

朝陽科技大學 101 學年度碩士班招生考試試題

系(所)別：應用外語系

組別：一般生甲組

科目：英語教學專業英文聽力與閱讀

總分：100 分

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I. Listening comprehension: in this section you will listen 2 parts of the conversations. Please choose the best answer to each question. (50 points in total, 5 points per multiple-choice question)

1. Which was NOT mentioned as part of the purpose of the English Language Center?

- (A) to help international students prepare to enter institutions of higher learning
- (B) to teach students how to use English in their daily lives and at work
- (C) to provide work opportunities for graduating students in the community

2. What is one course taught at the English Language Center?

- (A) business English
- (B) US Culture
- (C) TOEFL

3. If the Fall semester begins on August 29th, by what date should one apply to the program?

- (A) May 29th
- (B) June 29th
- (C) July 29th

4. What is the tuition for a full-time student?

- (A) \$2030
- (B) \$2300
- (C) \$2013

5. Which one was NOT mentioned as part of the application packet a student must send to the center?

- (A) sponsorship form
- (B) high school transcripts
- (C) application fee

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6. What will happen if the woman doesn't pay her tuition by the due date?
- (A) She'll have to pay a significant late fee.
(B) She'll be required to register again for school.
(C) She'll need to wait a semester to take classes.
7. What is the woman planning to take with her to school from home?
- (A) some food
(B) warm clothing
(C) her game system
8. Based on her major, where will she most likely work?
- (A) at a bank
(B) for a school
(C) in a national park
9. The father suggests a specific major based on the possibility of _____.
- (A) earning a decent living
(B) traveling to different countries
(C) moving up in the company
10. The man is surprised by the fact that his daughter _____.
- (A) already has a part-time job at school
(B) has earned a scholarship for the first year
(C) is involved in a serious relationship

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II. Reading comprehension: in this section you will read several passages. Please choose the best answer to each question. (50 points in total, 5 points per multiple-choice question)

Environment Movement

Concern for the environment in the US extends back into the nineteenth century, when nature lovers and sports enthusiasts first sought protection for areas of exceptional natural beauty or significance. But it was not until the late 1960's that environmental concerns entered the mainstream of American political debate. By then many Americans had come to the conclusion that more development was not necessarily desirable, especially if it meant more polluted air, dying lakes and rivers, and a landscape strewn with unsightly waste, and crowded with sprawling construction projects. In May of 1970, several environmental groups staged the first Earth Day celebration, designed to heighten public awareness of environmental problems. The success of that initial effort led to it becoming a regular annual event.

During the 1950s and 1960s, industrial and vehicle pollution levels had become a serious threat to public health, so the environmental movement of this period focused heavily on restoring and ensuring the cleanliness of basic air and water supplies. Rapidly expanding development pressures were also spurring efforts to preserve unique lands and threatened wildlife habitats, and to protect the endangered species supported by them before they vanished into extinction. It is generally accepted that the environmental protection movement was so successful because of its grass roots support; groups of activists in hundreds of towns that took the initiative in cleaning up their own communities. During the 1970s, this local activism reinforced support for the passage of key laws at the national level, such as the Clean Water Act, Clean Air Act, Endangered Species Act, and National Environment Policy Act, which together have constituted the foundation for environment standards in the US ever since.

In addition to this national legislation, the year after the first Earth Day, by executive order, President Nixon established the Environmental Protection Agency (EPA); an organization dedicated to restoring and protecting the environment. The EPA spearheaded many contemporary efforts to protect the environment, but it was not working alone. It was allied with a wide variety of distinctly different and separate organizations ranging from a small number of well-funded high-profile national and international organizations to many thousands of smaller special interest groups and even individuals working at the local level. The EPA has now become one of the government's largest and most influential regulatory agencies. Through its own efforts and in cooperation with other organizations, it has earned a large measure of credit for protecting and restoring the quality of the environment in the United States.

Although one might assume that the cause of environmental protection would engender universal support, it does have its detractors. One criticism that has been leveled against the movement is the claim that its

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predictions about the dire consequences of environmental damage have often been in error. Environmentalists counter this assertion by pointing out that their warnings have often brought about changes on the part of the public, the government and private industry, and that these changes prevented the predictions from being realized. However, just as it is often very difficult to gauge the impact of human activity on something as complex as the environment, it is equally difficult to determine which side is right in this debate. Because environmental issues cover such a wide range of concerns, this is a question that must be considered on a case by case basis. These voices of dissent have demonstrated to environmentalists the need to apply quantitative methods in assessing the extent of the destruction they have witnessed, or the degree to which their work has been manifested in actual improvement of the environment.

However vocal the critics of environmental protection efforts may be, given the very considerable body of environmental legislation that exists, it is safe to assume that their views do not represent the majority opinion. Private advocacy groups, the EPA, state legislatures and Congress have worked together to enact numerous laws regarding air and water quality, land use and waste management. That should be evidence enough of the broad extent of the popular support that underlies that movement.

1. On which of the following does the passage mainly focus?
(A) Earth Day's impact on the environmental movement.
(B) How to protect the environment of the planet.
(C) The environment protection movement and how it began.
(D) The success of the EPA in protecting natural resources.
2. The word "spurring" in the passage is closest in meaning to
(A) Opposing
(B) Managing
(C) Supporting
(D) Motivating
3. According to paragraph 2, why was the environmental protection movement so widely successful?
(A) It protected plants and animals people cared about.
(B) It functioned well at the local level.
(C) It voted unsympathetic politicians out of office.
(D) It forced ratification of important national laws.

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4. According to paragraph 3, which of the following accurately describes how the EPA helped the environment movement?
- (A) It coordinated action at the local and national levels.
(B) It obtained presidential support.
(C) It took over from local organizations to expedite action.
(D) It provided funding to local organizations.
5. The word "spearheaded" in the passage is closest in meaning to
- (A) Inspired
(B) Led
(C) Conceived
(D) Modified
6. According to paragraph 4, what was a common criticism of the environment movement?
- (A) It suggested measures that would harm the economy.
(B) Its predictions could not be prevented through practical action.
(C) That it lacked that support needed to make any real progress.
(D) The environmental damage it claimed was not seen.

The learners in this classroom listen carefully and respond physically to commands given by the teacher. They are required to respond both individually and collectively. As being observed, imperative drills are the major classroom activity. Each time a command is written or spoken, it is acted out. Students perform the actions together and learn by watching one another. The teacher seems to have the power to decide what to teach, and who models and presents the new materials; it also can be found during the lesson that classroom interaction and turn taking is teacher rather than learner directed. The teacher is very directive in orchestrating a performance.

7. Which of the following teaching method is used in the classroom?
- (A) The direct method
(B) Communicative language teaching
(C) The audio-lingual method
(D) Community language learning
(E) Total physical response

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8. Which of the following approach is the used teaching method based on?

- (A) Communicative approach
- (B) Cognitive code approach
- (C) Content-based approach
- (D) Comprehension approach
- (E) Task-based approach

9. Which of the following is NOT a characteristic of the *Input Hypotheses* proposed by Krashen (1977, 1981, 1982, 1985, 1992 and 1997)?

- (A) Adult second language learners have two means for internalizing the target language. The first is acquisition; the second means is a conscious learning process.
- (B) An important condition for language acquisition to occur is that the acquirer understands input language that contains structure a bit beyond his or her current level of competence.
- (C) People acquire language rules in a natural order taught by the parents, caretakers or peers, and the best acquisition will occur in environments where anxiety is low and defensiveness absent.
- (D) Interaction and input are two major players in the process of acquisition. The dynamic nature of the interplay between learners and their peers and their teachers with whom they interact is emphasized.
- (E) The monitor, in Krashen's terms, is involved in learning, not in acquisition, which is a device for watchdogging one's output, for editing and making alterations or corrections as they are consciously perceived.

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10. Presented below is the contents from *Highly recommended-English for the hotel and catering industry* by R. Revell and T. Stott (2004),

Unit 1: Taking phone calls

Unit 2: Giving information

Unit 3: Taking room reservations

Unit 4: Taking restaurant bookings

Unit 5: Giving polite explanations

Unit 6: Receiving guests

Unit 7: Serving in the bar

Unit 8: Instructions

Unit 9: Taking a food order

Unit 10: Desserts and Cheese

Unit 11: Talking about wine

Unit 12: Dealing with requests

Unit 13: Describing dishes

Unit 14: Dealing with complaints

Unit 15: Jobs and workplaces

Unit 16: Explaining and instructing

Unit 17: Taking telephone requests

Unit 18: Taking difficult phone calls,

Which type of syllabus design is this mentioned book based on?

- (A) Skills syllabus
- (B) Structural syllabus
- (C) Functional syllabus
- (D) Topic syllabus
- (E) Notional syllabus