

淡江大學 101 學年度碩士班招生考試試題

104-

系別：英文學系

科目：英 文

考試日期：2月26日(星期日) 第1節

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General Directions: There are 25 multiple choice questions. Please write 1 to 25 on the answer sheet. After selecting the correct answer from among a, b, c or d, write it clearly following the appropriate question number to indicate your answer.

I. Sentence Completion

There are 10 sentences below. Choose the most appropriate response that correctly completes the meaning of the sentences (30%--10 questions; each answer 3%).

1. Universal Darwinism or the evolutionary algorithm explains design out of chaos ----- the need of Mind by positing three steps: (1) variation, (2) selection, and (3) heredity (a replication mechanism).
a. except for b. however c. without d. based thereupon
2. Conservative elements in every society ----- a sense of continuity between the past and the future.
a. operate to induce b. operating induces c. to operate and induce d. operates inducing
3. Seismologists constantly monitor the earth's crust for seismic perturbations ----- demonstrate highly dynamic phases of energy release.
a. whose b. by that c. which d. of which
4. The generation gap in my family between my parents and ----- is the greatest single source of frustration and misunderstanding.
a. us children b. we children c. our's children d. our children
5. Regardless of the seeming simplicity of a peanut butter and honey sandwich, ----- chemical and neurological processes involved in its ingestion go far beyond the understanding of most educated people.
a. a complexity of the b. a complexity of a c. the complexity of a d. the complexity of the
6. Many responsible citizens insist that the future of humankind on the earth lies in a so-called ----- lifestyle.
a. substantive b. sustentive c. sustainable d. susurrant
7. ----- for the Turalatova Indians of South America inculcates all requisite knowledge to young people through a drug induced ritual.
a. The passage rite for coming to age b. The age coming rite to passage
c. The coming of age rite of passage d. The coming passage of age rite
8. DNA evidence in the retrial of Robert Manily, who was found guilty of first degree murder, ----- him after he spent thirty-five years in prison.
a. exonerated b. expostulated c. expropriated d. exorcised
9. The military procurement department not only obtained the newest cutting edge weapons technology ----- twenty-five purebred horses for cavalry display mounts.
a. and acquired also b. also acquired c. but acquired also d. but also acquired
10. The depth and intensity of her acting performances always win her accolades from critics and audiences -----.
a. too b. alike c. besides d. equal

II. Reading Comprehension

There are two reading selections below; each is followed by multiple choice questions. Choose the response that best answers the question (45%--15 questions; each question 3%).

Reading I

[1] An academic model appropriate for today's students in postmodern times must recognize the fundamental differences in Generation X from previous generations of students and the poor match between many traditional instructional practices and the needs, desires, and tolerances of

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Generation X.

[2] While lecture based instruction from an expert instructor might never have been the most efficient way to bring about deep learning, it had a certain fit with modern times and sensibilities—the belief that there are universal truths that can be transmitted to willing students. Our current postmodern times require more ownership information and ideas by students, developed through the personal construction of knowledge, and thus suggest the need to alter a number of fundamental “traditional” practices. Some changes will require the recognition of the consumer based realities of higher education in the third millennium; if school is not fun and does not have apparent meaning and/or benefit, young people will not participate or will not participate in full and authentic ways.

[3] Other changes reflect the absolutely necessary shift from a teaching to a learning centered environment, as outlined by Barr and Tagg, O’Banion, and others. The prime recognition is that our colleges do not exist to provide instruction; we exist to create learning. The traditional “teaching” practice of lecture to passive students has been long discredited as ineffective, though few schools have fully embraced the scope of change necessary to become “Learning Colleges” as described by O’Banion.

[4] The following outlines some necessary changes and practices to make this paradigm shift, from an old school, modern, instructional based institution to a “consumer conscious,” postmodern, learning based institution appropriate and effective with Generation X and other student cohorts; the practices of Postmodern Pedagogy (“PMP”).

[5] Changes in the dynamics of the student-instructor relationship: Many higher education faculty still aspire to the old, traditional model of “expert to acolyte” where students looked to them for an agenda and identification of what is and what is not important. Now, the faculty must become not only experts in their fields, but facilitators of student learning. In truth, the relationship of faculty to student in PMP is also one of provider to consumer, with the expectation that the student does not “please” the instructor, but that the instructor should please the student. Ideally interaction will be in a collaborative relationship toward shared goals where students are engaged learners as full partners (al la O’Banion), but students must be engaged on some level or levels to attend, persist, learn, and succeed. Faculty who fail to appreciate their provider role will be unsuccessful in many ways and a poor fit for the PMP, student centered college.

[6] Changed responsibility for students and instructors: Traditionally, instructors held all the cards. They determined the content, outcomes, procedures, and nature of their classes, often with little or no outside input. Instructors often lectured on what they personally found of interest without feeling any significant responsibility to cover the entire content of the class. While instructors were responsible for input, students were responsible for outcomes—their success or the lack thereof. The successful student was one who could identify what was important and give it back to the instructor on tests and a paper. Teaching was the constant (every student got the same thing) and learning was the variable (some students learned more and some less). Responsibility for outcomes rested with the student; they all had the same input, so variances in output was up to them. In fact, an “appropriate” distribution of grades has been a measure of an instructor’s success. In the learning model, learning must become the constant; all students need to demonstrate success in reaching learning outcomes. Teaching becomes the variable as instructors facilitate student success by whatever means necessary. If significant numbers of students do not reach success, that becomes the instructor’s responsibility and the instructor’s problem. Ideally, as O’Banion says, the learning college engages learners as full partners, who will assume primary responsibility for their choices. In the PMP it is incumbent on the faculty to make those choices and desired outcomes attractive, realistic, meaningful, and possible.

[7] Focus on student change: PMP requires clearly articulated goals that address how students will be meaningfully and demonstrably different on exit for all desired outcomes at the class, course, program, and institutional level. What is the content the student must know? What application skills must they possess? What higher order thinking and abstraction capacities should they develop?

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What recognition of the value, meaning, and worth of this discipline should be evident? What professional or institutional citizenship and character development goals are addressed in this activity and how are they impacted? How do the assessments of these elements reflect an awareness of external goals? The ability to regurgitate knowledge based factoids is not sufficient in terms of student change, and evidence indicates that low level comprehension changes are not long lasting.

11. In the preceding selection, what do "traditional practices" NOT include?
a. expert instructor b. passive students c. student centered instruction d. lectures
12. In paragraph [4], what does the term "paradigm shift" connote?
a. gradual change b. radical transformation c. important patterns d. status quo
13. What is true about students in PMP?
a. They are responsible for their own outcomes. b. They are providers of relative values.
c. They are facilitators in their learning. d. They are full partner engaged learners.
14. In paragraph [3], what does the underlined word prime mean?
a. most b. vigorous c. major d. original
15. What is the variable in the traditional model?
a. teaching b. responsibility c. student outcomes d. lectures
16. In paragraph [5], what does the word acolyte mean?
a. follower b. shepherd c. clerk d. man
17. What is the constant in PMP?
a. teaching b. student success c. learning d. grade distribution
18. What is a good title for Reading 1?
a. Weaknesses of Modern Education b. Generation X's Responsibility in Education
c. Modern and Post-Modern Pedagogical Expectations d. Overview of Modern and Post-Modern Education
19. In paragraph [7], what does the underlined word regurgitate mean?
a. to eject the contents of the stomach through the mouth.
b. to reproduce after memorization
c. to pour back or out again from a cavity
d. to feed young using food that has been previously swallowed by vomiting it up
20. What kind of article is Reading 1?
a. formal and subjective b. semi-formal and objective c. informal and personal
d. informal and impersonal

Reading 2

[1] Chinese Tea (*cha*) is considered by the Chinese as one of the daily necessities, and it has very strong cultural symbolism. Apart from being brewed for drinking, appreciation and its medicinal properties, tea is also used in religious (Buddhist and Taoism) rituals and incorporated as part of Chinese social customs. Tea is also consumed with festive foods like Moon Cakes during the Mid Autumn Festival and Dumplings (Zong Zi) during the Duan Wu Festival or Dragon Boat Festival. Therefore, it is not surprising that when the Chinese migrate, tea and tea culture goes with them to their new homeland.

[2] Today, during a Chinese wedding ceremony, a bride is accepted into her husband's family through the offering of tea to her in-laws and husband's relatives. It represents the official introduction of the bride to her new family as well as acceptance of her into the husband's family. When friends or relatives meet for food especially dim sum, it is described as "going for tea".

[3] When tea is served with food, it is meant to be drunk as a beverage. Tea aids digestion and prevents absorption of fats into the body. Many scientific studies have presented evidence of tea's health benefits. When served on its own, tea is meant to be appreciated. Chinese tea appreciation has a long history and is a refined activity for personal enjoyment or along with fellow tea lovers.

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Most tea lovers will also have a large collection of tea pots, tea sets and accessories.

[4] The names of Chinese teas are often descriptive, poetic or reflect its history or legends.

Examples include The Red Robe, Dragon's Well, Beauty of the East, Silver Needles, and Phoenix Tea. To tea lovers, such names add a degree of elegance to the art of tea appreciation. But to the uninitiated, the tea names do not say anything about the type, condition or quality of the tea leaves.

[5] A few basic concepts will open the door to tea appreciation. Chinese tea is generally classified as black tea, oolong tea, green tea, yellow tea, white tea and floral tea. Within each category, differences in location, climate and soil conditions, oxidation and roasting process give rise to a wide spectrum of taste and fragrances. The different categories can be conceptualized as a spectrum as opposed to distinct types of teas. At one end is heavily roasted and fully oxidized black tea while at the other end is white tea which has undergone very little fermentation and little or no roasting. In between are oolong, green tea and yellow tea. Floral tea can be produced with most types of tea leaves simply by adding flowers and buds. Some examples of floral tea include osmanthus, jasmine, orchid, and chrysanthemum tea.

[6] Tea appreciation is an acquired taste. Most beginners will find black tea familiar as it tastes similar to English breakfast tea. As you sample different types of tea, you will discover a range of taste, fragrance and aroma. Since tea appreciation is subjective, take your time to discover the specific type of tea that suits you.

21. Why is tea best to consider in terms of a spectrum? Because of -----
a. its poetry, history and legend b. its varieties c. its distinctive types
d. its full oxidization
22. What is a good title for Reading 2?
a. A History of Tea b. Tea and Its Varieties c. Tea Culture d. Introduction to Tea
23. Which one of the following does NOT affect the taste, fragrance or aroma of tea?
a. soil b. roasting c. medicinal properties d. fermentation
24. Why does tea go with Chinese migrants? Because of -----
a. its cultural value b. being the source of daily necessities c. its medical importance
d. consumer culture
25. What kind of article is Reading 2?
a. formal and subjective b. semi-formal and objective c. informal and personal
d. informal and impersonal

III. Composition

Write an English language composition of approximately 200 words in response to the topic below (25%).

What are the advantages and disadvantages of technology in your life experience?