

Part I. Vocabulary (20 marks)

Section One

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

1. I know you are tired and disappointed, but don't take it ____ on me.
 a. off
 b. out
 c. after
2. To have a lot of stress is similar to being ____ down by a lot of problems.
 a. poured
 b. cut
 c. weighted
3. To eat food very quickly is to ____.
 a. bolt it down
 b. pig out
 c. whip it up
4. The professor got in trouble for making _____ remarks about the Dean of Faculty.
 a. benign
 b. pejorative
 c. pensive
5. He put ____ for a transfer, but it was refused.
 a. on
 b. in
 c. by
6. To say something suddenly and without thinking is to ____.
 a. ease up
 b. rub in
 c. blurt out
7. To think about an idea, but not seriously is to ____.
 a. toy with it
 b. dream about it
 c. work it out
8. Esmerelda's dissertation was on such an _____ subject that no one could understand it.

- a. equitable
b. esoteric
c. auspicious
9. If someone said, "You are the bomb!" she or he probably would be telling you:
a. You have a bad temper.
b. You are a war weapon.
c. You are exceptional and/or wonderful.
10. When someone is described as being a "pill",
a. the person is difficult or bad-tempered.
b. the person is sickly.
c. the person is fun to work with.
11. The next bus should _____ in the next quarter of an hour or so.
a. be down
b. be out of
c. be along
12. Schools _____ at the end of June for the summer holidays.
a. break in
b. break up
c. break out of
13. The management really _____ him for losing the contract.
a. came down on
b. came from
c. came down
14. The band are _____ a new CD in the autumn.
a. bringing out
b. bringing up
c. bringing round
15. He _____ the arrangements and everything ran smoothly and efficiently.
a. saw off
b. saw to
c. saw out
16. It is father's job to _____ out punishment in our family.
a. meat
b. meet
c. mete
17. The congress passed a vote of _____ against the president.
a. censor

- b. censure
 - c. sensor
18. The heat made the perfume ____ from the women gathered in the small room.
- a. emanate
 - b. eminent
 - c. imminent
19. The weather ____ has a rooster design on it.
- a. vane
 - b. vain
 - c. vein
20. She gave silent ____ to the proposal.
- a. ascend
 - b. ascent
 - c. assent

Section Two

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

1. With uncontrollable *agitation*, she opened the telegram.
2. He is *candid* about his opinion.
3. Evening was evidently approaching, but the sun did not *relent*.
4. His entire argument was simply *mush*.
5. He *ran out on* his promise to help us.
6. Dishes commended by some people may be *nauseated* by others.
7. John was *prolific* in shoes and ties.
8. Mary was a handsome woman with *regular* features.
9. *When my ship comes in*, I will take a trip to Norway.
10. Lunch was served in two *sittings*.
11. Smith could *smatter* French.
12. There was a *speaking* portrait of her mother on the wall.
13. He did a two-year *spell* as a special adviser.
14. Leech seemed very *uptight about* my being there.
15. The book is *underlined* for publication next month.
16. The talk was easy and *uninhabited*.
17. Your plan is *tenable* and well-thought-out.
18. All his actions are governed by *expediency*.
19. They had solved the biggest problems and the rest was *downhill*.

20. The *lease* has expired.

Part II. Reading Comprehension (50 marks)

Directions: Read the following passages and choose the best answer to complete each statement. Write down your answers on the answer sheet. (2.5 marks each)

Passage 1

To broaden their voting appeal in the Presidential election of 1796, the Federalists selected Thomas Pinckney, a leading South Carolinian, as running mate for the New Englander John Adams. But Pinckney's Southern friends chose to ignore their party's intentions and regarded Pinckney as a Presidential candidate, creating a political situation that Alexander Hamilton was determined to exploit. Hamilton had long been wary of Adams' stubbornly independent brand of politics and preferred to see his running mate, over whom he could exert more control, in the President's chair.

The election was held under the system originally established by the Constitution. At that time there was but a single tally, with the candidate receiving the largest number of electoral votes declared President and the candidate with the second largest number declared Vice-President. Hamilton anticipated that all the Federalists in the North would vote for Adams and Pinckney equally in an attempt to ensure that Jefferson would not be either first or second in the voting. Pinckney would be solidly supported in the South while Adams would not. Hamilton concluded if it were possible to divert a few electoral votes from Adams to Pinckney, Pinckney would receive more than Adams, yet both Federalists would outpoll Jefferson.

Various methods were used to persuade the electors to vote as Hamilton wished. In the press, anonymous articles were published attacking Adams for his monarchial tendencies and Jefferson for being overly democratic, while pushing Pinckney as the only suitable candidate. In private correspondence with state party leaders the Hamiltonians encouraged the idea that Adams' popularity was slipping, that he could not win the election, and that the Federalists could defeat Jefferson only by supporting Pinckney.

Had sectional pride and loyalty not run as high in New England as in the Deep South, Pinckney might well have become Washington's successor. New Englanders, however, realized that equal votes for Adams and Pinckney in their state would defeat Adams; therefore, eighteen electors scratched Pinckney's name from their ballots and deliberately threw away their second votes to men who were not even running. It was fortunate for Adams that they did, for the electors from South Carolina completely abandoned him, giving eight votes to Pinckney and eight to Jefferson.

In the end, Hamilton's interference in Pinckney's candidacy lost even the

Vice-Presidency for South Carolina. Without New England's support, Pinckney received only 59 electoral votes, finishing third to Adams and Jefferson. He might have been President in 1797, or as Vice-President a serious contender for the Presidency in 1800; instead, stigmatized by a plot he had not devised, he served a brief term in the United States Senate and then dropped from sight as a national influence.

1. The main purpose of the passage is to _____.
 - a. propose reforms of the procedures for electing the President and Vice-President
 - b. condemn Alexander Hamilton for interfering in the election of 1796
 - c. describe the political events that led to John Adams' victory in the 1796 Presidential election
 - d. contrast the political philosophy of the Federalists to that of Thomas Jefferson
2. Which of the following titles best describes the content of the passage?
 - a. The failure of Alexander Hamilton's Plan for Thomas Pinckney to Win the 1796 Presidential Election
 - b. The Roots of Alexander Hamilton's Distrust of John Adams and New England Politics
 - c. Important Issues in the 1796 Presidential campaign as Presented by the Federalist Candidates
 - d. The Political Careers of Alexander Hamilton, John Adams, and Thomas Pinckney
3. According to the passage, which of the following was true of the Presidential election of 1796?
 - a. Thomas Jefferson received more electoral votes than did Thomas Pinckney.
 - b. John Adams received strong support from the electors of South Carolina.
 - c. Alexander Hamilton received most of the electoral votes of New England.
 - d. Thomas Pinckney was selected by Federalist party leaders to be the party's Presidential candidate.
4. According to the passage, Hamilton's plan included all BUT which of the following?
 - a. Articles published in newspapers to create opposition to John Adams
 - b. South Carolina's loyalty to Thomas Pinckney
 - c. Support that the New England states would give to John Adams
 - d. John Adams' reputation as a stubborn and independent New Englander
5. Why does the author refer to the election procedure established by the original

Constitution?

- a. To prove to the reader that New England as a whole had more electoral votes than the state of South Carolina
 - b. To persuade the reader that Thomas Pinckney's defeat could have been avoided
 - c. To alert the reader that the procedure used in 1796 was unlike that currently used
 - d. To encourage the reader to study Constitutional history
6. The overall development of the passage can best be described as _____.
- a. refuting possible explanations for certain phenomena
 - b. documenting a thesis with specific examples
 - c. offering an explanation of a series of events
 - d. making particular proposals to solve a problem
7. The passage implies that some electors voted for John Adams because they were _____.
- a. in favor of a monarchy
 - b. persuaded to do so by Hamilton
 - c. afraid South Carolina would not vote for Pinckney
 - d. anxious to have a President from their geographical region
8. Which of the following can be inferred from the passage?
- a. Thomas Pinckney had a personal dislike for Jefferson's politics.
 - b. The Federalists regarded themselves as more democratic than Jefferson.
 - c. New England states cast more electoral votes for Jefferson than did the South.
 - d. Electors were likely to vote for candidates from their own geographical regions.
9. It can be inferred that had South Carolina not cast any electoral votes for Jefferson, the outcome of the 1796 election would have been a _____.
- a. larger margin of victory for John Adams
 - b. victory for Thomas Jefferson
 - c. Federalist defeat in the Senate
 - d. Victory for Thomas Pinckney
10. Hamilton's strategy can best be summarized as _____.
- a. divide and conquer
 - b. retreat and regroup
 - c. feint and counterattack

d. hit and run

11. The tone of the passage can best be described as _____.

- a. witty
- b. comical
- c. scholarly
- d. frivolous

12. The author's attitude toward Hamilton's plan can be described as _____.

- a. angry
- b. approving
- c. analytical
- d. regretful

Passage 2

The liberal view of democratic citizenship that developed in the 17th and 18th centuries was fundamentally different from that of the classical Greeks. The pursuit of private interests with as little interference as possible from government was seen as the road to human happiness and progress rather than the public obligations and involvement in the collective community that were emphasized by the Greeks. Freedom was to be realized by limiting the scope of governmental activity and political obligation and not through immersion in the collective life of the *polis*. The basic role of the citizen was to select governmental leaders and keep the powers and scope of public authority in check. On the liberal view, the rights of citizens against the state were the focus of special emphasis.

Over time, the liberal democratic notion of citizenship developed in two directions. First, there was a movement to increase the proportion of members of society who were eligible to participate as citizens – especially through extending the right of suffrage – and to ensure the basic political equality of all. Second, there was a broadening of the legitimate activities of government and a use of governmental power to redress imbalances in social and economic life. Political citizenship became an instrument through which groups and classes with sufficient numbers of votes could use the state power to enhance their social and economic well-being.

Within the general liberal view of democratic citizenship, tensions have developed over the degree to which government can and should be used as an instrument for promoting happiness and well-being. Political philosopher Martin Diamond has categorized two views of democracy as follows. On the one hand, there is the “libertarian” perspective that stresses the private pursuit of happiness and emphasizes the necessity for

restraint on government and protection of individual liberties. On the other hand, there is the “majoritarian” view that emphasizes the “task of the government to uplift and aid the common man against the malefactors of great wealth.” The tensions between these two views are very evident today. Taxpayer revolts and calls for smaller government and less government regulation clash with demands for greater government involvement in the economic marketplace and the social sphere.

13. The author’s primary purpose is to _____.
a. study ancient concepts of citizenship
b. contrast different notions of citizenship
c. criticize modern libertarian democracy
d. describe the importance of universal suffrage
14. It can be inferred from the passage that the Greek word *polis* means _____.
a. family life
b. military service
c. private club
d. political community
15. The author cites Martin Diamond (paragraph 3) because the author _____.
a. regards Martin Diamond as an authority on political philosophy
b. wishes to refute Martin Diamond’s views on citizenship
c. needs a definition of the term “citizenship”
d. wants voters to support Martin Diamond as a candidate for public office
16. According to the passage, all of the following are characteristics of the liberal idea of government that would distinguish the liberal idea of government from the Greek idea of government EXCEPT _____.
a. the emphasis on the rights of private citizens
b. the activities government may legitimately pursue
c. the obligation of citizens to participate in government
d. the size of the geographical area controlled by a government
17. A majoritarian would be most likely to favor legislation that would _____.
a. eliminate all restrictions on individual liberty
b. cut spending for social welfare programs
c. provide greater protection for consumers

- d. lower taxes on the wealthy and raise taxes on the average worker

Passage 3

The stars awaken a certain reverence, because though always present, they are inaccessible. In fact, all natural objects make a similar impression – when the mind is open to their influence. Not even the wisest person can extort from Nature all of her secrets nor exhaust his curiosity by finding out all her perfection. *Nature never became a toy to a wise spirit.*

When we speak of Nature in this manner, we mean the integrity of expression made manifold by natural objects. The charming landscape which I saw this morning is indubitably made up of some twenty or thirty farms. This field is the property of Miller, that one the property of Locke, and that one beyond the wood property of Manning. But none of them owns the landscape. There is *property in the horizon* which no man has, but it belongs only to him whose eyes can integrate all the parts. This is the best part of these men's farms, yet to this their warranty gives no title. The power to produce this delight does not reside in Nature but in humans, or in the harmony of both, for Nature is not always decked out in holiday attire. The same scene which yesterday breathed perfume and glittered is overspread with melancholy today. Nature always wears *the color of the spirit.*

18. The phrase “Nature never became a toy to the wise spirit” means which of the following:
- Educated people do not treat nature as children do.
 - Nature will always conquer even the most learned person.
 - Nature is unpredictable and human beings cannot understand it.
 - A truly wise person does not lose his appreciation of nature.
19. The author implies that the difference between farms and the landscape is primarily a matter of _____.
a. cultivation
b. perception
c. ownership
d. allegiance
20. The author uses the word property in the phrase “property in the horizon” to express _____.
a. melancholy
b. reverence

- c. disbelief
- d. irony

Part III. Critical Reading (30 marks)

Directions: Read the following passages and answer the questions on the Answer Sheet. (2 marks each)

Passage 1

The living language is like a cow path: it is the creation of the cows themselves, who, having created it, follow it or depart from it according to their whims and needs. From daily use, the path undergoes change. A cow is under no obligation to stay in the narrow path she helped to make, following the contour of the land, but she often profits by staying with it and she would be handicapped if she didn't know where it was and where it led. . . .

Question 1: In comparing living language to a cow path, what point is the writer trying to make?

Question 2: What does the word “whims” suggest about language users?

Passage 2

The Emergency Ward of a city hospital often resembles a medieval fair. The scene is full of pageantry; a state of commotion prevails, and the atmosphere is reminiscent of a marketplace: people throng in with complaints as if they were hawking wares. Exposing painful chests or stomachs, or waving injured parts in the air, they clamor for an audience. Hoping to attract notice, they will bargain spiritedly, each one entering into an explanation of why his illness, like a piece of merchandise, is more deserving of attention than the next.

(Stephen Hoffman, “The Emergency Ward”)

Question 3: In comparing a city hospital to a medieval fair, what central point is Hoffman making about big city emergency rooms?

Passage 3

It is apparently very necessary to distinguish between parenthood and parentage. Parenthood is an art; parentage is the consequence of a mere biological act. The biological ability to produce conception and to give birth to a child has nothing whatever to do with the ability to care for that child as it requires to be cared for. That ability, like every other,

must be learned. It is highly desirable that parentage be not undertaken until the art of parenthood has been learned. Is this a counsel of perfection? As things stand now, perhaps it is, but it need not always be so. Parentage is often irresponsible. Parenthood is responsible. Parentage at best is responsible for the birth of a child. Parenthood is responsible for the development of a human being--not simply a child, but a human being. I do not think it is an overstatement to say that parenthood is the most important occupation in the world. There is no occupation for which the individual should be better prepared than this, for what can be more important to the individual, his family, his community, his society, his nation, and the world of humanity than the making of a good human being? And the making of a good human being is largely the work of good parents. And it is work--hard work--not to be irresponsibly undertaken or perfunctorily performed. Yet parenthood, perhaps like politics, is the only profession for which preparation is considered unnecessary.

(Ashley Montagu, The American Way of Life)

Question 4: Write a complete sentence in your own words that expresses the main idea.

Question 5: What distinction does the writer make when he writes, "Parenthood is responsible for the development of a human being--not simply a child."

Question 6: List two points the writer makes about parentage.

Question 7: List two points the writer makes about parenthood.

Passage 4

Reading is far more than recognition of the graphic symbols. It is much more than the mere ability to pronounce the words on the printed page; it is even more than the gaining of meaning from printed materials. The reader is stimulated by the writer's words, but in turn vests these words with his own meaning. Reading typically is the bringing of meaning to rather than the gaining of meaning from the printed page.

(Emerald Dechant, Improving the Teaching of Reading)

Question 8: Write a complete sentence in your own words to state the main idea.

Question 9: Write a complete sentence in your own words to state the method of development?

Passage 5

What does large school size and large class size mean from the standpoint of the teenager's efforts at self-definition? One clear consequence is the loss of what has been called mentoring. In the autobiographies of many men and women who became successful despite

adversity, one repeatedly finds that a significant person in their lives recognized their special gifts and devoted time, energy, and skill to helping them realize their abilities. More often than not, this significant person was a teacher or coach whom the successful person first encountered in school. Although teacher and pupil did not meet at school, the importance of the role of the mentor is best illustrated by the case of Helen Keller. As a young child she was not only deaf and blind but nearly demented in her behavior. It took the insight, dedication, and hard work of her teacher, Anne Sullivan, to enable Helen Keller to realize her intellectual and artistic gifts. The establishment of a mentor relationship is much more likely in the small high school, with its small classes, than in the large high school. It is next to impossible, for example, for an English teacher who sees two hundred students a day to single out a few to work with intensively. Many gifted and talented students fail to realize their potential because the bigness of today's schools militates against the mentoring of such students by individual faculty members.

(David Elkind, All Grown Up and No Place to Go)

Question 10: Write a complete sentence in your own words to state the main idea.

Question 11: Write a complete sentence in your own words to state the method of development.

Passage 6

[The author of this passage, William Finnegan, describes an experience of surfing in very high waves off Ocean Beach in San Francisco. Only the very bravest and most experienced surfers attempt these waves in the winter. As the passage begins, the author and a friend have paddled out but were still too close to the shore when a huge set of waves trapped them inside.]

(1) The first wave snapped my ankle leash--a ten-foot length of polyurethane, strong enough to pull a car uphill--as if it were a piece of string. (2) I swam underneath that wave and then kept swimming, toward the open ocean. (3) The second wave looked like a three-story building. (4) It, like the first wave, was preparing to break a few yards in front of me. (5) I dived deep and swam hard. (6) The lip of the wave hitting the surface above me sounded like a bolt of lightning exploding at very close range, and it filled the water with shock waves. (7) I managed to stay underneath the turbulence, but when I surfaced I saw that the third wave of the set belonged to another order of being. (8) It was bigger, thicker, and drawing much more heavily off the bottom than the others. (9) My arms felt rubbery, and I started hyperventilating. (10) I dived very early and very deep. (11) The deeper I swam, the colder and darker the water got. (12) The noise as the wave broke was preternaturally low, a basso profundo (深沉男低音歌手) of utter violence, and the force

pulling me backward and upward felt like some nightmare of gravity. (13) Again, I managed to escape, and when I finally surfaced I was far outside. (14) There were no more waves, which was fortunate, since I was sure that one more would have finished me.

(William Finnegan, "Surfing," *The New Yorker*)

Question 12: What are the two characteristics of these waves that the author emphasizes in the paragraph?

Question 13: In sentence 1, Finnegan compares his ankle leash (the device that anchored his ankle to the surfboard) to a piece of string. What does this comparison suggest about the first wave?

Question 14: What is the simile in sentence 3 meant to emphasize?

Question 15: Explain what Finnegan means in sentence 12 by the phrase "like some nightmare of gravity."

Part IV. Composition (50 Marks)

Directions: Write a composition on the topic given below. You are supposed to write it on the Answer Sheet.

Topic: Honesty is the Best Policy