computer; c. the TOEFL and the TWE; d. all of the above.

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14. An advantage of the TOEFL MENTOR CD-ROM is \_\_\_\_\_ a. it can be used on any computer; b. it's easy to use; c. it reviews all English language skills; d. all of the above.
15. Why would students want to use this CD-ROM? a. to practice skills needed to take the TOEFL and TWE; b. to practice taking the TOEFL and TWE; c. to practice taking such tests by computer; d. all of the above.

### Reading 3

#### Testing on the Telephone

Testing the language skills of students over the telephone represents a convenient way to assess proficiency in spoken English. So say hello to the PhonePass test, a new method of performing language evaluation tasks within the limits of a ten-minute phone call. The testing service, launched by Ordinate Cooperation earlier this year, establishes a higher level of convenience and cost efficiency for language testing services. Administered by a computer, the PhonePass measures English speaking and listening skills in a test that is available on demand round-the-clock anywhere in the world.

Based on Ordinate's speech recognition technology, the PhonePass test offers highly accurate test scores, which are available immediately in a variety of convenient formats. At a cost of less than \$50 per test, the PhonePass test offers industry and education a simple and affordable way to determine the level at which a person can speak and understand everyday English. The PhonePass test is targeted at a wide variety of industries and English language-critical professions, such as security guards and medical personnel, as well as secondary, post-secondary, and adult education.

The service has undergone extensive validation site testing during the past 14 months at academic institutions including Iowa State University, Sapporo International College, Stanford University, the University of Bologna, and the University of Pennsylvania.

16. The purpose of the PhonePass is to test \_\_\_\_\_ a. the language skills of students in the US; b. the English skills of nonnative speakers; c. the English proficiency of students outside the United States; d. the English speaking skills of anyone.
17. Who makes PhonePass? a. several academic institutes; b. a private company; c. the telephone company; d. a government agency.
18. Who gives the PhonePass test? a. the Ordinate Corporation; b. universities; c. a computer; d. a telephone.
19. Where can you take the test? a. at certain universities; b. at schools, industries, and professional organizations; c. on the computer; d. on the telephone.
20. According to the reading, what is the biggest advantage of PhonePass? a. it's convenient; b. it's short; c. it's cheap; d. it's valid.

### PART III Composition (20 points)

Burke (1991) says, "More and more historians are coming to realize that their work does not reproduce 'what actually happened' so much as to represent it from a particular point of view." In a composition of at least 100 words, support the argument that the writing of history is subjective.