

Part One: Vocabulary (15%)

Why do some people get hooked and __ (1) __ themselves? Why do we use drugs at all? Many say that human beings are __ (2) __ hedonistic animals—pleasure seeking and pain avoiding. Although some people __ (3) __ pain and abuse into pleasurable sensations, essentially we are all __ (4) __ by the search for pleasure. People take them for this reason. Their bodies build up an __ (5) __ to the drug, so that more and more of it becomes necessary to keep up the good feeling. Eventually, the good feeling __ (6) __, and what is left is an __ (7) __ craving and, if that craving is not met, severe bodily __ (8) __. Drug users can follow another __ (9) __: If one dose makes me feel this good, what will two doses do? __ (10) __ may not result, but habituation will.

- (a) distort (b) insatiable (c) departs (d) immunity (e) path
 (f) basically (g) addition (h) destroy (i) reactions (j) directed

Part Two: Translation (40%)

(1) The economic crisis was supposed to increase violence around the world. The truth is that we are now living in one of the most peaceful periods since war first arose 10 or 12 millennia ago. The relative calm of our era, say scientists who study warfare in history and even prehistory, belies the popular, pessimistic notion that war is so deeply rooted in our nature that we can never abolish it. In fact, war seems to be a largely cultural phenomenon, which culture is now helping us to eradicate. Some scholars now even cautiously speculate that the era of traditional war—fought by two uniformed, state-sponsored armies—might be drawing to a close. (From “The end of the age of war”, *Newsweek*)
 25%

(2) In South Korea, hundreds of thousands of foreign women have been immigrating in recent years, often in marriages arranged by brokers. They have been making up for a shortage of eligible Korean women, particularly in underdeveloped rural areas. Now these unions are bearing large numbers of mixed children, confronting this proudly homogeneous nation with the difficult challenges of smoothly absorbing them. (From “South Korea sees boom in mixed children, *New York Times*)
 15%

Part C. Reading & Composition 45%

Reading the following article, and then write (in English)

- (1) a 200-word summary (Use your own words; do not copy sentences from the original text)
- (2) a 200-word response

One day recently, a colleague of mine asked her undergraduate English class to name a contemporary of the medieval poet Chaucer. No one had an answer, except one student. His reply: Robert Frost. I was not amused. Perhaps I would have been if such students were the rare exception. But they are not. College students today, by and large, are amazingly lacking in important knowledge, and it's no laughing matter.

In my own English classes, ignorance (yes, ignorance—which is *not* the same as stupidity) becomes obvious during the discussions into which our reading leads. When we talked in one class about “A Modest Proposal” by Jonathan Swift, for example, it came out that all or most of the students were unaware that Ireland had even been governed by England. This knowledge, far from being arcane, is vital to any attempt to make sense out of the present crisis in that part of the world. In another class, when we read “Shooting an Elephant” by George Orwell, nobody had the slightest idea where Burma was.

Now, if I were dealing with simpletons, none of this would bother me profoundly. But my students are not simple-minded. Most get good marks in their major subjects, and many intend careers in medicine, engineering, and law. Far from being “slow”, they are intelligent, and on their way to becoming the “leaders of tomorrow”. But they do not have the knowledge that a college student, let alone a leader, ought to have. Their minds are capable of understanding concepts and facts, but many concepts and facts that I consider vital to their becoming well-informed, responsible citizens have never been presented to them. They know their trigonometry and calculus, but they have never heard of Thoreau, and many aren't sure who came first, Lincoln or Washington. They score better than I ever could on a chemistry test, but return blank stares when I ask which countries the United States fought in World War I.

Why does this problem exist? Mainly because the primary and secondary schools have never done their jobs. We read nowadays about plunging reading levels and college-board scores, about people suing their high schools for failing to cure them of illiteracy; a while back, in a cover story, *Time* magazine examined teachers who are themselves too ignorant to teach, and problem that is becoming more and more manifest in the nation's schools. The problem is endemic to private schools as well as public, and is not confined to schools in impoverished communities. Indeed, most of the undereducated minds in my classes come from Long Island, one of the most affluent areas in the nation.

Placing the blame, unfortunately, doesn't remove the problem. And it is a problem, which makes teaching noticeably more difficult. Because my students are critically unaware of vital areas of knowledge, there are only two things I can discuss with them as a group, two areas to which I can turn for analogies and illustrations when trying to make a point in the classroom: rock music and TV.

國立清華大學命題紙

99 學年度 人類學研究所 碩士班入學考試

科目 英文 科目代碼 4003 共 3 頁，第 3 頁 *請在【答案卷卡】作答

When taking a test for a scholarship in high school, I wondered why there were questions probing my knowledge of art, music, literature, geography, history. It wasn't until I became a teacher that I learned why general knowledge was so important. The fact is simply that a student with a wide range of knowledge learns better. They do this not because they are brighter than someone without their range of knowledge, but because they have a context into which they can easily fit any new learning they acquire. The student who know enough history to have some idea of the way people lived and thought at the time of the Civil War will have no trouble understanding and learning from Bruce Catton's remarks about Grant and Lee. A student who does not know anything about the Civil War except that it had something to do with slavery will be terribly confused by the same essay.

How can this problem of ignorance be solved? By starting at the source. As I have said, the roots of the problem lie much earlier than college—they lie in the first 10 to 15 years of a child's life, while their tastes and interests are being formed. It is up to the individual parent to influence these tastes and interests as positively as possible. For example, buy the kid a few books instead of a video game. Put a globe in their room and look at it with them every now and then. Take them to a symphony concert so that they will be able to appreciate Mozart as well as Meatloaf when they grow up (and recognize the name). Walk them through the local museum on a Saturday afternoon. Keep an atlas, a dictionary, a history book, and a set of encyclopedias around the house, and make conspicuous use of them. Ration the TV. A little imagination on the part of a parent can go a long way toward helping a child learn: after pointing out Seurat's dots and Van Gogh's globs, for example, make a game of who-painted-this.

It is not the most systematic method of education, but it is, at present, the only to keep the most advanced civilization on earth from producing the most inexcusably ignorant generation of college graduates in its history.

(From "Ignorance (not stupidity) is rampant on college campuses", *Los Angeles Times*)