

# 國立彰化師範大學103學年度博士班招生考試試題

系所： 英語學系

科目： 英文(含作文及翻譯)

☆☆請在答案紙上作答☆☆

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## I. 中譯英 (20%)

帽子、陽傘、墨鏡、長袖衣物、防曬乳是防曬必備行頭。前四者阻隔身體與陽光接觸，但是只有這些還不夠，至少得塗上防曬乳液。小小一罐乳液，為什麼讓肌膚可以直接對抗陽光？陽光中對人體影響最大的是紫外線(ultraviolet ray)，防曬主要也是針對紫外線。

紫外線依照波長不同，分為三種：UVA、UVB 和 UVC。過去防曬產品主要針對 UVB，因為其波長雖然只到皮膚表皮，但會使皮膚紅腫、脫皮、曬黑，是曬傷最常見的罪魁禍首。UVA 可以穿透玻璃，它不會讓人感覺熱，但即使是陰天也能發威，是個「陰柔」難纏的對手。至於 UVC，由於波長較短，通常經過臭氧層時就會被吸收，少對皮膚造成傷害。

(文章改寫自《新聞中的科學》第十九章紫外線)

## II. 英譯中 (20%)

To some degree, we all delegate mental tasks to others. When presented with new information, we automatically distribute responsibility for remembering facts and concepts among members of our particular social group, recalling some things on our own and trusting others to remember the rest. When we can't remember the right name or how to fix a broken machine, we simply turn to someone else charged with being in the know. If your car is making a clunking noise, you call Ray, your gearhead friend. Can't remember who starred in *Casablanca*? Marcie, the movie buff, knows. All types of knowledge, from the prosaic to the arcane, get apportioned among members of the group, whether the social unit in question is a married couple or the accounting department of a multinational corporation. In each case, we don't only know the information stored within our own minds; we also "know" what kinds of information other members of our social group are entrusted with remembering.

~ from *The Internet has become the external hard drive for our memories* in *Scientific American*, 2013, Vol. 309, Issue 6, by Daniel M. Wegner and Adrian F. Ward

## III. Composition (60%)

Read the following article from *The Economist*. Should Taiwan promote English as a Medium of Instruction (EMI) at universities? Express your viewpoints in 300 words.

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## English at universities

The world's elite speaks English, so universities around the world are not only teaching English, but increasingly, teaching in English. A new report from the British Council and Oxford University's department of education highlights the trend and unsurprisingly finds that English as a Medium of Instruction (EMI) is on the rise at all levels of education. But it is most pronounced at the post-secondary level.

Those who want to study in English (outside the English-speaking world) have many options. There are traditional foreign-founded universities like the American University in Cairo, as well as modern, local universities and colleges like the King Abdullah University of Science and Technology in Saudi Arabia or ESMT, a business school in Berlin. A growing third option are the satellites of American universities, whether the University of Florida's campus in Panama or New York University's in Abu Dhabi.

Even traditional institutions are increasingly teaching in English, especially at the graduate level. Students are particularly keen on English in inherently global subjects, including science and business. It is possible to get a master's degree or even a PhD in some subjects at, say, the University of Copenhagen, Denmark's most prestigious institution, without knowing a lick of the language of Kierkegaard. (Undergraduate classes remain mostly in Danish.) In 2011 Sofie Carsten Nielsen, then an opposition member of parliament, argued that universities should do even their internal business in English, to encourage foreign scholars resident there to take a bigger role in the university.

But not everyone is keen on the idea. Ms Carsten Nielsen told Johnson in 2012 that she was surprised by a vociferous public push-back against her idea. (The populist-nationalist Danish People's Party was particularly aghast.) Ms Carsten Nielsen became education minister in February—but when asked about her old pro-English stance, she retreated, saying “I think it is important to have a vision and start a debate about how we can survive global competition. But that suggestion isn't a goal I'm going to be working on soon here.”

Outside Europe, the picture is mixed: English-medium education hasn't gone far in Latin America. Anti-American Venezuela has explicitly anti-English-medium policies, according to the British Council/Oxford report, but interestingly, so does Israel, an American ally. Some South Asian universities, by contrast, are dominated by English. Modernising Arab countries like Qatar have pushed EMI heavily. China too has gone promoted university programs taught entirely in English. It has perhaps over-promoted them: many students have come from Africa or South Asia drawn by the promise of an English education, only to find they could not understand their teachers. But the quality of English in China is improving fast. Chinese scientists get big bonuses (and swell with pride) when their papers make into the best international—English-language—journals. (Extracted from May 7 2014 *The Economist*)