“You must be the change you wish to see in the world.”
—Gandhi

What, in your opinion, does it mean to “be the change”: does this mean that you need to change yourself? Or that you need to change others? Does change require altering society and institutions, or transforming people’s minds and attitudes? Can ordinary individuals change the world, or does real change require power, money, and/or influence first? Write a well-organized essay in grammatically correct English expressing your point of view on the concept of changing the world. Support your ideas with concrete examples from your experience, your reading, and/or your observation of the world.
Read through the passage below and choose the best answer to fill in each blank. (100%; 2 points each; Ø means no word is needed for the blank)

Emotional Intelligence and Destiny

I remember the fellow in my own class at Amherst College who had attained five perfect 800 scores on the SAT and other achievement tests he took before entering. Despite his 1 intellectual abilities, he spent most of his time hanging 2, staying up late, and missing classes by sleeping until noon. It took him almost ten years to finally get his 3.

IQ offers little to explain the different destinies of people with roughly 4 promises, schooling, and opportunity. When ninety-five Harvard students from the classes of the 1940s – a time when people with a wider 5 of IQ were at Ivy League schools 6 – presently the case – were followed into middle age, the men with the 7 test scores in college were not particularly successful compared to their 8-scoring peers in terms of salary, productivity, or status in their field. Nor did they have the greatest life satisfaction, 9 the most happiness with friendships, family, and romantic relationships.

A similar follow-up in middle age was done with 450 boys, most sons of immigrants, two thirds from families on 10, who grew up in Somerville, Massachusetts, at the time a “blighted slum” 11 blocks from Harvard. A third had IQs below 90. But again IQ had 12 relationship to how well they had done at work or 13 the rest of their lives; for instance, 7 percent of men with IQs under 80 were unemployed for ten or more years, but so 14 percent of men with IQs over 100. To be sure, there was a general link (as there always is) 15 IQ and socioeconomic level at age forty-seven. But childhood abilities such as being able to 16 frustrations, control emotions, and get on with other people made the greater 17.

Consider also data from an ongoing study of eighty-one valedictorians and 18 from the 1981 class in Illinois high schools. All, 19, had the highest grade-point averages in their schools. But while they continued to achieve well in college, getting excellent grades, by their 20 twenties they had climbed to only 21 levels of success. Ten years after graduating from high school, only one in four were at the highest level of young people of comparable age in their 22 profession, and many were doing much 23 well.

Karen Arnold, professor of education at Boston University, one of the researchers 24 the valedictorians, explains, “I think we’ve discovered the ‘25’ – people who know how to achieve in the system. But valedictorians 26 as surely as we all do. To know that a person is valedictorian is to know only that he or she is exceedingly good at achievement as 27 by grades. It tells you nothing about how they react to the 28 of life.”

And that is the problem: academic intelligence offers virtually 29 preparation for the turmoil - or opportunity - life’s 30 bring. Yet 31 a high IQ is 32 guarantee of prosperity, prestige, or happiness in life, our schools and our culture fixate on academic abilities, ignoring 33 intelligence, a set of traits - some might call it character - that also matters 34 for our personal destiny. Emotional life is a 35 that, as surely as math or reading, can be handled with greater 36 lesser skill, and requires its unique set of 37. And how adept a person is at those is crucial to understanding why one person 38 in life while another, of equal intellect, 39: emotional 40 is a meta-ability, determining how well we can use 41 other skills we have, including a raw intellect.
In our increasingly **42** society, technical skill is certainly one that is rewarded. But much evidence **43** that people who are emotionally **44** – who know and manage their own feelings well, and who **45** and deal effectively with other people’s feelings – are at an **46** in any domain of life, whether romance and **47** relationships or picking up the **48** rules that govern success in organizational politics. People with well-developed emotional skills are also more likely to be **49** and effective in their lives, mastering the habits of mind that foster their own productivity; people who cannot marshal some control over their emotional life fight **50** battles that sabotage their ability for focused work and clear thought.

1. (A) implacable  (B) inevitable  (C) profitable  (D) formidable
2. (A) out  (B) up  (C) off  (D) away
3. (A) family  (B) intelligence  (C) degree  (D) reading
4. (A) hard  (B) broken  (C) devoted  (D) equal
5. (A) dispatch  (B) brilliance  (C) spread  (D) phase
6. (A) for  (B) as  (C) than  (D) and
7. (A) lowest  (B) highest  (C) higher  (D) lower
8. (A) lower  (B) medium  (C) intermediate  (D) higher
9. (A) both  (B) nor  (C) neither  (D) either
10. (A) average  (B) the whole  (C) the job  (D) welfare
11. (A) a few  (B) few  (C) ☐  (D) small
12. (A) adjusted  (B) the  (C) big  (D) little
13. (A) to  (B) of  (C) in  (D) with
14. (A) did  (B) as  (C) for  (D) were
15. (A) in  (B) between  (C) on  (D) within
16. (A) handle  (B) take care  (C) alter  (D) deal
17. (A) diffidence  (B) difficulty  (C) difference  (D) diffraction
18. (A) pescetarians  (B) victorians  (C) salutatorians  (D) historians
19. (A) off chance  (B) with doubt  (C) as yet  (D) of course
20. (A) early  (B) late  (C) middle  (D) recent
21. (A) average  (B) high  (C) low  (D) extreme
22. (A) defined  (B) prospective  (C) destined  (D) chosen
23. (A) more  (B) ☐  (C) less  (D) much
24. (A) tracking  (B) trespassing  (C) tracing  (D) transmitting
25. (A) plentiful  (B) dutiful  (C) bountiful  (D) respectful
26. (A) accelerate  (B) contemplate  (C) restrain  (D) struggle
27. (A) mystified  (B) moaned  (C) categorized  (D) measured

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2. 考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。
28. (A) fragrance (B) vicissitudes (C) harassment (D) migraine
29. (A) some (B) all (C) no (D) full
30. (A) fragrance (B) vicissitudes (C) harassment (D) migraine
31. (A) even so (B) even better (C) even (D) even though
32. (A) no (B) a (C) the (D) ∅
33. (A) intellectual (B) academic (C) emotional (D) multidimensional
34. (A) terminally (B) immensely (C) defectively (D) radically
35. (A) therapy (B) domain (C) serenity (D) dilemma
36. (A) and (B) or (C) of (D) for
37. (A) competencies (B) technologies (C) magnitudes (D) tournaments
38. (A) intervenes (B) incubates (C) monopolizes (D) thrives
39. (A) front-ends (B) dog-ends (C) dead-ends (D) fag-ends
40. (A) aptitude (B) altitude (C) latitude (D) quotient
41. (A) however (B) whether (C) whoever (D) whatever
42. (A) emotion-based (B) economic-based (C) knowledge-based (D) politics-based
43. (A) activates (B) testifies (C) coincides (D) precedes
44. (A) joyous (B) notorious (C) lush (D) adept
45. (A) read (B) write (C) listen (D) speak
46. (A) increase (B) advantage (C) anthem (D) alternation
47. (A) racial (B) intimate (C) precise (D) anonymous
48. (A) spectacular (B) thumb (C) spoken (D) unspoken
49. (A) hyperactive (B) dispersed (C) content (D) vicious
50. (A) inner (B) grimy (C) outer (D) loyal
From the choices below, choose the best answer to fill each blank in the passage.
(50%; 2 points each)

**Video Games**

Video games are big business and people from all 1._____of life play them. While most people can see the 2._____of video games and would agree that educational games are actually very useful, video games in general, still have a pretty bad 3._____.

There are those who see video games only as violent, addictive, and a complete waste of time. These people also point to gaming as being a cause of students’ low grades and 4._____for bad habits such as swearing and violent behavior.

For every opponent of video games 5._____, there seem to be plenty of supporters who can’t wait for the latest 6._____and their next chance to play; whether it’s playing together with friends, playing online, either as part of an online team or alone, or just 7._____a moment to play at home to help them switch off and relax a bit.

More and more people now seek 8._____places such as restaurants with video games at the tables so that they can continue gaming in common social situations. 9._____say these people are 10._____and use this to show that gaming has a negative impact on some people’s ability to socialize in real-life situations.

Dance Dance Revolution, or DDR as it is more commonly referred to, is one video game that has managed to avoid a lot of the negative 11._____associated with video games. There are no weapons, no blood or gore, in fact, no violence of any kind. And while people may get 12._____on playing DDR type games, it is almost impossible to play for too long because it is so physically 13._____.

The concept is simple: as arrows 14._____up or across the screen, the player must step on certain corresponding positions on the special game pad on the floor. Players need to step on the beat of the music to score the most points. The result is a 15._____while gaming.

Players of DDR are anything but lazy – at least good players. That’s probably the biggest 16._____from the usual stereotype of a gamer; someone, usually male, sitting 17._____in a chair, eyes fixed on the screen, with only his fingers moving as he 18._____on the game.

Different forms of DDR have been added to many school physical fitness programs worldwide. They are also found in arcades and available for use with home computers and various video game systems; DDR has become quite a 19._____.

However, it does have its 20._____One of the biggest drawbacks is the song lyrics. In some versions of the game the music may contain 21._____and some people feel this makes them inappropriate for younger players, a common complaint 22._____against many other video games, too. People are also 23._____that by encouraging children to use DDR machines in video arcades, children are 24._____to other, less 25._____video games.
| 7. A. spending | B. taking | C. playing | D. wasting |
| 8. A. in | B. for | C. out | D. to |
| 9. A. supporters | B. opponents | C. rivals | D. rumors |
| 10. A. social | B. outgoing | C. addiction | D. obsessed |
| 11. A. commentators | B. effects | C. stereotypes | D. habits |
| 12. A. blamed | B. enjoyed | C. scored | D. hooked |
| 13. A. requiring | B. demanding | C. difficult | D. exciting |
| 14. A. scroll | B. pull | C. pulling | D. scrolling |
| 15. A. point | B. challenge | C. rhythm | D. workout |
| 16. A. challenge | B. difference | C. characteristic | D. feature |
| 17. A. sleepy | B. confused | C. slouched | D. lazy |
| 18. A. wins | B. emphasizes | C. plays | D. concentrates |
| 19. A. craze | B. popularity | C. game | D. program |
| 20. A. deteriorates | B. detractors | C. destroyers | D. discharges |
| 21. A. swear | B. impurity | C. insanity | D. proflinity |
| 22. A. making | B. said | C. targeting | D. leveled |
| 23. A. confessed | B. confused | C. concerned | D. feared |
| 24. A. playing | B. attacked | C. beaten | D. exposed |
| 25. A. wholesome | B. violent | C. action | D. cruel |

*For each item, choose the most acceptable form.*

(50%; 2 points each)

26. A. If I were an American, I shall be speaking better English.
   B. If I was an American, I should be speaking better English.
   C. If I were an American, I would be speaking better English.
   D. If I were an American, I will be speaking better English.

27. A. John will raise $10,000 when the fundraising ends.
   B. John will have raised $10,000 by the fundraising ends.
   C. John will have raised $10,000 when the fundraising ends.
   D. John will have raised $10,000 by the time when the fundraising ends.

28. A. I will stay home if it rains.
   B. I would stay home if it rained.
   C. I will stay home if it would rain.
   D. I will stay home if it will rain.

29. A. We discussed with our plans.
   B. We discussed about our plans.
   C. We discussed on our plans.
   D. We discussed our plans.

30. A. Either Mike or Jane are going to be the winner.
   B. Either Mike and Jane are going to be the winner.
   C. Either Mike and Jane is going to be the winner.
   D. Either Mike or Jane is going to be the winner.

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31. A. I have an examination on English literature today.
   B. I have an examination for English literature today.
   C. I have an examination in English literature today.
   D. I have an examination with English literature today.

32. A. John can’t bear his neighbor’s noise any longer.
   B. John can’t cope his neighbor’s noise any longer.
   C. John can’t put up with his neighbor’s noise any longer.
   D. John can’t stand for his neighbor’s noise any longer.

33. A. John and Mary bought a pen and an eraser, respectfully.
   B. John and Mary bought a pen and an eraser, respectively.
   C. John and Mary bought a pen and an eraser, respectfully.
   D. John and Mary bought a pen and an eraser, retrospectively.

34. A. He is friendly yet introvert.
   B. He is friendly yet introverted.
   C. He is friendly but he is introvert.
   D. He is friendly and yet he is being introvert.

35. A. I am boring in chemistry class.
   B. I was boring in chemistry class.
   C. I am bored in chemistry class.
   D. I bored in chemistry class.

36. A. I didn’t have dinner last night.
   B. I didn’t take the dinner last night.
   C. I didn’t have a dinner last night.
   D. I didn’t take some dinner last night.

37. A. I served the army until 2005.
   B. I served for the army until 2005.
   C. I served in the army until 2005.
   D. I served within the army until 2005.

38. A. You can rely in me.
   B. You can rely on me.
   C. You can rely with me.
   D. You can rely me.

39. A. We should study a lot of that class last year.
   B. We should have study a lot for that class last year.
   C. We should have been studying a lot of that class last year.
   D. We have should studied a lot for that class last year.

40. A. Because of the teacher gave us a lot of homework, I can’t go.
   B. Because the teacher gave us a lot of homework, I can’t go.
   C. Because that the teacher gave us a lot of homework, I can’t go.
   D. Because of that teacher gave us a lot of homework, I can’t go.
41. A. Sam thinks two hundreds kilometers are too far to drive.
    B. Sam thinks two hundred kilometer are too far to drive.
    C. Sam thinks two hundred kilometer is too far to drive.
    D. Sam thinks two hundred kilometers is too far to drive.

42. A. He could not steer the boat out of the storm. Although he tried every means possible.
    B. He tried every means possible. He could not steer the boat out of the storm however.
    C. He tried every means possible, however, he could not steer the boat out of the storm.
    D. He tried every means possible; he could not, however, steer the boat out of the storm.

43. A. Mike lives at 15 Eastern Avenue.
    B. Mike lives on 15 Eastern Avenue.
    C. Mike lives in 15 Eastern Avenue.
    D. Mike lives on the 15 Eastern Avenue.

44. A. John bought a house that was resembling a barn.
    B. John has bought a house resembled a barn.
    C. John has bought a house that is resembling a barn.
    D. John has bought a house resembling a barn.

45. A. After an hour the candle had burned off.
    B. After an hour the candle had burned out.
    C. After an hour the candle had burned down.
    D. After an hour the candle had burned up.

46. A. It is under one’s dignity.
    B. It is underneath one’s dignity.
    C. It is beneath one’s dignity.
    D. It is below one’s dignity.

47. A. I saw the movie, although I wouldn’t recommend it to the most people.
    B. I saw the movie although, I wouldn’t recommend it to the most people.
    C. I saw the movie although I wouldn’t recommend it to the most people.
    D. I saw the movie, although, I wouldn’t recommend it to the most people.

48. A. The woman on line in front of me purchased several items totaling $300.
    B. The woman on line in front of me purchased several items that were totaling $300.
    C. The woman in line in front of me purchased several items that were totaling $300.
    D. The woman in line in front of me purchased several items totaling $300.

49. A. We have to make a detailed research plan.
    B. We have to make detailed research plan.
    C. We have to make detail research plan.
    D. We have to make the detailed research plan.

50. A. What happens if I pushed this button?
    B. What would happen if I pushed this button?
    C. What happened if I pushed this button?
    D. What would happen if I push this button?