

考試科目	中/英文能力	所別	傳播學院傳播碩士學位學程/甲組 511	考試時間	2月23日(日)第一節
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壹、中文能力(總共三題)

一、文學基礎: 請為以下詩詞語句, 填入適當字詞: (每題 0.5 分, 共計 10 分)

請標示題號, 並依序作答。作答時, 不抄錄題目; 未能答者, 亦需留題號。

- (1) 行到水窮處, 坐看雲__時。(王維, 終南別業)
- (2) 海上__明月, 天涯共此時。(張九齡, 望月懷遠)
- (3) 人有悲歡離合, 月有陰晴圓缺, 此事古難__。(蘇東坡, 水調歌頭)
- (4) 儂今葬花人笑__, 他年葬儂知是誰?(曹雪芹, 紅樓夢)
- (5) 待到秋來九月八, 我花開後百花__。衝天香陣透長安, 滿城盡帶黃金甲。(黃巢, 不第後賦菊)
- (6) 流淚眼逢流淚眼, 斷腸人遇斷腸人。(吳承恩, _____; 容祖兒歌詞改用)
- (7) 太平本是將軍定, 不許將軍見__。(施耐庵, 水滸傳)
- (8) 勿以惡小而為__, 勿以善小而不為。(三國志, 蜀書)
- (9) 青青子__, 悠悠我心; 但為君故, 沉吟至今。(詩經, 國風; 曹操, 短歌行)
- (10) 客心__流水, 餘響入霜鐘。不覺碧山暮, 秋雲暗幾重。(李白, 聽蜀僧浚彈琴)
- (11) 白日放歌須縱酒, 青春作伴好還__。(杜甫, 聞官軍收河南河北)
- (12) 萬__不許一溪奔 攔得溪聲日夜喧。(楊萬里, 桂源鋪; 胡適借贈雷震)
- (13) 不信青春喚不回, 不容青史盡成__。(于右任, 壬子元日)
- (14) 甲帳籌功星兩兩, __門傳捷日彤彤。(楊慎, 狼山凱歌)
- (15) 明知此是傷心__, 亦到維舟首重回, 十七年中多少事, 春帆樓下晚濤哀。(梁啟超, 馬關夜泊)
- (16) 當__不斷, 反受其亂。(司馬遷, 史記春申君列傳)
- (17) 去國懷鄉, 憂__畏譏, 滿目蕭然, 感極而悲者矣。(范仲淹, 岳陽樓記)
- (18) 食人一口, 報人一__。(台灣諺語)
- (19) 禍兮福之所倚, 福兮禍之所__。(老子, 第五十八)
- (20) 可與言而不與之言失人, 不可與言而與之言失__。知者不失人亦不失言。(論語, 衛靈公第十五)

二、書寫:

以下題目請自選一題回答即可, 請勿多答, 多答無益。各題給分均為 15 分。

(1) 當代文藝與議論文書寫:

試從當代中外文學與電影中, 擇文學和電影作品各一; 並取一觀點, 訂作題目, 再以 500 字左右短文綜述之。例如: “從張愛玲小說【傾城之戀】與電影【時時刻刻】(The Hours), 看城市與女性自覺之崛起”: (文藝涵養與選題洞見 5 分, 析辯能力 5 分, 文字表述 5 分)

(2) 創意書寫: 試創寫 500 字左右之極短篇故事, 其中應包含深情人物、富意境之場景、具張力的情境、戲劇之行動、雋永的主題。請先逐一寫下人物、場景、情境、行動、主題之內涵, 再組織成為一故事, 示例如下: (取材選題之原創意 10 分, 故事構成與表述 5 分)

人物: 寂寞的單親兒童, 總是望著深夜的星空, 沉默不語...

場景: 森林腳下, 新拓建的城郊住宅; 黑夜的後窗外, 似乎有甚麼蠢蠢欲動著...

情境: 男童遇見了墜落山裡, 迷途的小外星人...

行動: 男童勇敢保護外星人回天空...

主題: 愛, 家庭, 信諾...

故事: ...

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三、請說明最近所讀中、英文書籍一或多本(教科書以外)之心得,並討論其與傳播可能相關之處或對未來研究所進修計畫之可能助益。請列出書名、作者、出版年等基本資料後再行說明。(25%)

貳、英文能力(總共三題)

1. In your opinion, what are the key aspects of the future development in the field of communication? Why? (15%)

2. Please describe one single event that made the biggest impact in your life in the past four years and explain briefly. (10%)

3. 以下文章是一篇學術論文的引言,請以中文敘述以下文章的綱要,寫成大約350字的中文摘要。(25%)

In recent years, it has become a truism that tourism and holiday experiences are not just important but a 'necessary' part of people's lives. Tourism forms an intrinsic part of the culture of many developed economies of the world. It is readily accepted that the holiday experience is not limited to the event itself, but begins prior to and in anticipation of a trip, and continues beyond the return via the telling and reminiscing among family and friends. Holidays therefore have the potential to shape the narratives of people's lives. Tourist experiences change over the life-course, as people adopt different roles and make different choices according to their particular needs. The literature on tourist experience recognizes the pivotal role that holiday experiences have for changing lives, attitudes and personal and social growth. Across tourism studies, a consensus has emerged that the discourse of and talk about tourism, like narrative tellings more generally, are resources for identity work, and the mediator of culture. It is in this mediated sense that tourism has become intrinsic to the cultural psyche of [some] nations. Across much of tourism research, it is clear that while researchers are getting ever-closer to studying tourist encounters as they happen, no one has asked questions about how people, beyond the context of their doing being 'tourists', or outside talking to researchers about such experiences, actually make meaningful 'holiday talk' in their everyday lives. Remarkably little is known about the salience and meanings of 'holidays' in settings that are not ostensibly about them. This is one purpose of the current paper, to highlight how talk about holidays appears and is made relevant in ordinary conversations. A second purpose is to explore how talk about tourism is embedded in everyday social life, for whilst it has been argued that holidays play a critical role in people's social lives, and are deeply embedded within the cultural imagination, there is very little empirical evidence on which to base such claims. This paper aims to make these links and calls for further research in tourism social science on the relationships between tourism and everyday social life.

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