

Part I. Vocabulary (20 marks)

Section One

Directions: Choose the word or phrase that best completes the sentence. (10 marks)

1. Don was forced to ____ that Jason's recollection of the canoe trip was much more accurate than his version.
 - a. concede
 - b. secede
 - c. succeed
 - d. recede
2. When the local grower decided to ____ the shoots from the small container, prolific flowers resulted!
 - a. anticipate
 - b. emancipate
 - c. reciprocate
 - d. intercept
3. At least one ____ was liberated from the dense jungles after a violent abduction by kidnappers.
 - a. perceptive
 - b. receptive
 - c. captive
 - d. interactive
4. She remains the sort of woman who has _____ all happiness for herself and who lives only for a principle.
 - a. resigned
 - b. abdicated
 - c. renounced
 - d. surrendered
5. I don't think these flowers are _____ to New England. At least I've never seen them.
 - a. ingenuous
 - b. existent
 - c. indigenous
 - d. exigent
6. He ____ his breakfast and rushed for the train.
 - a. ingested

- b. swallowed
c. devoted
d. supped
7. He stood at the ship's stern watching the shore _____ from view.
a. retrograde
b. retreat
c. recede
d. retract
8. He _____ no bones about stating his opinions and criticizing others.
a. had
b. went
c. wanted
d. made
9. We should not _____ the pioneering work done by these early astronomers.
a. disparage
b. dispel
c. display
d. dispassionate
10. She wanted to join the expedition but I frightened her _____.
a. off
b. into
c. away
d. over
11. We decided to _____ our journey at Washington before traveling to Vancouver.
a. stop
b. make
c. rest
d. break
12. What does the cost of converting the present building _____?
a. run out of
b. run out on
c. run over
d. run out at
13. He said he had been badly dealt _____.
a. in
b. by
c. out

- d. with
14. Language-learning is a(n) _____ in itself, quite apart from the social advantage it gives you.
- a. end
 - b. object
 - c. goal
 - d. purpose
15. Thanks for the invitation, I'll _____ you up on that sometimes.
- a. accept
 - b. go
 - c. take
 - d. bring
16. The professor became so forceful, so _____ in his expression of opinions that students began to leave his course.
- a. dormant
 - b. credible
 - c. dogmatic
 - d. lucid
17. The doctor ordered the patient to _____ all solid food for at least 24 hours.
- a. keep up
 - b. keep on
 - c. keep in
 - d. keep off
18. Property is _____ if it is deliberately damaged or destroyed by someone.
- a. vandalized
 - b. vanquished
 - c. hurt
 - d. vacillated
19. You can say a place is _____ if it is as full as it is possible to be.
- a. packed in
 - b. packed out
 - c. packed off
 - d. packed up
20. When you ask or wonder what someone is _____, you want him or her to explain more clearly what he or she is suggesting or what he or she actually means.
- a. getting in
 - b. getting across

- c. getting at
- d. getting along

Section Two

Directions: In each of the following sentences, there is one italicized word. Write down its Chinese equivalent in the answer sheet. (10 marks)

1. ***Salience*** is basically a function of the operation of the reflexive awareness involved in language use.
2. Nothing could soothe her ***lacerated*** feelings.
3. Well-educated people are even prepared to ***mutilate*** their own language to accomplish the tasks that belong to the frame of meaning of activity at hand.
4. The war acted merely as a ***catalytic*** agent in this breakdown of the Victorian social structure.
5. Over and over again I cited instances, pointed out flaws, kept hammering away without ***let-up***.
6. Education, to have any meaning beyond the purpose of creating well-informed ***dunces***, must elicit from the pupil what is latent in every human being.
7. I regained my ***composure*** and managed to say that I thought she was right.
8. New York even prides itself on being a ***holdout***.
9. A high grade is supposed to ***certify*** competence in physics.
10. Like others who fall through the cracks of their parents' ***makeshift*** plans – a week with relatives, a day at the playground – they hang out.
11. It would be ***foolhardy*** to sell now.
12. Perhaps it's the teacher's fault if the students are ***apathetic***.
13. Many species have been ***extirpated*** from those areas.
14. It was, in the words of the judge, a ***malevolent*** act which must be severely punished.
15. Our investigation is still ***pending***.
16. It is ***scandalous*** that the public should be treated in this way.
17. He has got himself into a bit of ***tangle*** financially.
18. Various devices were employed by traders to ***circumvent*** the import restrictions.
19. The minister was frustratingly ***equivocal*** on the issue.
20. Susan did not like the paintings at the show because they were too ***farout*** for her.

Part II. Reading Comprehension (50 marks)

Section One

Directions: Read the following passages and choose the best answer to complete each

statement. Write down your answers on the answer sheet. (3 points each)

Passage A

Two techniques have recently been developed to simplify research and reduce the number of nonhuman primates needed in studies of certain complex hormonal reactions. One technique involves the culturing of primate pituitary cells and the cells of certain human tumors. In the other, animal oviduct tissue is transplanted under the skin of laboratory primates. Both culturing techniques complement existing methods of studying intact animals.

With an in vitro culturing technique, researchers are deciphering how biochemical agents regulate the secretion of prolactin, the pituitary hormone that promotes milk production. The cultured cells survive for as long as a month, and they do not require serum, a commonly used culture ingredient that can influence cellular function and confound study results. One primate pituitary gland may yield enough cells for as many as 72 culture dishes, which otherwise would require as many animals.

The other technique allows scientists to monitor cellular differentiation in the reproductive tracts of female monkeys. While falling short of the long-sought goal of developing an in vitro model of the female reproductive system, the next-best alternative was achieved. The method involves transplanting oviduct tissue to an easily accessible site under the skin, where the grafted cells behave exactly as if they were in their normal environment. In about 80 percent of the grafts, blood vessels in surrounding abdominal skin grow into and begin nourishing the oviduct tissue. Otherwise, the tissue is largely isolated, walled off by the surrounding skin. A cyst forms that shrinks and swells in tandem with stages of the menstrual cycle. With about 80 percent of the grafts reestablishing themselves in the new site, a single monkey may bear as many as 20 miniature oviducts that are easily accessible for study. Because samples are removed with a simple procedure requiring only local anesthesia, scientists can track changes in oviduct cells over short intervals. In contrast, repeated analysis of cellular changes within the oviduct itself would require abdominal surgery every time a sample was taken – a procedure that the animals could not tolerate.

Scientists are using the grafting technique to study chlamydia infections, a leading cause of infertility among women. By infecting oviduct tissues transplanted into the abdominal skin of rhesus monkeys, researchers hope to determine how the bacteria cause pelvic inflammatory disease and lesions that obstruct the oviduct. Such research could eventually lead to the development of antibodies to the infectious agent and a strategy for producing a chlamydia vaccine.

1. This passage deals primarily with

- a. reproductive organs of nonhuman primates
 - b. diseases of the pituitary glands
 - c. in vitro studies of pituitary hormones
 - d. techniques for studying hormonal reactions
2. According to the passage, the primary benefit of the new research is that
- a. scientists can study the pituitary gland for the first time
 - b. the procedures are simpler and require fewer laboratory animals
 - c. researchers were able to discover prolactin
 - d. an in vitro model of the reproductive system was developed
3. All of the following are true of the transplantation technique EXCEPT
- a. It permits scientists to monitor changes frequently.
 - b. The transplanted cells grow as they would in their normal site.
 - c. The transplanted cells can be easily grown in vitro.
 - d. The transplant operation is usually successful.
4. According to the passage, chlamydia causes infertility in women by
- a. causing tissue changes which block the oviduct
 - b. shrinking and swelling tissues in conjunction with the menstrual cycle
 - c. allowing skin tissue to encyst reproductive tissue
 - d. necessitating abdominal surgery to remove damaged tissue
5. It can be inferred from the passage that an in vitro model of the female reproductive system is
- a. currently available but prohibitively expensive
 - b. currently available and widely used
 - c. theoretically possible but of no real scientific value
 - d. theoretically possible but as yet technically impossible

Passage B

Humans are the only animals that laugh and weep, for humans are the only animals that are struck with the difference between what things are and what they ought to be. We weep at what exceeds our expectations in serious matters; we laugh at what disappoints our expectations in trifles. We shed tears from sympathy with real and necessary distress; as we burst into laughter from want of sympathy with that which is unreasonable and unnecessary. Tears are the natural and involuntary response of the mind overcome by some sudden and violent emotions. Laughter is the same sort of convulsive and involuntary movement,

occasioned by mere surprise or contrast.

The serious is the stress which the mind lays upon the expectation of a given order of events and the weight attached to them. When this stress is increased beyond its usual intensity and strains the feelings by the violent opposition of good and bad, it becomes the tragic. The ludicrous is the unexpected relaxing of this stress below its usual intensity, by an abrupt transposition of ideas that takes the mind by surprise and startles it into a lively sense of pleasure.

6. According to the passage tears and laughter have all the following in common EXCEPT
 - a. They are both involuntary reactions.
 - b. They are both the result of violent emotions.
 - c. They both depend on prior expectations.
 - d. They are both natural emotions.
7. The author implies that animals lack the ability to
 - a. perceive emotional changes in humans
 - b. feel pain or pleasure
 - c. evoke sorrow or laughter in humans
 - d. imagine things other than as they are
8. It can be inferred from the passage that the ludicrous is most nearly opposite to the
 - a. serious
 - b. surprise
 - c. pleasure
 - d. tragic
9. The author develops the passage primarily by
 - a. disproving a theory
 - b. citing authorities
 - c. presenting counterexamples
 - d. defining terms

Passage C

Instead of casting aside traditional values, the Meiji Restoration of 1868 dismantled feudalism and modernized the country while preserving certain traditions as the foundations for a modern Japan. The oldest tradition and basis of the entire Japanese value system was respect for and even worship of the Emperor. During the early centuries of Japanese history, the Shinto cult in which the imperial family traced its ancestry to the Sun

Goddess became the people's sustaining faith. Although later subordinated to imported Buddhism and Confucianism, Shintoism was perpetuated in Ise and Izumo until the Meiji modernizers established it as a quasi state religion.

Another enduring tradition was the hierarchical system of social relations based on feudalism and reinforced by Neo-Confucianism, which had been the official ideology of the pre-modern period. Confucianism prescribed a pattern of ethical conduct between groups of people within a fixed hierarchy. Four of the five Confucian relationships were vertical, requiring loyalty and obedience from the inferior toward the superior. Only the relationship between friend and friend was horizontal, and even there the emphasis was on reciprocal duties.

10. The passage mentions all of the following as being elements of Japanese society EXCEPT
- obedience to authority
 - respect for the Emperor
 - concern for education
 - loyalty to one's superiors
11. We may infer from the passage that those who led Japan into the modern age were concerned primarily with
- maintaining a stable society
 - building a new industrial base
 - expanding the nation's territory
 - creating a new middle class

Passage D

The socialization process in America has historically been characterized by the interaction of clearly structured, well-organized groups that share a sense of mission about the future of the nation and codes of behavior with roots in common principles. Americans were a diverse people, but communities were bound by religious beliefs, ethnic backgrounds, and strong family relationships. The old configuration of socializing institutions no longer functions in the same way. Mobility is one factor in the changing picture. One fifth of all Americans change their residences every year, but they do not "pack" their culture. They simply move, breaking old community ties. There is no migration, just movement – motion without melody.

A second factor is depersonalization. Emerson once wrote that an institution is the lengthened shadow of one man. Today's institution is more likely to be the lengthened shadow of itself. The breakdown of the old configuration requires a reconceptualization of the whole socialization process, but the very fact of breakdown means that fewer and fewer

people even understand what is required of a socialization process. But now the process of social decompression may be irreversible.

12. The main purpose of this passage is to
 - a. describe the common roots of American citizens
 - b. suggest patterns of behavior appropriate to the new social climate
 - c. identify factors contributing to the breakdown of the socialization process
 - d. describe the declining influence of religion in American life
13. The phrase “motion without melody” at the end of paragraph one might be used to refer to which of the following events?
 - a. Traveling abroad as part of a student exchange program
 - b. Formation of ethnic communities in urban areas
 - c. Relocation to a distant city to accept a job offer
 - d. Moving to a bigger house in the same neighborhood
14. The author cites Emerson in order to
 - a. dramatize the power of bureaucracy in our society
 - b. explain the importance of individual freedom
 - c. demonstrate the need for the study of humanities in American schools
 - d. highlight the progress that society has made since Emerson
15. The tone of the passage can best be described as
 - a. tentative but worried
 - b. scholarly but optimistic
 - c. passionate but controlled
 - d. analytical but concerned

Section Two

Instructions: read the following story and then answer the question raised at the end of the story. Write down your answer on the answer sheet. (5 points)

During a lull in the storm which tossed and rocked the sturdy little steamer *Dauntless*, a shot rang out on A deck.

Professor Fordney threw down the detective story he was somewhat unsuccessfully trying to read and hastened into the companionway. Where it turned at the far corner, he found Steward Mierson bending over the body of a man who had been instantly killed. Just then the heavens opened; lightning flashed and thunder boomed as if in ghoulish mockery.

The dead man's head bore powder burns. Captain Larson and the criminologist started checking the whereabouts of everyone aboard, beginning with those passengers nearest where the body was discovered.

The first questioned was Nathan Cohen, who said he was just completing a letter in his cabin when he heard the shot.

“May I see it?” Larson asked.

Looking over the captain’s shoulder, Fordney saw the small, precise handwriting, on the ship’s stationery. The letter was apparently written to a woman.

The next cabin was occupied by Miss Margaret Millsworth. On being questioned regarding what she was doing at the time, Miss Millsworth became excited and nervous. She stated that she had become so frightened by the storm, that about fifteen minutes before the shot was fired she had gone to the cabin of her fiancé, James Montgomery, directly opposite. The latter corroborated her statement, saying they hadn’t rushed into the passageway because it would have looked compromising were they seen emerging together at that hour. Fordney noticed a dark red stain on Montgomery’s dressing gown.

The whereabouts of the rest of the passengers and crew were satisfactorily checked.

Question:

Whom did the captain hold on suspicion? Why?

Part III. Critical Reading (30 marks)

Directions: Read the following passages and answer the questions on the Answer Sheet.

Passage 1

One of the pleasant pastimes of Americans is to luxuriate in the myth that early settlers came to the New World to enjoy religious freedom and that once they arrived on the blessed shores of America they could worship as they pleased with total freedom of conscience in religious matters. There is only a grain of truth in that idea, but that grain has grown into a great harvest of sermons and political speeches that totally ignore the fact that until the American Revolution most of the colonies practiced a certain level of religious intolerance, and sometimes persecution, that made even Old England blush. Rhode Island, the earliest “safe” place for dissenters, was established precisely because Roger Williams was kicked out of Salem, Massachusetts, on the heels of religious intolerance. John Clarke and others were forced from Boston for the same reason. Rhode Island became a refuge from the dominant persecution, but not even Rhode Island was free of all problems, for Roger Williams could hardly abide the presence of the Quakers. During the seventeenth century, America was, for many dissenters, hardly a place of religious freedom.

The Puritans in Massachusetts were particularly oppressive. Those with Baptist sentiments who kept quiet and attended the nearest Congregational church were safe enough, but any who dared express their Baptist beliefs and dissent from the established church were dealt with so severely that a modern person can hardly keep from gawking in

disbelief. How could the very ones who left England to escape religious oppression establish a stronghold in New England that persecuted any who disagreed with them? And how could something so simple and personal as a commitment to believer's baptism threaten the establishment to such an extent that in 1644 the Massachusetts General Court passed a law banishing all "Anabaptists," labeling them "the incendiaries of the commonwealths, and the infectors of persons in matters of religion, and the troublers of churches in all places"?

The answer to those questions lies in an understanding of the Puritans themselves. The early settlers of New England were indeed leaving what they believed to be a corrupt Anglican church. Their answer to a corrupt church was to set up a "New England" based on a pure church. There was not the slightest thought of a separation of church and state. Civil government and church government were virtually one and the same. The principle on which their new society was founded can be seen in infant baptism, for it was there that their sense of being God's chosen people—the new Israel—was symbolized. Just as Moses and Aaron had symbolized God's covenant by the act of circumcision, so the Puritans baptized infants as a picture of God's new covenant in a new land. Infant baptism was loaded with all kinds of emotional baggage. It was more to them than a religious rite; it was the foundation on which their whole society stood. To question the practice was to question their *raison d'être*. To challenge the practice was treason!

(From "A Hazard to the Commonwealth: Colonial Baptist Preaching." In T.R. McKibbens, *The Forgotten Heritage: A Lineage of Great Baptist Preaching*. Macon, Georgia: Mercer, 1986.)

Questions:

1. Give a ONE-SENTENCE statement to summarize the main idea of the passage.
2. What is the intended audience for this passage?
3. According to the passage, why did Roger Williams go to Rhode Island?
4. What can be inferred from the passage about the differences between Puritans and Anabaptists?
5. Write out a brief outline to show how the ideas in this passage are presented.

Passage 2

These are the times that try men's souls: The summer soldier and the sunshine patriot will, in this crisis, shrink from the service of his country; but he that stands it NOW, deserves the love and thanks of man and woman. Tyranny, like hell, is not easily conquered; yet we have this consolation with us, that the harder the conflict, the more glorious the triumph. What we obtain too cheap, we esteem too lightly: This is dearness

only that gives every thing its value. Heaven knows how to put a proper price upon its goods, and it should be strange indeed, if so celestial an article as FREEDOM should not be highly rated. Britain, with an army to enforce her tyranny, has declared that she has a right (*not only to TAX*) but “*to BIND us in ALL CASES WHATSOEVER*,” and if being *bound in that manner*, is not slavery, then is there not such a thing as slavery upon earth. Even the expression is impious, for so unlimited a power can belong only to GOD.

(From Thomas Paine, *The Crisis* Number 1, December 23, 1776.)

Questions:

6. What is the main idea of the passage?
7. What is the writer's purpose in referring to the “summer soldier and the sunshine patriot”?
8. What is implied by the writer's discussion of the value of freedom?
9. Do you think the author believes that slavery is wrong according to this passage? Why?
10. What is the meaning of the word “impious” in the last sentence?

Passage 3

Because of the serious and long-term consequences of children's adverse emotional reactions to hospitalization and other medical encounters, health care facilities throughout North America have developed deliberate interventions to minimize the stress and anxiety experienced by children and to assure optimal growth and development. These interventions often comprise what are called *child life programs* (but which also may carry the names children's activity programs, play therapy, pediatric recreation, and child development programs).

The importance of such programming is underscored by the fact that child life services are now mandated by the American Academy of Pediatrics (1971):

There is a large and scientifically respectable body of literature which bears directly on this problem. Almost all of this literature supports the idea that the hospital experience is upsetting and that this upset extends into the post-hospital period. Therefore, it is mandatory that each pediatric service concern itself with this problem and institute specific programs to ameliorate or prevent psychological upset in the child.

Administrators of hospitals that are members of the National Association of Children's Hospitals and Related Institutions (NACHRI), when surveyed by McCue et al. (1978), also indicated the importance of child life programming. Eighty percent of the

administrators said they consider such programs “essential” to the institution, 20 percent said they are “significant,” and none marked the other response, “irrelevant.”

Play programs for children were operating in hospitals as early as 1917, 1922, and 1932 (Rutkowski, 1978), but the child life movement gained its greatest momentum in the 1950s and 1960s with the pioneering work of Emma Plank in Cleveland and Mary Brooks in Philadelphia. Thus, child life programming is a relatively new phenomenon. Rutkowski (1978) in a survey of 120 child life programs in the United States found that only 18 percent of the programs had been founded prior to 1959 and that the average age of the programs surveyed was 11.35 years. The first organization of personnel engaged in child life work, the Association for the Care of Children in Hospitals (now known as the Association for the Care of Children’s Health), was founded in 1967. Its *Directory of Child Life Activity Programs in North America* (1979) lists over 270 programs in the United States and Canada.

Staff for these programs come from a variety of disciplines. In surveying child life programs in the United States, Rutkowski (1978) found that 30 percent of the directors had a background in child development, 29 percent had a background in education, 15 percent in recreation, and the remainder in psychology, pediatrics, nursing, and other fields. McCue et al. (1978), in their survey of NACHRI members, found that most programs had staff with a background in recreational therapy, followed by child development and education. Mather and Glasrud (1980) surveyed programs in the U.S. and Canada and found that 20 percent of the child life workers had a background in child development, 21 percent had a background in education, and 23 percent had a background in recreational therapy, with the remainder distributed among a variety of other disciplines. They found that 59 percent of child life workers held the Bachelor’s degree. McCue et al. (1978) also found that most paid staff in NACHRI institutions held the Bachelor’s degree. Some held the A.A. degree, but most of these personnel were working toward the Bachelor’s. In approximately one-fourth of the programs, one or more of the staff held the Master’s degree, and two programs had staff members with doctoral degrees.

Although these studies reveal a wide diversity of professional preparation among child life personnel, it is possible to discern a certain amount of commonality; child development seems to be at the core, with important contributions from recreation and education. Movement toward increasing standardization of the training of child life personnel is taking place (Stanford, 1980), spurred in part by the establishment of degree-granting preparation programs in colleges and universities, such as Wheelock College (Boston), Mills College (Oakland, California), Utica College (Utica, New York), Northeastern Illinois University (Chicago), Bowling Green University (Ohio), Edgewood College (Madison, Wisconsin), and elsewhere.

(From “What is a Child Life Program?” in *Child Life in Hospitals: Theory and Practice*, © 1981 by Richard H. Thompson and Gene Stafford.)

Questions:

11. What is the main idea of the second-to-last paragraph of the selection?
12. What is the writers’ purpose in this passage?
13. According to the passage, why are child life services required by the American Academy of Pediatrics?
14. According to the data presented in the passage, what is the approximate percentage of child life personnel with an education background?
15. Write out a brief outline to show how the ideas in this passage are presented.

Part IV. Composition (50 Marks)

Directions: Write a composition of about 250 words on the topic given below.

A Little Learning Is a Dangerous Thing