

# 國立彰化師範大學 98 學年度碩士班招生考試試題

系所：兒童英語研究所

科目：英文(含作文與翻譯)

☆☆請在答案紙上作答☆☆

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## Multiple Choice (50%)

**There are a total of twenty five questions below. In each question, there are four possible answers. You have to select the only one word that best fits the context.**

History is often written in terms of military heroes, but the enormous potential of human leadership \_\_1\_\_ from Attila the Hun to Mother Teresa. Most everyday leaders remain unheralded. The role of heroic leadership in war leads to overemphasis of command and \_\_2\_\_ and hard military power. In America today, the presidential debate is between Senator John McCain, a war hero, and Senator Barack Obama, a former community organizer.

The image of the warrior leader \_\_3\_\_ in modern times. The writer Robert Kaplan points to the birth of a new “warrior class as cruel as ever and better armed” ranging from Russian Mafiosi and Latin American drug kingpins to terrorists who \_\_4\_\_ violence just as ancient Greeks did in the sacking of Troy. Kaplan argues that modern leaders must respond in \_\_5\_\_, and that modern leadership will demand a pagan ethos rooted in the past.

Smart warriors, however, know how to lead with more than just the use of force. Soldiers sometimes joke that their job \_\_6\_\_ is simple: “kill people and break things.” But, as the United States discovered in Iraq, \_\_7\_\_ also matter, and smart warriors need the soft power of attraction as well as the hard power of coercion.

Indeed, an oversimplified image of warrior-style leadership in President George W. Bush’s first term caused costly \_\_8\_\_ for America’s role in the world. It is not a manly modern Achilles who makes the best warrior leader in today’s communication age. Military leadership today requires political and managerial skills.

Many autocratic rulers – in Zimbabwe, Myanmar, Belarus, and elsewhere – still lead the old-fashioned way. They combine fear with corruption to maintain kleptocracies dominated by “the \_\_9\_\_ man” and his coterie. A good portion of the world is ruled this way.

Some theorists try to explain this with an “alpha male theory of leadership.” The psychiatrist Arnold M. Ludwig, for example, argues that just as male monkeys, chimps, or apes automatically begin to \_\_10\_\_ more responsibility for their particular community once they attain the dominant status of alpha male, human rulers do so as well.

But such socio-biological explanations of leadership are of \_\_11\_\_ value. Thus far, no leadership gene has been identified, and studies of identical and fraternal male twins find that only a third of their

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difference in occupying formal leadership roles can be explained by genetic factors. While this suggests that inbred characteristics influence the extent to which people play particular roles, it leaves \_\_12\_\_ room for learned behavior to influence outcomes.

Even so, one effect of the traditional heroic warrior approach to leadership has been to support the \_\_13\_\_ that leaders are born rather than made, and that nature is more important than nurture. The search for the essential \_\_14\_\_ of a leader dominated the field of leadership studies until the late 1940's, and remains common in popular discourse today.

A tall handsome person enters a room, draws attention, and “looks like a leader.” Various studies show that tall men are often \_\_15\_\_, and that corporate CEOs are taller than average. But some of the most powerful leaders in history, such as Napoleon, Stalin, and Deng Xiaoping were little over five feet tall.

The traits-centered approach has not vanished from studies of leadership, but it has been \_\_16\_\_ and made more flexible. Traits have come to be seen as consistent patterns of personality rather than inherited characteristics. This definition mixes nature and nurture, and means that “traits” can to some extent be learned rather than merely inherited.

We talk about leaders being more energetic, more \_\_17\_\_, more optimistic, more persuasive, and more empathetic than other people. These traits, however, are affected partly by a leader's genetic makeup and partly by the environments in which the traits were learned and developed.

A persuasive experiment recently demonstrated the \_\_18\_\_ between nature and nurture. A group of employers was asked to hire workers who had been ranked by their looks. If the employers saw only the resumés, beauty had no impact on hiring.

\_\_19\_\_, however, when telephone interviews were included in the process, beautiful people did better, even though they were unseen by the employers. A lifetime of social \_\_20\_\_ based on their genetically given looks may have encoded into their voice patterns a tone of confidence that could be projected over the phone. Nature and nurture became thoroughly intertwined.

Genetics and biology matter in human leadership, but they do not determine it in the way that the traditional heroic warrior approach to leadership suggests. The “big man” type of leader works in societies based on networks of tribal cultures that rely on personal and family honor and loyalty. But such social structures are not well \_\_21\_\_ for coping with today's complex information-based world.

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In modern societies, \_\_22\_\_ constraints such as constitutions and impersonal legal systems circumscribe such heroic figures.

Societies that rely on heroic leaders are slow to develop the \_\_23\_\_ society and broad \_\_24\_\_ capital that are necessary for leading in a modern networked world. Modern leadership turns out to be less about who you are or how you were born than about what you have learned and what you do as part of a group. Nature and nurture intertwine, but nurture is much more important in the modern world than the heroic \_\_25\_\_ acknowledges.

Modern information societies require us to go beyond the “big man” approach to leadership. It will be interesting to see how these classical stereotypes play out in the American presidential competition this year.

1. a) stretches    b) ranges    c) extends    d) queues
2. a) control    b) supervision    c) regulation    d) management
3. a) emerges    b) shines    c) flashes    d) lingers
4. a) justifies    b) glorifies    c) embraces    d) upholds
5. a) kind    b) degree    c) proportion    d) level
6. a) characterization    b) requirement    c) description    d) briefing
7. a) hearts and minds    b) hearts    c) minds    d) hearts or minds
8. a) recessions    b) destruction    c) setbacks    d) deflation
9. a) giant    b) big    c) defiant    d) strong
10. a) acquire    b) acknowledge    c) attain    d) assume
11. a) only limited    b) no    c) little    d) certain
12. a) little    b) a little    c) no    d) a lot of
13. a) theory    b) fact    c) belief    d) assumption
14. a) characteristics    b) features    c) personality    d) traits
15. a) favored    b) discriminated    c) promoted    d) honored
16. a) documented    b) revised    c) reoriented    d) broadened
17. a) risk-taking    b) risk-averting    c) risk-hedging    d) risk-neutral
18. a) linkage    b) correlation    c) interaction    d) causality
19. a) Naturally    b) Generally    c) Surprisingly    d) Provocatively
20. a) reinforcement    b) imposition    c) deprivation    d) reformulation

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21. a) adjusted    b) adapted    c) modified    d) accommodated  
22. a) systematic    b) social    c) institutional    d) contractual  
23. a) civilian    b) public    c) open    d) civil  
24. a) social    b) human    c) physical    d) public  
25. a) model    b) theory    c) paradigm    d) mode

## 翻譯題(中翻英 10%)

1. 為因應全球化的趨勢，政府自民國 91 年起陸續制定推動多項教育政策，以提升全民的英語能力，進而提升國家競爭力為目標。
2. 台三線斗六(Douliu)往古坑(Gukeng)方向，有長達兩公里的芒果樹，道路兩旁綠茵蔽天，猶如曼妙盎然的綠色長廊。春分之際，三五好友騎著單車乘著風，遠離塵囂享受大自然的呼吸。

## 翻譯題(英翻中 10%)

1. "Decorated with images of life on the riverbank – crabs and snails – the exterior panels of the hotel light up at night, adding a touch of modernity to the historic riverside where 18th century architecture prevails."
2. "Google Print was launched in October 2004, offering users access to another level of information on the Web, a digitized and convenient alternative to visiting to the library. But publishers were worried that their copyrighted material might be bypassed or circumvented."

## 英文作文(30%)

Nowadays most of the vocational high school graduates continue their study in universities of science and technology or institutes of technology instead of entering the job market and being part of the workforce of the country. Accordingly, the objectives of most vocational high schools are not for job preparation any more but to prepare the students for the entrance examination. What is your viewpoint towards this phenomenon, whether vocational high schools should prepare the students for the job market or for further study? Give reasons to support your opinions.