

Part I. Sentence Completing (40%, 2 points for each question)

Directions: Select the one word or phrase that best completes the sentence. (Please put the answers in the answer sheet)

There are more than 50 different kinds of kangaroos in the world today. The smallest ones are only five centimeters tall but the biggest are more than two meters. Kangaroos cannot walk or run. They just jump. The best time to see kangaroos (1) is the evening and early morning. They spend the daytime (2) in the shade.

Straight after they are born, the joeys (baby kangaroos), which are only about two-and-a-half centimeters long, have to drag themselves to their mother's pouch. They find their way there by (3) the pattern of their mother's hairs. They stay in the pouch (4) they are eight months old. After that, they leave home (5).

- (A) following (B) for good (C) in action (D) snoozing (E) until

Junior Achievement was started in Springfield, Massachusetts, in 1919 by Horace A. Moses. Mr. Moses, who had been a poor farm boy, had worked his way up to become one of the leading industrialists in the United States. He was concerned that so many of the young people (6) for positions with his firm knew absolutely nothing about the way a corporation is run. As a solution to this problem, he (7) Junior Achievement, Inc.

In essence, Junior Achievement is an organization that gives high-school boys and girls a chance to become part of the operation of a (8) corporation while still in school. Every September, students are (9) the opportunity to join Junior Achievement through the cooperation of local school systems. Some students make products that range in size from earrings to quite (10) furniture for the home. Others produce weekly radio and television shows or operate banks, accounting firms, and advertising agencies.

- (A) miniature (B) elaborate (C) applying (D) founded (E) offered

(11) If you climb up to the peak of Mt. Jade, you will find a _____ view up there.

- (A) particular (B) popular (C) spectacular (D) regular

(12) A person who hesitates a lot cannot make _____ even about trivial matters.

- (A) distributions (B) celebrations (C) institutions (D) resolutions

(13) The traffic on Main Street was _____ for several hours due to a car accident in which six people were injured.

- (A) detected (B) obstructed (C) survived (D) estimated

(14) Now that my computer is connected to the Internet, I can browse e-papers, send and receive e-mail, and _____ software.

- (A) upset (B) overcharge (C) undertake (D) download

(背面仍有題目,請繼續作答)

- (15) The _____ of SARS has caused great inconvenience to many families in Taiwan.
(A) destiny (B) contempt (C) outbreak (D) isolation
- (16) There are altogether 154 foreign students in this university, _____ a total of thirteen different countries.
(A) constructing (B) representing (C) exploiting (D) participating
- (17) A variety of preventive measures are now _____ in order to minimize the potential damage caused by the deadly disease.
(A) by birth (B) at will (C) in place (D) on call
- (18) With over fifty teams competing in the tournament, all the games will be played _____.
(A) eye to eye (B) head to toe (C) hand to mouth (D) back to back
- (19) If you can _____ this crisis, you will have a good chance of success.
(A) in keeping with (B) ride out (C) get out (D) take out
- (20) The goals of our educational system are _____ the development of our society.
(A) in keeping with (B) in praise of (C) in return for (D) in need of

Part II. Reading Comprehension (20%, 2 points for each question)

Directions: Read the following passages and the questions about them. Decide which of the choices—(A), (B), (C), (D), or (E)—best answers the question, and mark the answer.

Helplessness and passivity are central themes in describing human depression. Laboratory experiments with animals have uncovered a phenomenon designated "learned helplessness." Dogs given inescapable shock initially show intense emotionality, but later become passive in the same situation. When the situation is changed from inescapable to escapable shock, the dogs fail to escape even though escape is possible. Neuro-chemical changes resulting from learned helplessness produce an avoidance-escape deficit in laboratory animals.

Is the avoidance deficit caused by prior exposure to inescapable shock learned helplessness or is it simply stress-induced noradrenergic deficiency leading to a deficit in motor activation? Avoidance-escape deficit can be produced in rats by stress alone, i.e., by a brief swim in cold water. But a deficit produced by exposure to extremely traumatic events must be produced by a very different mechanism than the deficit produced by exposure to the less traumatic uncontrollable aversive events in the learned-helplessness experiments. A nonaversive parallel to the learned helplessness induced by uncontrollable shock, e.g., induced by uncontrollable food delivery, produces similar results. Moreover, studies have shown the importance of prior experience in learned helplessness. Dogs can be "immunized" against learned helplessness by prior experience with controllable shock. Rats also show a "mastery effect" after extended experience with escapable shock. They work far longer trying to escape from inescapable shock than do rats lacking this prior mastery experience. Conversely, weanling rats

given inescapable shock fail to escape shock as adults. These adult rats are also poor to nonaversive discrimination learning.

Certain similarities have been noted between conditions produced in animals by the learned-helplessness procedure and by the experimental neurosis paradigm. In the latter, animals are first trained on a discrimination task and are then tested with discriminative stimuli of increasing similarity. Eventually, as the discrimination becomes very difficult, animals fail to respond and begin displaying abnormal behaviors: first agitation, then lethargy.

It has been suggested that both learned helplessness and experimental neurosis involve inhibition of motivation centers and pathways by limbic forebrain inhibitory centers, especially in the septal area. The main function of this inhibition is compensatory, providing relief from anxiety or distress. In rats subjected to the learned-helplessness and experimental-neurosis paradigms, stimulation of the septum produces behavioral arrest, lack of behavioral initiation and lethargy, while rats with septal lesions do not show learned helplessness.

How analogous the model of learned helplessness and the paradigm of stress-induced neurosis are to human depression is not entirely clear. Inescapable noise or unsolvable problems have been shown to result in conditions in humans similar to those induced in laboratory animals, but an adequate model of human depression must also be able to account for the cognitive complexity of human depression.

1. The primary purpose of the passage is to
 - (A) propose a cure for depression in human beings.
 - (B) discuss research possibly relevant to depression in human beings.
 - (C) criticize the result of experiments which induce depression in laboratory animals.
 - (D) raise some questions about the propriety of using laboratory animals for research.
 - (E) suggest some ways in which depression in animals differs from depression in humans.
2. The author raises the question at the beginning of the second paragraph in order to
 - (A) prove that learned helplessness is caused by neurochemical changes.
 - (B) demonstrate that learned helplessness is also caused by nonaversive discrimination learning.
 - (C) suggest that further research is needed to determine the exact causes of learned helplessness.
 - (D) refute a possible objection based on an alternative explanation of the cause of learned helplessness.
 - (E) express doubts about the structure of the experiments which created learned helplessness in dogs.
3. It can be inferred from the passage that rats with septal lesions (4th paragraph) do not show learned helplessness because
 - (A) such rats were immunized against learned helplessness by prior training
 - (B) the lesions blocked communication between the limbic forebrain inhibitory centers and motivation centers
 - (C) the lesions prevented the rats from understanding the inescapability of the helplessness situation

(背面仍有題目,請繼續作答)

- (D) a lack of stimulation of the septal area does not necessarily result in excited behavior
- (E) lethargy and other behavior associate with learned helplessness can be induced by the neurosis paradigm.
4. It can be inferred that the most important difference between experiments inducing learned helplessness by inescapable shock and the nonaversive parallel mentioned in the second paragraph is that the nonaversive parallel
- (A) did not use pain as a stimuli to be avoided
 - (B) failed to induce learned helplessness in subject animals
 - (C) reduced the extent of learned helplessness
 - (D) caused a more traumatic reaction in the animals
 - (E) used only rats rather than dogs as subjects
5. The author cites the "mastery effect" primarily in order to
- (A) prove the avoidance deficit caused by exposure to inescapable shock is not caused by shock per se but by the inescapability
 - (B) cast doubts on the validity of models of animal depression when applied to depression in human beings
 - (C) explain the neurochemical changes in the brain which cause learned helplessness
 - (D) suggest that the experimental-neurosis procedure produce similar behavior in animals
 - (E) argue that learned helplessness is simply a stress-induced noradrenergic deficiency

Like our political society, the university is under severe attack today and perhaps for the same reason; namely, that we have accomplished much of what we have set out to do in this generation, that we have done so imperfectly, and while we have been doing so, we have said a lot of things that simply are not true. For example, we have earnestly declared that full equality of opportunity in universities exists for everyone, regardless of economic circumstance, race, or religion.

This has never been true. When it was least true, the assertion was not attacked. Now that it is nearly true, not only the assertion but the university itself is locked in mortal combat with the seekers of perfection. In another sense the university has failed. It has stored great quantities of knowledge; it teaches more people; and despite its failures, it teaches them better. It is in the application of this knowledge that the failure has come. Of the great branches of knowledge—the sciences, the social sciences, and the humanities—the sciences are applied, sometimes almost as soon as they are learned. Strenuous and occasionally successful efforts are made to apply the social sciences, but almost never are the humanities well applied. We do not use philosophy in defining our conduct. We do not use literature as a source of real and vicarious experience to save us the trouble of living every life again on our own.

The great tasks of the university in the next generation are to search the past to form the future, to begin an earnest search for a new and relevant set of values, and to learn to use the knowledge we have for the questions that come before us. The university should use one-fourth of a student's time in

his undergraduate years and organize it into courses which might be called history, and literature and philosophy, and anything else appropriate and organize these around primary problems. The difference between a primary problem and a secondary or even tertiary problem is that primary problems tend to be around for a long time, whereas the less important ones get solved.

One primary problem is that of interfering with what some call human destiny and others call biological development, which is partly the result of genetic circumstance and partly the result of accidental environmental conditions. It is anticipated that the next generation, and perhaps this one, will be able to interfere chemically with the actual development of an individual and perhaps biologically by interfering with his genes. Obviously, there are benefits both to individuals and to society from elimination, or at least improving, mentally and physically deformed persons. On the other hand, there could be very serious consequences if this knowledge were used with premeditation to produce superior and subordinate classes, each genetically prepared to carry out a predetermined mission. This can be done, but what happens to free will and the rights of the individual? Here we have a primary problem that will still exist when we are all dead. Of course, the traditional faculty members would say, "But the students won't learn enough to go to graduate school." And certainly they would not learn everything we are in the habit of making them learn, but they would learn some other things. Surely, in the other three-quarters of their time, they would learn what they usually do, and they might even learn to think about it by carrying new habits into their more conventional courses. The advantages would be overwhelmingly greater than the disadvantages. After all, the purpose of education is not only to impart knowledge but to teach students to use the knowledge that they either have or will find, to teach them to ask and seek answers for important questions.

6. The author suggests that the university's greatest shortcoming is its failure to
- (A) attempt to provide equal opportunity for all
 - (B) offer courses in philosophy and the humanities
 - (C) prepare students adequately for professional studies
 - (D) help students see the relevance of the humanities to real problems
 - (E) require students to include in their curricula liberal arts courses
7. It can be inferred that the author presupposes that the reader will regard a course in literature as a course
- (A) with little or no practical value
 - (B) of interest only to academic scholars
 - (C) required by most universities for graduation
 - (D) uniquely relevant to today's primary problems
 - (E) used to teach students good writing skills
8. Which of the following questions does the author answer in the passage?
- (A) What are some of the secondary problems faced by the past generation?
 - (B) How can we improve the performance of our political society?
 - (C) Has any particular educational institution tried the proposal introduced by the author?
 - (D) What is a possible objection to the proposal offered in the passage?

(E) Why is the university of today a better imparter of knowledge than the university of the past?

9. Which of the following questions would the author most likely consider a primary question?

(A) Should Congress increase the level of Social Security benefits?

(B) Is it appropriate for the state to use capital punishment?

(C) Who is the best candidate for president in the next presidential election?

(D) At what month can the fetus be considered medically viable outside the mother's womb?

(E) What measures should be taken to solve the problem of world hunger?

10. The primary purpose of the passage is to

(A) discuss a problem and propose a solution

(B) analyze a system and defend it

(C) present both sides of an issue and allow the reader to draw a conclusion

(D) outline a new idea and criticize it

(E) raise several questions and provide answers to them

Part III. English Written Essay (40%)

Before you begin writing, think about the topic. You will probably want to make some notes to organize your thoughts. The essay should be clear, logical and precise. Support your idea with facts. Check your essay after you have finished. Give yourself enough time to read over your essay and make minor revisions before the end of the exam.

Every business has three basic components, or the three Ps: the product, or service being provided; the process, or the way the product or service is being delivered; and the people. Of those three components, the most crucial is the people. Successful business owners are likely to say that the single most important factor in their business's success is the effective leader.

Please describe what is the effective leader? How to train yourself to become a successful leader?