

國立清華大學命題紙

九十二學年度 哲——學系(所) \_\_\_\_\_ 組碩士班研究生招生考試

科目 英——文科號 5002 共 4 頁第 1 頁 \*請在試卷【答案卷】內作答

**Part I.** For each numbered blank space in the following passage, choose the letter of the one answer that best fits in that space. (20%)

Sometimes a community becomes aware that its language is in danger of disappearing and takes (1) steps to revitalize it. Attempts have been made in Ireland, Wales and Scotland, (2), to (3) the (4) languages, and in New Zealand steps are being taken to attempt to (5) language shift and revitalize Maori. It is sometimes argued that the success of such efforts will (6) how far language loss has occurred — that there is a point of no (7). But it seems very likely that more important are attitudinal factors such as how strongly people want to revive the language, and their reasons for doing so. Hebrew was revived in Israel after being (8) dead for nearly 1700 years. It had (9) only for prayers and reading sacred texts (much as Latin was used in Catholic services until the 1960s) and that was all. Yet strong feelings of nationalism led to determined efforts by Israeli adults to use it to children, and (10) it has been successfully revived.

- |                    |                |                    |                  |
|--------------------|----------------|--------------------|------------------|
| (1) a. destructive | b. descriptive | c. deliberate      | d. defiant       |
| (2) a. however     | b. in addition | c. on the contrary | d. for example   |
| (3) a. reserve     | b. conserve    | c. preserve        | d. deserve       |
| (4) a. genuine     | b. indigenous  | c. indignant       | d. ingenious     |
| (5) a. reverse     | b. adverse     | c. converse        | d. perverse      |
| (6) a. bring up    | b. depend on   | c. result from     | d. call upon     |
| (7) a. reward      | b. return      | c. refund          | d. regret        |
| (8) a. effectively | b. adequately  | c. accidentally    | d. distinctively |
| (9) a. relieved    | b. supervised  | c. survived        | d. adjusted      |
| (10) a. because of | b. at least    | c. in general      | d. as a result   |

**Part II.** Read the follow article and then select the one best answer for each of the questions that follow it. (20%)

(1) Of the four methods of promotion directed at consumers, people are most likely to be aware of advertising because it is so visible and widespread. Over the last several years, advertisers have to respond to criticism and consumer doubts about the usefulness of advertising and about its truthfulness and costs. According to one 1980 study, they have had some success: more than 60 percent of the consumers interviewed said advertising is becoming more informative. Nevertheless, 58 percent believed advertising makes false claims and is misleading; 61 percent said it promises more than the product delivers; and 61 percent felt advertising should be more closely regulated by the government.

**Does Advertising Raise Costs?**

(2) In 1979, Noxell spent 22.3 cents of every dollar it took from the sales of its toiletries and cosmetics on advertising. Some critics suggest that if such advertising expenditures were reduced, companies could afford to sell their products to the public at lower prices. Other critics emphasize another way in which advertising increases costs. Expensive nationwide advertising campaigns, when successful, can develop brand loyalty for a few brands. This loyalty can be so strong as to make it extremely difficult for newcomers, especially smaller companies, to enter the field. As a result, a few large companies can dominate the market, charging higher prices than they could in a more competitive situation.

(3) Many experts contend that these criticisms are unjustified and that advertising stimulates demand so that higher levels of productions are possible. As a result, the unit cost is reduced.

**Does Advertising Inform?**

(4) Almost everyone agrees that advertising performs useful informational functions. By advertising, a seller can inform a potential buyer of his existence, line of goods, and prices. Such advertising can reduce the time and effort spent by consumers in seeking out goods and services. It lets them know in advance what is available and where it can be bought.

(5) Advertising also performs a less obvious informational function: the dollars spent by advertisers subsidize the media we rely on for information and entertainment. An estimated 55 to 60 percent of the cost of periodicals, 70 percent of the cost of newspapers, and 100 percent of the cost of commercial radio and TV broadcasting are paid for by advertising.

**Is Advertising Wasteful?**

(6) Not all advertising informs or increases the demand for products. Instead, what many advertisements really do is to shift sales among firms. In addition, some ads allegedly create undesirable demand. Some people feel that demands for products like electric woks and personal stereos are fulfilled at the expense of greater social needs. Yet the defenders of advertising claim that judgments of need are a matter for personal choice. In a democratic society, they say, consumers have the right to decide for themselves what they need.

**Is Advertising Truthful?**

(7) 1929, one issue of the best-selling *Liberty* magazine carried nineteen different product endorsements from a leading actress of the day, Mabel Normand. Could anybody have believed that the lady's praise for all those products was sincere? According to laws enacted since then, Miss Normand's endorsements would have reflected her honest opinion about each and every product she promoted. Nevertheless, many people still complain that much advertising contains untruths or half-truths, and that many of the techniques used in advertising are too subtle for the average consumer to see through. One airline that advertised the fastest service to New Orleans, for example, happened to be the only line flying that route. The advertisement was true – as far as it went.

(8) Advertising people attempt to distinguish between untruths and *puffery*. They define the latter as legitimate artistic license, which, they claim is accepted by the public as such. Nobody really believes, they say, that the "friendly skies of United" are any different from the skies where TWA or American flies or that "ring around the collar" can break up a happy marriage. Do you?

1. Major details are
  - a. listed in the introduction.
  - b. stated in subheadings.
  - c. indicated by words in italic type.
  - d. all explained in first sentences of paragraph.
2. Which title best states the main idea?
  - a. Methods for Improving Advertising
  - b. Advertisers' Reactions to Media Complaints.
  - c. Consumers' Reactions to TV Advertising.
  - d. Arguments For and Against Advertising.
3. To *subsidize* (paragraph 5) is to
  - a. worsen or spoil.
  - b. improve or better.
  - c. earn money.
  - d. support with money.
4. *Allegedly* (paragraph 6) means
  - a. carefully.
  - b. definitely.
  - c. supposedly.
  - d. illegally.
5. *Subtle* (paragraph 7) means
  - a. sly and not immediately obvious.
  - b. convincing and easily understood.
  - c. deceptive and obviously dishonest.
  - d. foolish and unintentionally amusing.

6. In a 1980 study, approximately what proportion of consumers believed that advertising is truthful and should not be more closely regulated?
  - a. 30 percent
  - b. 40 percent
  - c. 50 percent
  - d. 60 percent
7. Promoters of advertising claims that it
  - a. increases wastefulness.
  - b. increases product cost slightly.
  - c. reduces brand loyalty.
  - d. reduces product cost.
8. There seems to be agreement that advertising
  - a. does not raise costs.
  - b. provides information.
  - c. does not encourage wastefulness.
  - d. is invariably truthful.
9. Approximately what percentage of the cost of magazines is paid for by advertising?
  - a. 20 percent
  - b. 40 percent
  - c. 60 percent
  - d. 80 percent
10. Advertisers claim that consumers
  - a. know that advertisements exaggerate.
  - b. expect advertising to be untruthful.
  - c. trust the truthfulness of advertising.
  - d. want advertisers to use artistic license.

**Part III. Translate the following passage into Chinese. (20%)**

Some old people are oppressed by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat abject and ignoble. The best way to overcome it—so at least it seems to me—is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede and your life becomes increasingly merged in the universal life. An individual human existence should be like a river—small at first narrowly contained within its banks and rushing passionately past rocks and over waterfalls. Gradually, the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being. The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares will continue.

**Part IV. Write a 200 -word summary of the following article. (40%)**

(1) To a very great degree, school is a place where children learn to be stupid. A dismal thought, but hard to escape. Infants are not stupid. Children of one, two, or even three throw the whole of themselves into everything they do. They embrace life, and devour it; it is why they learn so fast, and are such good company. Listlessness, boredom, apathy – these all come later. Children come to school curious; within a few years most of that curiosity is dead, or at least silent. Open a first or third grade to questions, and you will be deluged; fifth graders say nothing. They either have no questions or will not ask them. They think, “What’s this leading up to? What’s the catch?” Last year, thinking that self-consciousness and embarrassment might be silencing the children, I put a question box in the classroom, and said that I would answer any questions they put into it. In four months I got one question -- “How long does a bear live?” While I was talking about the life span of bears and other creatures, one child said impatiently, “Come on, get to the point.” The expression on the children’s faces seemed to say, “You’ve got us here in school; now make us do whatever it is that you want us to do.” Curiosity, questions, speculation – these are for outside



school, not inside.

(2) Boredom and resistance may cause as much stupidity in school as fear. Give a child the kind of task he gets in school, and whether he is afraid of it, or resists it, or is willing to do it but bored by it, he will do the task with only a small part of his attention, energy, and intelligence. In a word, he will do it stupidly -- even if correctly. This soon becomes a habit. He gets used to working at low power, he develops strategies to enable him to get by this way. In time he even starts to think of himself as being stupid, which is what most fifth graders think of themselves, and to think that his low-power way of coping with school is the only possible way.

(3) It does no good to tell such students to pay attention and think about what they are doing. I can see myself now, in one of my ninth-grade algebra classes in Colorado, looking at one of my flunking students, a boy who had become frozen in his school stupidity, and saying to him in a loud voice, "Think! Think! Think!" Wasted breath; he had forgotten how. The stupid way—timid, unimaginative, defensive, evasive--in which he met and dealt with the problems of algebra were, by that time, the only way he knew of dealing with them. His strategies and expectations were fixed; he couldn't even imagine any others. He really was doing his dreadful best.

(4) We ask children to do for most of a day what few adults are able to do even for an hour. How many of us, attending, say, a lecture that doesn't interest us, can keep our minds from wandering? Hardly any. Not I, certainly. Yet children have far less awareness of and control of their attention than we do. No use to shout at them to pay attention. If we want to get tough enough about it, as many schools do, we can terrorize a class of children into sitting still with their hands folded and their eyes glued on us, or somebody; but their minds will be far away. The attention of children must be lured, caught, and held, like a shy wild animal that must be coaxed with bait to come close. If the situations, the materials, the problems before a child do not interest him, his attention will slip off to what does interest him, and no amount of exhortation or threats will bring it back.

(5) A child is most intelligent when the reality before him arouses in him a high degree of attention, interest, concentration, involvement--in short, when he cares most about what he is doing. This is why we should make schoolrooms and schoolwork as interesting and exciting as possible, not just so that school will be a pleasant place, but so that children in school will act intelligently and get into the habit of acting intelligently. The case against boredom in school is the same as the case against fear; it makes children behave stupidly, some on purpose, most because they cannot help it. If this goes on long enough, as it does in school, they forget what it is like to grasp at something as they once grasped at everything, with all their minds and senses; they forget how to deal positively and aggressively with life and experience, to think and say, "I see it! I get it! I can do it!"