

中原大學 100 學年度 碩士班 入學考試

3 月 19 日 13:30~15:00

應用外國語文學系

誠實是我們珍視的美德，
我們喜愛「拒絕作弊，堅守正直」的你！

科目：英文

(共 3 頁第 1 頁)

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I. Vocabulary and Sentence Completion (24%): This section intends to evaluate your ability to use appropriate words in a particular given context. In the following passages, some of the words have been left out. Please fill in a word that best fit in the context.

Passage A:

Learning a second language is a long and complex undertaking. Your whole person is affected as you (1) s_____e to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total (2) c_____t, total involvement, a total physical, intellectual and emotional response are necessary to successfully send and (3) r_____e messages in a second language. Many (4) v_____es are involved in the acquisition process. Language learning is not a set of easy steps that can be (5) p_____med in a quick do-it-yourself kit. So much is at stake that courses in foreign languages are often (6) i_____e training grounds, in and of themselves, for the successful learning of a second language. Few, if any, people achieve (7) f_____y in a foreign language solely within the confines of the classroom (selected from: Brown, 2007, p.1).

Passage B:

Teachers have already known that their students have different strengths. In the language teaching field, some of the differences among students have been (8) a_____ed to students having different learning or cognitive (9) s_____es. For instance, some students are better visual learners than aural learners. They learn better when they are able to read new material rather than simply listen to it. Of course, many learners can learn equally well either way; however, it has been (10) e_____ed that for up to 25 percent of the population, the mode of (11) i_____n does make a difference in their success as learners. Hatch (1974) further (12) d_____es between learners who are data-gatherers and those who are rule-formers. (selected from: Larsen-Freeman, 2010, p. 169)

II. Summary (26% total): This section aims to assess your ability to summarize. Do not list points. Your summary should read like a coherent text and its length should be about 1/4 of the following passage.

Researchers who favour discourse analysis over supposedly more 'objective' methods argue that paying attention, not merely to *what* people say but to *how* they say it, gives additional insight into the way people understand things. It is less about collecting facts than about studying interpretive processes. Such researchers may also argue that analyzing 'real' talk does a better job than standardized instruments than less 'accurate'. Giving people a multiple-choice questionnaire

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obliges them to choose one option from a set constructed by someone else: they check box A, and that makes them look as if they are committed to A while rejecting B and C. Yet when people talk it often becomes clear that matters are more complex than that: they don't dismiss B and C out of hand, and they have their doubts about A. Standardized instruments produce an impression of certainty and consistency which is, arguably, misleading. Another advantage that might be claimed for discourse analysis is that it generates data by getting people to engage, or observing them while they engage in an activity—talking—which is normal and familiar to them, rather than asking them to undertake an unusual or artificial task. Life may or may not be 'in many ways a series of conversations', but it is in no way a series of box-checking exercises.

Many social researchers today would argue that people's understandings of the world are not merely expressed in their discourse but actually shaped by the ways of using language which people have available to them. Another way of putting this is to say that reality is 'discursively constructed', made and remade as people talk about things using the 'discourses' they have access to. Evidently, the word discourse in this formulation is not being used in the way linguists typically use it, to mean 'language above the sentence' or 'language in use'. An obvious difference is that the linguist's discourse has no plural, whereas social theorists often talk about discourses. This plural usage reflects the influence of the philosopher and cultural historian Michel Foucault, who defined *discourses* as 'practices which systematically form the objects of which they speak' (Foucault 1972:49).

Recall Foucault's definition, quoted above, although he calls discourses 'practices', he goes on to say that they 'form the objects of which they *speak*'. The link between practice and speaking (or more generally, language-use) lies in Foucault's concept of 'power/knowledge'. In the modern age, Foucault points out, a great deal of power and social control is exercised not by brute physical force or even by economic coercion, but by the activities of 'experts' who are licensed to define, describe and classify things and people.---Discourse is [thus] not pure content, not just a window on someone's mental or social world; it has to be considered as *discourse*, as a form of language with certain characteristics which are dictated by the way language and communication work. It is not only linguistics who can benefit by paying attention to the 'how' as well as the 'what', the form as well as the content of people's discourse. Conversely, linguists have something to gain by attention to other social scientists' insights into what discourse does, or what social actors do with it. (selected from Cameron, 2001, p.14-17)

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III. Translation (25%): Please translate the following passage into Chinese (no need to translate names of the author and the book):

The dictum in writing classes used to be “write what you know.” Which sounds good, but what if you want to write about starships exploring other planets or a man who murders his wife and then tries to dispose of her body with a wood-chipper? How does the writer square either of these, or a thousand other fanciful ideas, with the “write-what-you-know” directive? Write what you like, then imbue it with life and make it unique by blending in your own personal knowledge of life, friendship, relationship, sex and work. Especially work. People love to read about work. God knows why, but they do. If you’re a plumber who enjoys science fiction, you might well consider a novel about a plumber aboard a starship or on an alien planet. Sound ludicrous? The late Clifford D. Simak wrote a novel called *Cosmic Engineers* which is close to just that. And it’s a terrific read. What you need to remember is that there’s a difference between lecturing about what you know and using it to enrich the story. The latter is good. The former is not. (selected from Stephen King, *On Writing: A Memoir of The Craft*, p.144,147)

IV. Writing and Critical Thinking Ability (25%): This section is to assess your ability to understand academic works, interpret them, and then elaborate your view points based on your understanding of the works, your own personal experience and your knowledge of the world.

A paradigm is a well-acknowledged golden rule or theory in a field. The concept of ‘paradigm shift’ was proposed by Thomas Kuhn in his famous work, ‘The Structure of Scientific Revolutions’ (1962). This concept, as can be said, is one of the most important concepts in the world of science. Please read the following two quotes from this book, and in about 250 words, explain in your own words the meaning and importance of Thomas Kuhn’s concept of ‘paradigm shift’.

- “..the historian of science may be tempted to exclaim that when paradigms change, the world itself changes with them.”
- “All crises begin with the blurring of a paradigm and the consequent loosening of the rules for normal research. ..Or finally, the case that will most concern us here, a crisis may end with the emergence of a new candidate for paradigm and with the ensuing battle over its acceptance.”