

# 國立彰化師範大學104學年度碩士班招生考試試題

系所： 英語學系

科目： 英文(含作文與翻譯)

☆☆請在答案紙上作答☆☆

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## I. Vocabulary and Cloze: Fill in the blank with the most appropriate letter of the vocabulary word.(20%)

Health authorities consider another worldwide flue \_1\_, like the three mass \_2\_ that killed an \_3\_ 50 million people in the 20<sup>th</sup> century, to be both \_4\_ and overdue. The bird flu that has \_5\_ in Asia could very well \_6\_ such a disaster. The \_7\_ usually infects chickens, ducks and turkeys, but it can also jump to \_8\_. Under the right \_9\_ it could spread like \_10\_.

- |               |               |                |
|---------------|---------------|----------------|
| A. inevitable | F. appeared   | K. proficiency |
| B. virus      | G. infections | L. pump        |
| C. humans     | H. estimated  | M. deputy      |
| D. pandemic   | I. wildfire   | N. tested      |
| E. conditions | J. trigger    |                |

## II. Grammar: Choose the most appropriate answer to fill in each of the following blanks. (20%)

Limited attention had been specifically given in the published literature to the role of written corrective feedback (CF) in the second language acquisition process prior to Truscott's (1996) article in *Language Learning*. There he proposed that error correction \_11\_. One of his arguments was that teachers, in providing their learners with error correction, did so in the belief \_12\_ a simple transfer of information would enable their learners to correct their grammatical errors and hopefully not repeat them in future pieces of writing. He explained how a view such as this failed \_13\_ the complex learning processing underpinning the development of a learner's interlanguage: "The acquisition of a grammatical is a gradual process, not a sudden discovery as the \_14\_ view of correction would imply." However, such a view seems to ignore \_15\_ reasonable claims advanced by cognitive and socio-cultural theorists. It does not seem to take \_16\_ account the possibility that some learners who are ready to acquire the form or structure targeted with written CF may, over time, show that they are able to use the targeted linguistic form or structure with greater accuracy. This can occur regardless of whether or not teachers understand the processes \_17\_ interlanguage. It can occur \_18\_ whether they understand, agree, or disagree with the information processing and skill acquisition theories (wherein it is claimed that declarative knowledge, including that provided by written CF, can be automatized to the point \_19\_ it becomes procedural knowledge and be applied accurately and consistently over time). The number of occasions in which written CF will be required may vary \_20\_ learner to learner according to the linguistic domain of the error and to any number of individual difference variables (in both cognitive and socio-cultural activity theory terms). Some empirical studies within the cognitive psycholinguistic

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perspective have found that a single provision of written CF is all that is necessary, even though it is also recognized that some learners may benefit from additional feedback. [adapted from Bitchener & Ferris (2012)]

- |                     |                      |
|---------------------|----------------------|
| 11. (A) abandoned   | (B) be abandoned     |
| (C) was abandoned   | (D) to be abandoned  |
| 12. (A) to          | (B) of               |
| (C) that            | (D) whether          |
| 13. (A) acknowledge | (B) acknowledging    |
| (C) to acknowledge  | (D) in acknowledging |
| 14. (A) intuit      | (B) intuitive        |
| (C) intuition       | (D) intuitively      |
| 15. (A) a number of | (B) the number of    |
| (C) an amount of    | (D) the amount of    |
| 16. (A) X           | (B) the              |
| (C) for             | (D) into             |
| 17. (A) underline   | (B) underlined       |
| (C) underlying      | (D) to underline     |
| 18. (A) regarding   | (B) with regard to   |
| (C) respectively    | (D) irrespective of  |
| 19. (A) that        | (B) when             |
| (C) where           | (D) what             |
| 20. (A) from        | (B) in               |
| (C) of              | (D) between          |

### III. Reading (20%)

In Canada during the early 1980's, many offbeat performers took to the streets, displaying magnificent talents such as walking on stilts and blowing fire. One of these performers, Guy Laliberté, decided to expand this type of performing. Today, he is the CEO of a modern experimental circus company based in Montreal, the grandiose Cirque du Soleil. In French, it means "Circus of the Sun," a fitting name as the show is filled with light, color, and energy.

A few key differences exist between Cirque du Soleil and the traditional style circus. First is the lack of animals. Instead, the show focuses on human physical ability and emotion. Moreover, the clowns of Cirque du Soleil are not just goofy, large-shoed entertainers, but play a part in the complex storyline as well. While many traditional circuses are pretty much the same every time you see them, each Cirque du Soleil show is different with an evolving theme.

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Performers of Cirque du Soleil, who come from all over the world, put their viewers in awe with their incredible talents. In one act, performers connect to create a human wheel that spins across the floor, while in another, acrobats fly 30 feet into the air and land on top of human pyramids. Other acts include foot-juggling, aerial dancing via bungee cords, and hoop diving. There are still many who enjoy the traditional circus with lion tamers, red-nosed clowns, and men and women performing death-defying tricks.

These thrill-giving shows date back to as far as the Roman Empire with the Circus Maximus. This early circus featured acrobats and wild animals, as well as chariot races and wrestling. As time passed, wandering troupes of circus performers kept the tradition alive. In the late 18th century, British-born Philip Astley created the first modern circus by combining trained horses and riders with musicians and clowns. Soon after, the traveling circus business boomed in America. Crossing the country by wagon, troupes set up their big tents at each location and wowed audiences with tightrope walking, elephants, and amazing acrobatics.

About this time, several key names made their way onto the circus scene. P.T. Barnum, a well-known showman, introduced the “freak show” into the circus. This portion of the circus featured bearded ladies, conjoined twins, and fake mermaids. The Ringling Brothers, a family friendly show that traveled by circus train, was also becoming more popular. Eventually Barnum and the Ringling Brothers merged to form The Greatest Show on Earth, which is still around to this day. Whether it’s the traditional style or the majestic wonder of the Cirque du Soleil, circuses are sure to put smiles on the faces of young and old alike.

21. Which of the following probably can't be seen in Cirque du Soleil?
- (A) Entertainers from around the world.
  - (B) Performers in beautiful costumes.
  - (C) Animals leaping through hoops of fire.
  - (D) Spinning people swinging in the air.
22. Performers in Cirque du Soleil are \_\_\_\_\_.
- (A) all ex-street performers
  - (B) learning their skills in Montreal
  - (C) trained in dealing with wild creatures
  - (D) gifted in using their bodies to perform.
23. How did early circuses travel from place to place?
- (A) By wagon or train.
  - (B) Via word of mouth.
  - (C) By car.
  - (D) On foot.

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24. What is Philip Astley credited with?
- (A) Introducing wild and rare animals to the circus.
  - (B) Using skilled performers and animals for the shows.
  - (C) Combining the two famous circuses into a company.
  - (D) Using horses and elephants to raise circus tents.
25. What is the meaning of grandiose in the first paragraph?
- (A) ordinary
  - (B) rigorous
  - (C) eloquent
  - (D) splendid

## IV. English Composition (30%)

Due to advance of technology, in addition to computers there are many electronic devices available for educational purposes such as smart phone, iPad, etc. What are your opinions toward applying the electronic devices in children's English education? Do you think it is appropriate to use the electronic devices in teaching elementary school students English? Provide and explain your viewpoints and reasons.

## V. Translation (中翻英) (10%)

凡是好節目，不僅能牢牢抓住觀眾，也要能啟發觀眾了解做人的意義。這樣的節目可以幫助人們成長，成為上帝創造人的本來面目：沉穩、獨立自由、充滿喜樂與愛。意義、自由與愛－這些就是最高的人性價值。台灣觀眾有權要求娛樂節目的製作者提供這種人性的養料。