

國立彰化師範大學 102 學年度博士班招生考試試題

系所：共同

科目：英文

☆☆請在答案紙上作答☆☆

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I. Vocabulary and Structure (30%)

Part A. Choose the best fitted vocabulary and grammatical structure for the blank

1. If the price of oil keeps _____, we'll have to increase our prices, too.
(A) rising (B) arising (C) raising (D) bringing up
2. I have to _____ that the problem was more difficult to solve than I had thought.
(A) confess (B) confess myself (C) confer for (D) confess it
3. I am not so sure about enrolling in this course anymore. All these problems signing up are _____.
(A) frustrated (B) frustrating (C) frustration (D) frustrate
4. This report _____ my experience in international markets.
(A) is in accordance with (B) is according to (C) is regarding to (D) is based on
5. Our advice for improving efficiency is _____:
(A) in the follow (B) as the following (C) as follows (D) as it follows
6. Please remember to order the coffee machine. _____, please order a new set of teaspoons.
(A) Beside (B) Too (C) As well (D) In addition
7. What _____? Believe me, everything will be fine.
(A) do you concern (B) do you concern about
(C) are you concerned about (D) are you concerning about
8. I'll spell it for you. "B" _____ "book".
(A) is for (B) like (C) as in (D) of

Part B. Choose the underlined vocabulary or grammatical structure that is incorrect

9. We've already contacted with a good designer. We want packaging that looks good but is also convenient for the consumer to use.
A B
C D
10. Don't you know him? He used to being the president of a very large advertising corporation. He was on the news all the time because of their innovative ads.
A B
C D
11. This isn't good material for the presentation. Most of the slides are very detail and our foreign clients don't really need all that information. The will get bored.
A B
C D
12. When you go to buy the book we will use in class, make sure that you buy the third version because it has been revised.
A B C
D

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13. Why don't we organize a party? We hardly see our colleagues from the Sales Department since they moved the seventh floor.
A B C D

14. We must take action immediately before the damage is irreparable. If we remove all the bottles from the market no, the lost will be bearable.
A B C D

15. Most of the people who emigrated to America in the 1600s were Europeans either escaping from their persecutors or looking for a better life.
A B C D

II. Reading Comprehension (30%)

There are three passages for you to read. Following each passage, there are five questions.

Please choose the best answer for each question.

Passage A

Biology is being reborn as an information science, a progeny of the Information Age. As information scientists, biologist concern themselves with the messages that sustain life, such as the intricate series of signals that tell a fertilized egg to develop into a full grown organism, or the orchestrated response the immune system makes to an invading pathogen. Molecules convey information, and it is their messages that are of paramount importance. Each molecule interacts with a set of other molecules and each set communicates with another set, such that all are interconnected. Networks of molecules give rise to cells; networks of cells produce multicellular organisms; networks of people bring about cultures and societies; and networks of species encompass ecosystems. Life is a web and the web is life.

In order to gain access to these molecules, a new science and even a new industry had to be created. Genomics is the development and application of research tools that uncover and analyzed thousands of different molecules at a time. This new approach to biology has been so successful that universities have created entire departments devoted to it, and all major pharmaceutical companies now have large genomics divisions. Genomics has granted biologists unprecedented access to the molecules of life, but this is more than just a technological revolution. Through genomics massive amount of biological information can be converted into an electronic format. This directly links the life sciences to the information sciences, thereby facilitating a dramatically new framework for understanding life.

Information is a message, a bit of news. It may be encoded or decoded. It may be conveyed by smoke signals, pictures, sound waves, electromagnetic waves, or innumerable other media, but the information itself is not made of anything. It has no mass. Furthermore, information always has a sender and an intended receiver. This implies an underlying intent, meaning, or purpose. Information

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theory thus may seem unfit for the cold objectivism of science. The focus of the information sciences, however, is not so much on information content, but rather on how messages are conveyed, processed, and stored.

Advances in this area have been great and have helped to propel the remarkable development of the computer and telecommunication industries. Could these forces be harnessed to better understand the human body and to improve human health?

1. The primary purpose of this passage is to
 - (A) suggest a new method of teaching
 - (B) describe a new trend in the field of study
 - (C) analyze different perspectives on a phenomenon
 - (D) describe the origins of misconception
2. The passage mentions the “orchestrated response” primarily as an example of
 - (A) the work being done to promote genomics
 - (B) the coordinated efforts of scientists
 - (C) the similarity between cells and computers
 - (D) molecules conveying information
3. The passage mentions each of the following as an example of elements interrelating to form a larger whole EXCEPT
 - (A) pathogens forming the immune system
 - (B) molecules forming a cell
 - (C) organisms forming an ecosystem
 - (D) individuals forming a society
4. According to the passage, information theory “may seem unfit for the cold objectivism of science” (line 23) because
 - (A) it analyzes biological information
 - (B) it can be conveyed by sound waves
 - (C) it suggests that messages may have meaning or purpose
 - (D) it is better suited to commercial industry than to academic study
5. Which of the following best describes the function of the final paragraph in relation to the rest of the passage?
 - (A) It indicates actual and potential consequences of genomics.
 - (B) It modifies a theory presented earlier.
 - (C) It provides a solution to a problem mentioned earlier.
 - (D) It raises doubts about the value of genomics.

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Passage B

Although we cannot set up in any detail an ideal of character which is to be universally applicable there are some broad principles which can be used to guide out estimates as to what is possible or desirable. We may distinguish two sorts of goods, and tow corresponding sorts of impulses. There are goods in regard to which individual possession is possible, and there are goods in which all can share alike. The food and clothing of one man is not the food and clothing of another; if the supply is insufficient, what one man has is obtained at the expense of some other man. This applies to material goods generally, and therefore to the greater part of the present economic life of the world. On the other hand, mental and spiritual goods do not belong to one man to the exclusion of another. If one man knows a science, that does not prevent others from knowing it; on the contrary, it helps them to acquire the knowledge. If one man is a great artist or poet, that does not prevent others from painting pictures or writing poems, but helps to create the atmosphere in which such things are possible. If one man is full of good-will toward others, that does not mean that there is less goodwill to be shared among the rest; the more goodwill one man has, the more he is likely to create among others.

In such matters there is no possession, because there is not a definite amount to be shared; any increase anywhere tends to produce an increase everywhere.

There are two kinds of impulses, corresponding to the two kinds of goods. There are possessive impulses, which aim at acquiring or retaining private goods that cannot be shared; these center in the impulse of property. And there are creative or constructive impulses, which aim at bringing into the world or making available for use the kind of goods in which there is no privacy and no possession.

The best life is the one in which the creative impulses play the largest part and the possessive impulses the smallest. This is no new discovery. The gospel says: "Take no thought, saying, What shall we eat? or What shall we drink? or Wherewithal shall we be clothed?" The thought we give to these thinks is taken away from matters of more importance. And what is worse, the habit of mind engendered by thinking of these things is a bad one; it leads to competition, envy, domination, cruelty, and almost all the moral evils that infest the world. In particular, it leads to the predatory use of force. Material possessions can be taken by force and enjoyed by the robber. Spiritual possessions cannot be taken in this way. You may kill an artist or a thinker, but you cannot acquire his art or his thought. You may put a man to death because he loves his fellow-men, but you will not by so doing acquire the love which made his happiness. Force is impotent in such matters; it is only as regards material goods that it is effective. For this reason the men who believe in force are the men whose thoughts and desires are preoccupied with material goods.

1. Which of the following best summarizes the main point of the passage?

- (A) Nothing can be possessed exclusively by one person.
- (B) Societies need strong laws against stealing.
- (C) Scarce resources should be shared equally in a society.
- (D) Creativity is of high value than possessiveness.

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2. The passage mentions “food and clothing” primarily as examples of things that
- (A) create a positive atmosphere of sharing
 - (B) cannot be shared as freely as other things
 - (C) everyone needs to survive
 - (D) are hard to find
3. As it is used in the second paragraph, “such matters” can be inferred to refer to situations in which
- (A) possessing a good does not deny it to someone else
 - (B) artists struggle to sell their works
 - (C) people strive to be industrious
 - (D) philosophers endeavor to define human ideals
4. According to the author, “force is impotent in such matters” because
- (A) moral people do not engage in violence
 - (B) spiritual things cannot be acquired coercively
 - (C) reason is more powerful than physical force
 - (D) violence cannot influence another person’s thoughts
5. Which of the following examples, if it existed, would mostly directly refute the main point of the author?
- (A) an invention that benefits all of humankind even though it was created only to make money for its inventor
 - (B) a tyrant who murders intellectuals in order to maintain his authority
 - (C) an army that invades another country and plunders its wealth
 - (D) a person who finds a large sum of money and gives it to charity

Passage C

Even if they don’t study it as a philosophical matter, all teachers must at some point confront the issue of whether, when, and how to punish or reward student behavior. Simple suggestion works occasionally, but not frequently enough. Reasoning sometimes works, too, but explaining the logical nuances of behavioral standards is often time-consuming and too often falls on deaf ears. So the practical question becomes: the carrot or the stick?

Most educators and psychologist agree that reward is always better than punishment, but a small yet vocal group of psychologists have maintained since the 1960s that reward is often just as harmful as punishment, if not more so. Their arguments are subtle but very persuasive. Educators like Alfie Kohn and psychologist like Edward Deci claim that careful study has shown that the introduction of a reward system, like gold stars on an attendance sheet or extra recess time for good behavior, changes the nature of the desired behavior completely, and not for the better. For instance, Deci conducted a study in which people were given a puzzle to solve. Some were given money as a “reward” for

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solving the puzzle. Afterwards, both groups were left alone but watched carefully. Those who had been paid stopped playing, but those who had not been paid continued. Deci concluded that the subjects who were paid probably construed the task as being manipulative: the experimenter was trying to get them to do something through bribery. The unpaid subjects, however, were more likely to see the task as fun and worth doing for its own sake.

This study and many like it have profound implications for the classroom. Several experiments have demonstrated that “pay-to-read” programs have surprisingly negative effects on literacy. Such programs usually get kids to “read” a lot more books, but their reading skills and, far more importantly, their love of reading decline. . Such programs, research suggests, turn reading into a performance rather than a fulfilling personal experience. They encourage students to read books only superficially and only to get the reward. What is worse, like Deci’s puzzle-solvers, the students don’t want to continue reading after the payments stop. Books have become only enrichment for the pocket, not enrichment for the mind.

Of course, the human mind is an enormously complex machine, and it would be a mistake to use these few experiments to generalize that all rewards are bad. Certainly, honest and mindful praise from a respected teacher can to a great deal to encourage not only good behavior but rigorous intellectual curiosity. Parents and teachers, however, need to be very aware of children’s need to feel in control of themselves.

1. In the passage, “Reasoning sometimes works... on deaf ears,” is intended to describe the interaction between
 - (A) those who promote the use of punishments and those who oppose it
 - (B) educators and philosophers
 - (C) teachers and students
 - (D) parents and teachers
2. In this passage, Alfie Kohn and Edward Deci are mentioned as examples of
 - (A) experts who question the effectiveness of rewards as reinforcers
 - (B) educators who prefer negative reinforcers to positive reinforcers
 - (C) educators who advocate a careful schedule of contingencies for students
 - (D) teachers who use rewards as reinforcers
3. Deci’s conclusion about the experiment described in this passage assumes that the subjects in the study
 - (A) are highly proficient at solving puzzles
 - (B) are well educated
 - (C) have not participated in reward systems before
 - (D) can make inferences about the motives of the experimenter

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4. The author mentioned that “the human mind is an enormously complex machine” in order to suggest that
- (A) teachers often find it hard to teach certain subjects
 - (B) a simplistic theory about the effectiveness of rewards is unwise
 - (C) many learning disabilities require special attention
 - (D) people cannot be easily fooled
5. Which of the following assumptions is held by the author?
- (A) Negative feedback is not an effective teaching tool.
 - (B) Honors and grades are necessary elements of institutional education.
 - (C) Rewards are ineffective as reinforcers of behavior.
 - (D) If prizes are to be used in a classroom, there must be enough for all students.

III. Composition (20%)

Read the following paragraphs from Taipei Times and express your opinion on Sung's career change with about 150 words.

Few among the hundreds of thousands of high-school students taking part in the annual university entrance examinations and the thousands of university graduates entering graduate schools every year can imagine what their life will be after school.

Some of them may end up working in fields unrelated to what they studied in school. They could become another Sung Keng-lang, a doctoral student at National Chengchi University who quit school after two years in the program and became a chicken fillet street vendor.

The story of Sung's career change became famous after it was picked up by the media and drew a sharp response from tycoon Terry Gou, who said that people like Sung “have wasted education resources and should be taxed for abusing public resources.”

(extracted from <http://www.taipeitimes.com/News/editorials/archives/2013/03/22/2003557665>)

IV. 中翻英(10%)

1. 志工團體在我們全國各地的工作成就所代表的正是美國的國魂與精神。他們協助造就了這個地球上所曾經有過最富同情心的、最寬大為懷的以及最有人情味的社會。

(美國前總統雷根的演講) (4%)

2. 曾獲得諾貝爾經濟學獎的經濟學家 Daniel McFadden 在最近的一篇論文中，他概略描述了“愉悅新科學”。在該文中，他認為經濟學應向心理學、神經科學和人類學等領域借鑒得更多一些。他要經濟學家們接受這個事實：來自其他學科領域的證據，不只是能解釋那些不適合以經濟學標準模型解釋的少數行為而已。反之，經濟學家們認為異常的行為其實是社會的常態。

(經濟學人文章) (6%)

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V. 英翻中 (10%)

As a result of the government's elimination of the minimum capitalization requirement for new companies and its incentive program of "creating new jobs through entrepreneurship," there has been a sharp increase in the number of new SMEs founded in Taiwan since the global financial tsunami of 2008. The main industrial categories leading the way in this wave of entrepreneurship are services firms, Internet firms, and cultural and creative enterprises.

(Excerpt from *Taiwan Panorama Magazine*)