

TUNG HAI UNIVERSITY TRANSFER EXAMINATION

July 20, 2013 請於答案卡作答，違者不予計分！

I. DIALOGUE 20% (2 points each)

**Instructions:** The following is a dialog between a student and his world history professor. Choose the response that best fits the context. Refer to the previous sentence and the one that follows when deciding on your answer.

Professor: Have you ever heard of the Nazca Lines?

Student: The Nazca Lines? Do you mean those giant desert drawings in the South American country of Peru?

Professor: Yes. I see you do know about them.

Student: Well, I've heard about them but I don't know who made them or why they are there. It seems to be a real mystery.

Professor: Exactly. We have a few minutes to talk now. Would you like to know more about the origin and history of the drawings?

Student: 1. A) By all means. B) How many minutes? C) It's a puzzle. D) I don't know.

Professor: First of all, the Nazca Lines are very old. We think they were drawn in the desert sometime between 200 BC and 500 AD, according to the Western calendar.

Student: Wow. That means they're around 1500-2200 years old.

Professor: Actually, some of the earliest lines that were created with piles of stones date back as far as 500 BC but we still have many questions about them.

Student: 2. A) Are you certain of your facts? B) How do you know their age?  
C) Do you know who made the lines? D) Do the lines have a purpose?

Professor: The drawings were named after the Nazca Indians who lived in that area from about 200 BC to 600 AD. It's generally believed that the Nazca people created the lines themselves.

Student: 3. A) I've heard other ideas about where they came from.  
B) What proof do you have that they did this?  
C) They lived too long ago to do that kind of project.  
D) Do modern people really believe that?

Professor: You bring up an interesting point. One of the more amusing thoughts regarding the origin of these lines comes from a book by Erich von Daniken titled Chariots of the Gods. In this book, von Daniken suggested that the Nazca Lines were made as a landing strip for visitors from outer space.

Student: 4. A) Were the Nazca people aliens?  
B) How many UFOs actually landed there?  
C) Did he really believe aliens visited Earth?  
D) Can we see a UFO if we go there?

Professor: Well, von Daniken's idea is just one of many attempts to explain and understand the drawings. I personally believe that the Nazca people had other more practical reasons for creating these designs.

Student: 5. A) I'd like to hear your idea.  
B) But they had no technology.  
C) It took too many years to build them.  
D) Your theory may not be possible.

Professor: One possible explanation is that there was a connection between the drawings and underground water.

Student: What do you mean, exactly?

Professor: The Nazca people were successful in using engineering techniques to bring underground water to the surface.

Student: Right...they lived in the dry desert so they needed drinking water.

Professor: They also needed water for their farm crops that supplied food.

Student: 6. A) But that was impossible without modern technology.  
B) Yes, they could grow food in the desert if they had water.  
C) I'm really surprised they had farms in the desert.  
D) I wonder which crops they grew for food.

Professor: There is some reason to believe that the lines on the desert showed underground waterways. But that's just one theory.

Student: Do you have another?

Professor: Yes. The designs may have had a sacred purpose.

Student: 7. A) That's some sort of religious meaning.  
B) That's because there was no Nazca written language.  
C) That's because they wanted water.  
D) That's a purpose with no real meaning.

Professor: That's right. The Nazca people left behind many smaller items like clay bowls and water storage pots that have small drawings of dead figures on them. These pictures show a serious interest in the topic of life and death and other spiritual matters.

Student: What do the large lines on the desert look like? I've heard that there are many different patterns.

Professor: Many seem to represent actual creatures from our natural world but other seem to come from human imagination.

Student: 8. A) Did Nazca people have the ability to imagine?  
B) They should have just searched for water.  
C) How could they combine real and unreal?  
D) Tell me more about these figures. What are they like?

Professor: The patterns show plants, trees, flowers and animals such as a spider, hummingbird, monkey, lizard, a pelican, and a killer whale.

Student: What?! A pelican and a killer whale in the middle of the desert? Those animals belong in the ocean.

Professor: It does seem odd, doesn't it? That's another unanswered question. Why were sea animals drawn on the desert landscape? They may be a connection to water, which was so important to the Nazca people, even though they're not a connection to drinkable water.

Student: 9. A) So many questions. I'll find the connection myself.  
B) So many questions. What do we really know for sure?  
C) It's all ancient history. The Nazca people are dead now.  
D) So many questions and you don't have the answers.

Professor: Well, there is one thing we are absolutely certain of.

Student: What's that?

Professor: The first person to see the Nazca Lines from the air was an American pilot. His name was Paul Kosok and he flew a small airplane over the drawings in 1939.

Student: 10. A) Why was he flying in that area?  
B) How high above the lines did he fly?  
C) Did anyone else see the lines from the mountain tops?  
D) Did he develop the UFO theory?

Professor: He was a water irrigation scientist who was doing research in the area. When he first saw the lines from the air, he believed they outlined an ancient water irrigation system in the desert and...

Student: I'm sorry to interrupt you, Professor, but I have to go to another class now. It's been really interesting but I'd like to finish this conversation another time.

## II. GRAMMAR CLOZE 40% (2 points each)

**Instructions:** Complete the following passage by filling in the blanks with the best choice provided. Write your answers on the answer sheet.

An advanced early warning system for California earthquakes (11) being studied at Caltech University. The technology for a warning system (12) exists, but scientists need (13) money to take it public. The estimated cost to create a public warning system is \$80 million. This will cover (14) new earthquake monitoring equipment, upgrading the state's existing network, and reaching out to the public (15) educational efforts. The warning system (16) the speed of light to outrun earthquake waves, which (17) at the speed of sound. Similar to lightning and thunder, you (18) the lightning first and hear the thunder later. California is dotted with a (19) network of thousands of sensitive earthquake monitoring (20) called seismometers. When an earthquake starts, the (21) seismometers detect ground (22) and send electronic signals at the speed of light to computers that (23) analyze the strength and (24) of the quake. The early warning system relies on the time delay (25) two earthquake waves. The first wave to (26) from an earthquake is called a P-wave (or primary wave). This may (27) a slap or a bump as it passes, but it (28) cause much shaking. The second wave is an S-wave (or secondary wave), and travels at half the speed of the P-wave — about 3 kilometers per second. The (29) S-wave is the destroyer and source of heavy shaking during an earthquake. The warning signal (30) a few seconds to a minute before shaking begins.

- |     |                      |                 |              |                 |
|-----|----------------------|-----------------|--------------|-----------------|
| 11. | A) has               | B) is           | C) will      | D) were         |
| 12. | A) doesn't           | B) should       | C) already   | D) won't        |
| 13. | A) more              | B) lots         | C) most      | D) plenty       |
| 14. | A) stealing          | B) erasing      | C) dividing  | D) adding       |
| 15. | A) around            | B) above        | C) below     | D) through      |
| 16. | A) has confidence in | B) relies on    | C) swears by | D) has faith in |
| 17. | A) travel            | B) fly          | C) drive     | D) run          |
| 18. | A) feel              | B) hear         | C) see       | D) taste        |
| 19. | A) sparse            | B) dense        | C) useless   | D) rigid        |
| 20. | A) people            | B) cars         | C) robots    | D) devices      |
| 21. | A) nearest           | B) nearer       | C) near      | D) nearly       |
| 22. | A) density           | B) moisture     | C) movement  | D) temperature  |
| 23. | A) stubbornly        | B) thoughtfully | C) rapidly   | D) slowly       |
| 24. | A) vocation          | B) location     | C) notation  | D) flotation    |
| 25. | A) between           | B) against      | C) beside    | D) above        |
| 26. | A) swim              | B) relax        | C) blossom   | D) emerge       |
| 27. | A) make              | B) flatten      | C) promote   | D) challenge    |
| 28. | A) isn't             | B) aren't       | C) don't     | D) doesn't      |
| 29. | A) taller            | B) shorter      | C) slower    | D) faster       |
| 30. | A) departs           | B) arrives      | C) considers | D) needs        |

### III. READING COMPREHENSION 40% (2 points each)

**Instructions:** Read the following two passages and choose the best answers to the questions.

#### Passage 1

- 1 He brought an entirely new level of style and sophistication to jazz music. Although a gifted piano player, Duke Ellington used the orchestra as his principal instrument. He considered himself a composer and arranger rather than just a musician.
- 2 It was in 1917, in Washington, D.C., when Duke began playing music professionally. Duke led a band called The Washingtonians, which played at The Hollywood Club in Manhattan, New York. This

band acquired a style all its own when trumpet player Bubber Miley joined it, bringing with him his unique plunger-mute style of playing. Called the "Jungle Sound," this sound came to be largely responsible for Ellington's early success. In 1924, the group recorded their first albums, Choo Choo (Gotta Hurry Home) and Rainy Nights (Rainy Days). However, the band didn't hit the big time until after Irving Mills became their manager and publisher in 1926. In 1927, the band re-recorded versions of East St.Louis Toodle-Oo, then debuted two songs that would be associated with the Duke for rest of his career, Black and Tan Fantasy and Creole Love Call.

- 3 Ellington's Orchestra, unlike many of its contemporaries, was able to make the transition from 1920s hot jazz to 1930s swing music. One song it played, It Don't Mean a Thing (If It Ain't Got That Swing), even came to define the era. What kept the Ellington Orchestra a major force in jazz was this very ability to adapt and grow with the times.
- 4 The fame and influence of Ellington continued to grow throughout the 40s and 50s. His band continued to come up with jazz standards like Take the 'A' Train, Perdido, and Satin Doll. He also composed The Far East Suite, then also collaborated with a highly diverse group of jazz musicians, among them Charles Mingus and Max Roach with whom he played a trio.
- 5 Duke led his band from 1923 until his death in 1974. He wrote over 1,000 compositions. His son, Mercer Ellington, led the band until his own death in 1996. At that point, the original band dissolved, but Duke's music still lives on.
31. What is the main idea of the passage?  
A) the life of Duke Ellington  
B) the shift from jazz to swing music  
C) the music of Duke Ellington  
D) the development of jazz music
32. What does paragraph 2 mainly discuss?  
A) the beginning of Duke Ellington's professional music career  
B) the club where Duke Ellington's jazz band first performed  
C) the style that was responsible for Duke Ellington's success  
D) the two re-recorded songs that made Duke Ellington famous
33. What is the main idea of paragraph 3?  
A) Duke Ellington's orchestra played hot jazz in the 1920s.  
B) Duke Ellington's orchestra adapted with the times.  
C) "It Don't Mean a Thing" defined the 1930s jazz era.  
D) The Ellington Orchestra was an important jazz band.
34. What is the main idea of paragraph 4?  
A) Ellington's jazz band became popular and famous in the 1940s and 1950s.  
B) Ellington's jazz band wrote famous jazz songs like "Take the 'A' Train."  
C) Ellington wrote and played jazz music with other famous jazz musicians.  
D) Ellington remained famous and influenced jazz throughout the 1940s and 1950s.
35. According to the passage, which musical band did Duke Ellington help in forming?  
A) The Washingtonians                      B) The Hollywood Club  
C) The Jungle Sound                         D) The Far East Suite
36. According to the passage, which of the following statements is **TRUE**?  
A) Duke played the piano, composed and led jazz bands.  
B) Duke played the trumpet in the band The Washingtonians.  
C) Duke's style of jazz remained the same throughout his life.  
D) Duke's band broke up and ended when he died in 1974.

37. According to the passage, which of the following statements is **NOT** true?  
 A) Duke Ellington was a major influence in jazz music.  
 B) Duke Ellington performed with his own jazz orchestra.  
 C) Duke Ellington taught bands to perform his style of jazz music.  
 D) Duke Ellington composed songs that defined a certain jazz period.
38. What does "**hit the big time**" in paragraph 2 mean?  
 A) form                      B) known                      C) fail                      D) succeed
39. What does **contemporaries** in paragraph 3 mean?  
 A) artists                      B) peers                      C) rivals                      D) followers
40. What does **diverse** in paragraph 4 mean?  
 A) mixed                      B) many                      C) few                      D) confused

Passage 2

- 1            In the 1980's, scientists around the world began to notice something strange: frogs were disappearing. More recent research has shown that many kinds of amphibians are declining or have become extinct. Amphibians, such as frogs, are animals that live partly in water and partly on land. They have been around for a long time—over 350 million years. They have survived three mass extinctions, including the extinction of the dinosaurs. Why are they dying out now?
- 2            Scientists are seriously concerned about this question. First of all, amphibians are an important source of scientific and medical knowledge. By studying amphibians, scientists have learned about new substances that could be very useful for treating human diseases. Further research could lead to many more discoveries, but that will be impossible if the amphibians disappear.
- 3            The most serious aspect of amphibian loss, however, goes beyond the amphibians themselves. Scientists are beginning to think about what amphibian decline means for the planet as a whole. If the earth is becoming unlivable for amphibians, is it also becoming unlivable for other kinds of animals and human beings as well?
- 4            Scientists now believe that amphibian decline is due to several environmental factors. One of these factors is the destructions of habitat. Amphibians are very sensitive to changes in their natural environment. If they cannot find the right conditions, they will not lay their eggs. These days, as wild areas are covered with houses, roads, farms, or factories, many kinds of amphibians are no longer laying eggs. For example, the arroyo toad of California will only lay its eggs on the sandy bottom of a slow-moving stream. There are very few streams left in southern California, and those streams are often muddy because of building projects. Not surprisingly, the arroyo toad is now in danger of extinction.
- 5            There are a number of other factors in amphibian decline. Pollution is one of them. In many industrial areas, air pollution has poisoned the rain, which then falls on ponds and kills the frogs and toads that live there. In farming areas, the heavy use of chemicals on crops has also killed off amphibians. Another factor is that air pollution has led to increased levels of ultraviolet (UV) light. This endangers amphibians, which seem to be especially sensitive to UV light. Finally, scientists have discovered a new disease that seems to be killing many amphibians in different parts of the world.
- 6            All these reasons for the disappearance of amphibians are also good reasons for more general concern. The destruction of land, the pollution of air and water, the changes in our atmosphere, the spread of diseases—these factors affect human beings, too. Amphibians are especially sensitive to environmental change. Perhaps they are like the canary bird that coal miners once used to take down into the mines to detect poisonous gases. When the canary became ill or died, the miners knew that dangerous gases were near and their own lives were in danger.

41. What does the passage mainly discuss?  
 A) the study of amphibians  
 B) how pollution is killing amphibians  
 C) how the environment is affecting animals  
 D) how amphibians are disappearing
42. What can we **INFER** from this passage?  
 A) Amphibians existed at the time of dinosaurs.  
 B) Amphibians are a very recent kind of animal.  
 C) Amphibians became extinct at the time of the dinosaurs.  
 D) Amphibians developed after the dinosaurs.
43. If amphibians are lost to the earth, what else will be lost as well?  
 A) chemicals for factories  
 B) a chance to discover new medicines  
 C) scientists and doctors  
 D) knowledge about air and water pollution
44. Where do amphibians lay their eggs?  
 A) in any stream they can find  
 B) only on sand  
 C) where there are buildings  
 D) only in the right conditions
45. Why is the arroyo toad disappearing?  
 A) It lives in ponds.  
 B) There is a lot of air pollution.  
 C) It is losing its habitat.  
 D) A disease is killing its eggs.
46. What is **TRUE** about pollution, UV light, and disease?  
 A) They are caused by amphibians.  
 B) They are reasons for the decline of amphibians.  
 C) They are problems for southern California.  
 D) They were caused by dinosaurs.
47. What is **TRUE** about amphibians?  
 A) They are more sensitive to environmental change than most animals.  
 B) They are less sensitive to environmental change than most animals.  
 C) They are unaffected by environmental change  
 D) They are more sensitive to scientific experiments than most animals.
48. In paragraph 4, what does **habitat** mean?  
 A) a naturally occurring habit  
 B) the muddy streams of building projects  
 C) environmental pollution  
 D) the natural area where an animal lives
49. What do scientists think the decline of amphibians could mean?  
 A) There might be a decline in other kinds of animals.  
 B) It could be a good sign for human beings.  
 C) It could cause environmental change.  
 D) It could be a warning signal for human beings.
50. In paragraph 6, what does **detect** mean?  
 A) to search for  
 B) to notice  
 C) to inhale  
 D) to deal with