

# 中原大學 97 學年度碩士班入學考試

4 月 13 日 11:00~12:30 應用外國語文學系

誠實是我們珍視的美德，  
我們喜愛「拒絕作弊，堅守正直」的你！

科目：英文

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可使用計算機，惟僅限不具可程式及多重記憶者

不可使用計算機

## I. Vocabulary and Sentence Comprehension (20% total)

**This portion of the exam evaluates your ability to use the appropriate word in the particular context. In the following passage, some of the words have been left out. Please fill in the word that best fit in the context.**

### Passage A

Most language learners are first introduced to written materials through their textbooks. These materials are often specially written, adapted, and simplified. Their (1) p\_\_\_\_\_e is to introduce specific grammar points and vocabulary items. These (2) p\_\_\_\_\_es are usually short, written in the same genre, and glossed. They are designed to be read with (3) a\_\_\_\_\_n to every grammatical and lexical detail, (4) t\_\_\_\_\_y encouraging word-for-word reading. Exclusive reliance on such texts (5) d\_\_\_\_\_es learners of opportunities to practice different types of reading strategies. (Adapted from Rubin and Thompson, 1994)

### Passage B

Many African mothers carry, or nestle, their babies on their backs. This custom has (6) a\_\_\_\_\_es for both mother and child. A working mother, who has nobody to look after the baby, knows he or she is safe on her back, while her hands are free for her work. (7) M\_\_\_\_\_e, the baby stays in close contact with his/her mother and feels warm and safe. This sense of (8) s\_\_\_\_\_y may be suddenly broken, however, when the child no longer be carried. He or she may be put down and (9) e\_\_\_\_\_d to behave like a grown-up child. But he has been over-protected for so long (10) t\_\_\_\_\_h nestling that he or she feels very insecure and may behave like a baby. (Adapted from Willis, 1997)

## II. Error Correction (20% total)

**This portion of the exam evaluates your ability to identify grammar and usage errors. Each sentence contains either a *single error* or *no error* at all. Select the one underlined part that must be changed to make the sentence correct.**

**If the sentence is correct, select choice (e): No error.**

1. These superplants were designed to thrived (a) in home gardens and households, but the techniques have created plants that resist disease (b),

require less special care, and, more importantly, grow larger seeds (c) and fruits on fewer nutrients (d) and less water. No error (e).

2. Ralph Blakelock specialized (a) in painting (b) wild, lonely nighttime landscapes (c), usually with black trees were silhouetted (d) against the Moon. No error (e).

3. The idea of “terra-forming” Mars, as enthusiasts call it (a), has its roots in science fiction; however, as researchers develop (b) a more profound understanding how Earth’s ecology supports life (c), they have begun to see how it may be possible to create (d) similar conditions on Mars. No error (e).

4. Throughout history (a), trade routes have increased (b) contact between people, an exchange of ideas has resulted (c), and greatly affected (d) the growth of civilization. No error (e).

5. Despite (a) war taxes on production vanished, and the few taxes that remained leaned heavily on real estate, not on business, the population flow from (b) farm to city increased, and the labor force it provided was buttressed (c) by millions of newly arrived immigrants willing to (d) work for low wages in the mills of the North and on the railroad areas of the Midwest and West. No error (e).

6. Fungi are (a) the most important decomposers of forest soil, just like (b) bacteria are (c) the most important decomposers of (d) grassland soil. No error (e).

7. An operetta has (a) some of the same musical elements as (b) an opera and (c) is much lighter (d) in both subject and style. No error (e).

8. Not until (a) the 1830s there was (b) any serious attempt (c) to record the songs and stories of the Native Americans; it was Henry Schoolcraft who collected a great deal of authentic folklore from Ojibwa tribe and from several other groups, but there seems to be little doubt that he not only (d) chanted but also invented some of the material, and that he mixed the tradition of several tribes. No error (e).

9. Driving down the road (a), a herd of bulls (b) suddenly crossed (c) the road in front of Cindy's jeep (d). No error (e).

10. Around 550 A.D., early Anasazi—then a nomadic people archaeologists known as (a) the Basketmakers—began constructing (b) permanent homes on mesa tops, and in the next years, the Anasazi made rapid technological advancements, include (c) the refinement of not only basket-making but also pottery-making and weaving. This phase of development is referred to (d) as the Early Pueblo Culture. No error (e).

### **III. Summary (30% total)**

**This section aims to assess your ability to summarize. Do not list points. Your summary should read like a coherent text and its length should be about 1/3 of the passages.**

#### **Part A Teaching Method (10%)**

“In the long search for the best way of teaching a foreign language, hundreds of different approaches, or methods, have been devised. Each approach is based upon a particular view of language learning, and usually recommends the use a specific set of techniques and materials, which may have to be implemented in a fixed sequence. Ambitious claims are often made for a new teaching method, but none has yet shown to be intrinsically superior. The contemporary attitude is flexible and utilitarian: it is recognized that there are several ways of reaching the goal of FL competence, and that teachers need to be aware of a range of methods, in order to find the one most appropriate to the learner’s needs and circumstances, and to the objectives of the course. It is frequently necessary to introduce an eclectic approach, in which aspects of different methods are selected to meet the demands of particular teaching situations.” (Crystal, 1987)

**Part B Self-report (20%)**

“The third major type of data in SLA research is self-report data. These have proved invaluable in exploring individual differences in learners and identifying the various learning strategies they employ. Self-report data have been obtained in various ways: by means of written questionnaires such as those used by Gardner and his associates to measure learners’ attitudes and motivation, by means of oral interviews of the kind used by Wenden to identify learners’ beliefs about language learning, and by think-aloud tasks, performed either by individual learners or by pairs of learners and used to identify the nature of the problem-solving strategies learners employ in various language tasks. Self-report data has proved invaluable in uncovering some of the affective and cognitive factors involved in L2 learning, factors that are not readily observable in language behavior.

Again, though, there are problems. One concerns the extent to which learners are sufficiently aware of their affective states and cognitive processes to report on them. This is a problem of validity, but not a serious one, perhaps, as we can simply acknowledge that self-report data are limited in this aspect and, therefore, like any other type of data, incomplete. Another problem is that ‘subject’s reports may derive more from what they think they should have been doing than from what they actually were doing.’ This is a problem of reliability, which might be overcome by comparing data collected from the same subjects using the same instrument on two separate occasions and establishing re-test reliability – a procedure which, regrettably, has been little used in SLA research.” (Ellis, 1994)

**IV. Essay (30% total)**

The essay will assess your ability to develop a point of view on a particular issue by following relevant conventions of standard written English. You are given this opportunity to show how to present the central argument clearly, to express and organize ideas logically and effectively, and to use language precisely.

Please following the instruction:

(1) Read the following passage thoroughly.

*On Transcultural competence*

Michael Byram proposes an "intercultural speaker" who "is always a mediator between his/her own culture and others present in the situation, and must be constantly be able to interpret and re-interpret[...] cultural phenomena implicit or explicit in the communication."... This mediating process, however, must take place somewhere. It can happen neither within the cultural framework of L1 or C1 (culture 1) nor within the framework of L2 or C2. Speakers of different cultures need to develop their own space from which to negotiate meanings. Claire Kramsch, who has worked extensively in this field, has proposed the concept of a "third space", a concept she has adopted from the writings of Homi Bhabha, a postcolonial critic. For Bhabha the third space "represents both the general conditions of language and the specific implication of the utterance in a performative and institutional strategy of which it cannot 'in itself be conscious.'" This "third space" is not meant to function as a bridge leading toward some universal common ground where cross-cultural encounters may safely take place. Within the "third space", speakers of different cultures negotiate their meanings while they explore each other's particularities and the incompatibilities between their different values and assumptions.

FROM: *Forum for Modern Language Studies*, 1998:101-113.

(b) Please take this passage as your point of departure to write your essay. You are advised to state which part of the passage you agree or disagree, and discuss in detail the issue of 'culture' in language teaching and learning. Please give your essay a title.