

# 淡江大學 110 學年度進修學士班寒假轉學生招生考試試題

系別：各學系二、三年級

科目：英文

2-1

考試日期：1月19日(星期三) 第1節

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## I. Part 1

### A. Choose the best answer for each statement. (8%)

#### Results of Study on Time Distribution of Tasks for Sales Managers

Training new sales personnel	15%
Identifying possible clients	10%
Reviewing monthly sales records	25%
Taking care of customer problems	5%
Making sales assignments	22%
Interacting with technical staff	10%
Administrative duties	5%
Miscellaneous	8%

1. What was the purpose of the study?  
(A) To determine what sales managers should do  
(B) To survey how sales managers use their time  
(C) To find out how many managers have duties  
(D) To gauge how long it takes for managers to do their jobs
2. What task do sales managers spend the most time on?  
(A) Training salespeople  
(B) Performing administrative tasks  
(C) Reviewing sales records  
(D) Making sales assignments
3. How much of their time do sales managers spend with the technical staff?  
(A) 5%  
(B) 8%  
(C) 10%  
(D) 15%
4. What can be concluded from the study?  
(A) There are few customer problems.  
(B) Sales are a low priority.  
(C) Little time is spent on training.  
(D) No time is spent on finding new customers.

### B. Read the excerpts of an autobiography for graduate school application. Choose the best answer for each statement. (10%)

At age ten, I left everything behind in China to start a new life with my parents in the United States. It was not long before I realized that I was, in many ways, different from all the other kids in school. Gradually, I became less confident and more isolated. One day in the schoolyard, while I was playing hopscotch alone, a girl named Becca walked up to me and asked if she could join in. Although we had difficulty understanding one another's speech, we had no problem communicating through gestures and expressions. We soon realized that we had different ways of playing hopscotch. I watched her way and she watched mine; presently we came up with a brand new version of the game. Others soon joined us, and I found myself playing and laughing with kids whom I had thought I had nothing in common with. I have learned so much from Becca, but most of all I learned to not be afraid to build relationships with people who differ from me. Over the years, I have tried to live by this rule, and, as a result, have enjoyed many memorable and enriching relationships which have contributed to my desire to work with others in the practice of medicine.

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5. In this paragraph, the writer wants to talk about how his/her childhood experience \_\_\_\_\_.  
(A) contribute to her interest in working with people  
(B) reinforce her weakness in communicating with other people  
(C) turn her to become an isolated person
6. The writer \_\_\_\_\_ right after she moved to the United States.  
(A) had an active social life  
(B) had a difficulty fitting in the new life  
(C) felt less confident about her academic ability
7. The writer found that he/she \_\_\_\_\_.  
(A) could use different ways to understand Becca  
(B) had been playing hopscotch in a wrong way  
(C) could only make friends with people who had things in common with him/her

My desire to interact with people and understand their experiences and ideas actually stemmed from my early childhood exposures to people in a hospital setting. As I was growing up, my parents, both dedicated physicians, often took me to the hospital with them. Since I spent most of my time tagging along with my parent or the nurses, I had the opportunity to interact with many patients. All the different kinds of people fascinated me and I was curious to know who the patients were, what was wrong with them, and how they were being treated and cured. I always had a million questions to ask, and this desire to learn more about people and medicine has only increased over the years.

8. This paragraph talks about \_\_\_\_\_.  
(A) the profession of the writer's parents as physicians  
(B) how the writer got to know about hospital and patients  
(C) the writer's medical treatment in the hospital when he/she was a child

The ability to communicate clearly and concisely is the key to the success of a doctor's relationship with his/her patients. I am working on improving my communication skills through being a supplementary instructor (SI) and tutor. Tutoring introductory courses has sharpened my ability to present information effectively since I must reorganize and reword complex concepts into terms that beginning students can understand. As an SI, I also gained valuable communication skills through holding weekly summary sessions. My job as a tutor for international students has taught me important skills in communicating with non-native speakers.

9. The writer's job experiences help her \_\_\_\_\_.  
(A) communicate effectively to tutors  
(B) build network in the medical field  
(C) present information clearly to others

C. Choose the best answer for each statement. (8%)

Great composers have often found inspiration not only in the works of other composers but in the creations of artists as well. In the early 1900s, the French composer Claude Debussy was inspired by a remarkable wood-block print from Japan. Titled "The Great Wave," it was the work of Katsushika Hokusai, a Japanese artist who flourished during the first half of the nineteenth century. His print depicts a towering wave which is about to overwhelm three fishing boats and

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their cowering crews. Framed within the curving trough and magnificent crest of the wave is Mt. Fuji, which appears unnaturally small in the distance.

Debussy was attracted to Hokusai's print for several reasons. On the one hand, he was struck by the remarkable way it captured the power and beauty of the sea. He also approved of Hokusai's approach to the work. Like a French impressionist painter, Hokusai aimed to capture the essence of the scene rather than to portray it realistically. This is clear from the giant wave, the edges of which look more like claws than bits of foam, and from the boats, which appear ridiculously small and fragile beneath the wave.

Debussy was also drawn by the print's subject matter. His father had been a sailor and, during Debussy's youth, had entertained the boy with stories of the sea. Debussy himself loved to sail, particularly in stormy weather, when he could feel the ocean's powerful rhythms and sounds.

The print's influence on Debussy is particularly clear in *La Mer* (The Sea), a symphonic work in three movements which he finished composing in 1905. The first two movements of *La Mer* are mysterious and atmospheric. Complex layers of rhythm and harmony ebb and flow, much like the swelling waves on a vast sea. The final movement, titled "Dialogue of the Wind and the Sea," evokes the sea's elemental power. Like a rising storm, the music slowly builds to a powerful climax that seems to linger long after the orchestra finishes playing. When the score for *La Mer* was published, Debussy paid tribute to his inspiration by having a print of Hokusai's "The Great Wave" on the cover.

10. What impact did "The Great Wave" mainly have on Debussy?
  - (A) It changed the entire direction of his career.
  - (B) It stimulated his interest in collecting Asian art.
  - (C) It moved him to create a piece of music.
  - (D) It brought back painful memories of past events.
11. What is clear about the fishermen in "The Great Wave"?
  - (A) Their lives are in danger.
  - (B) They are on their way home.
  - (C) They are quite superstitious.
  - (D) Their catch is very large.
12. What does this article imply about the boats in Hokusai's print?
  - (A) They are depicted in amazing detail.
  - (B) They are like those in his other works.
  - (C) They consist of a rainbow of colors.
  - (D) Their proportions are inaccurate.
13. What does this article point out about Debussy's attraction to the sea?
  - (A) It was hard for him to explain.
  - (B) It began at an early age.
  - (C) It decreased over the years.
  - (D) It had cost him a fortune.

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D. Complete the passage with the appropriate words in the list. Write the letters (A, B, C...). (10%)

(A) trigger (B) measure up (C) overblown (D) occasion  
(E) evaluated (F) symptoms (G) struggled

## Social Anxiety Disorder and Social Phobia

Many people get nervous or self-conscious on \_\_14\_\_, like when giving a speech or interviewing for a new job. But social anxiety, or social phobia, is more than just shyness or occasional nerves. With social anxiety disorder, your fear of embarrassing yourself is intense—so intense, in fact, that you may go to great lengths to avoid situations that would \_\_15\_\_ it.

Social anxiety disorder, also known as social phobia, involves intense fear of certain social situations—especially situations that are unfamiliar or in which you feel you'll be watched or \_\_16\_\_ by others. These social situations may be so frightening that you get anxious just thinking about them or go to great lengths to avoid them.

Underlying social anxiety disorder or social phobia is the fear of being scrutinized, judged, or embarrassed in public. You may be afraid that people will think badly of you or that you won't \_\_17\_\_ in comparison to others. And even though you probably realize that your fears of being judged are at least somewhat irrational and \_\_18\_\_, you still can't help feeling anxious.

II. Choose the one word or phrase that best completes the sentence. (44%)

19. The project was separated into \_\_\_\_\_ parts.

- (A) equal
- (B) same
- (C) match
- (D) likable

20. He was \_\_\_\_\_ pleased by the results of the team effort.

- (A) specially
- (B) especially
- (C) specialty
- (D) special

21. Everyone left the building \_\_\_\_\_ the security guard.

- (A) except
- (B) excess
- (C) access
- (D) accept

22. Airline ticket prices \_\_\_\_\_ when the cost of fuel increases.

- (A) ascend
- (B) grow
- (C) rise
- (D) elevate

23. Mr. Arnold can \_\_\_\_\_ a pen for Ms. Lee.

- (A) lend
- (B) give
- (C) offer
- (D) borrow

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24. \_\_\_\_\_ are expected to attend the seminar.  
(A) Manager  
(B) A Manager  
(C) Managers  
(D) The manager
25. \_\_\_\_\_ is sending the goods through customs.  
(A) The shipper  
(B) The shippers  
(C) Shipper  
(D) Shippers
26. The messenger left the package \_\_\_\_\_ the receptionist's desk.  
(A) at  
(B) to  
(C) until  
(D) through
27. The convention will be held \_\_\_\_\_ Stuttgart.  
(A) at  
(B) from  
(C) for  
(D) in
28. There is a meeting \_\_\_\_\_ Friday.  
(A) by  
(B) on  
(C) in  
(D) at
29. Mr. Kim will not know the results of the negotiations \_\_\_\_\_ tomorrow.  
(A) on  
(B) from  
(C) until  
(D) at
30. The controller has \_\_\_\_\_ office on this floor.  
(A) the most spacious  
(B) more spacious  
(C) spacious  
(D) space
31. Mr. Voss types \_\_\_\_\_ than Mr. Prince.  
(A) accurately  
(B) most accurately  
(C) more accurately  
(D) the accurately
32. Their prices have always been \_\_\_\_\_ than ours.  
(A) highest  
(B) the higher  
(C) the highest  
(D) higher

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33. This idea is \_\_\_\_\_ the previous one.  
(A) good as  
(B) as good as  
(C) better as  
(D) best as
34. It is \_\_\_\_\_ to call than to write.  
(A) quickest  
(B) quickly as  
(C) quicker  
(D) quicker than
35. If the speaker \_\_\_\_\_ her presentation, she will have more confidence.  
(A) prepared  
(B) prepares  
(C) had prepared  
(D) were preparing
36. If Mr. Musso \_\_\_\_\_ the answer, he would have told you.  
(A) would know  
(B) had known  
(C) knew  
(D) knows
37. Ask me for help if you \_\_\_\_\_ the questionnaire.  
(A) do not understand  
(B) would not understand  
(C) did not understand  
(D) had not understood
38. If I \_\_\_\_\_ you, I would accept the position.  
(A) was  
(B) were  
(C) would be  
(D) could be
39. A machine \_\_\_\_\_ could monitor efficiency would be very useful.  
(A) whom  
(B) that  
(C) it  
(D) when
40. The report \_\_\_\_\_ this process is in the library.  
(A) it explains  
(B) explains  
(C) who explains  
(D) that explains

### III. Part 3 (20%)

Essay writing: Are you in favor of bilingual education in Taiwan? Why or why not? Please take a side and offer reasons to support your position. (150 words at least)