國立臺北科技大學 107 學年度碩士班招生考試

系所組別：6200 應用英文系碩士班
第一節　英文高階字彙與閱讀　試題

第一頁　共三頁

第一大題 (共 20 分，每一小題 4 分)

Please choose the best word to complete the meaning of the sentence.

What is of particular interest about English in the world today is that as it spreads around the globe, and as it is adopted by or imposed on different social groups, it (1)_____ and develops into various and distinct incarnations. Yet at the same time, English exists in the world today as a means of international communication – as a way for people from different social groups to communicate with each other – and to fulfil this function it would seem that (2)_____ in the language needs to be curtailed to a certain extent. That is to say, if the language becomes too diverse it will not remain mutually (3)_____ across different social groups. So we have two impulses at work that are seemingly (4)_____, or perhaps even in conflict, and the question we are faced with is how to render them as consistent, as both being part of the existence of a single entity we call 'English'. This is one of the central problems in English language studies today – and it's a very modern problem because it has come about as a direct (5)_____ of the position that English now occupies in the world.
(Source: *English in the world: History, Diversity, Change*, by Philip Seargeant & Joan Swann (eds.), p.35)

1. A. describes　　B. diversifies　　C. transmits　　D. diffuses　　(4%)
2. A. function　　B. communication　　C. restriction　　D. variation　　(4%)
3. A. comprehensible　　B. comprehensive　　C. compatible　　D. competitive　　(4%)
4. A. comprehensible　　B. incomprehensible　　C. compatible　　D. incompatible　　(4%)
5. A. issue　　B. goal　　C. result　　D. demand　　(4%)

第二大題 (共 20 分，每一小題 4 分)

Please choose the best word to complete the meaning of the sentence.

'Reading with the ear' helps learners engage with the creativity of a text. By consciously imagining how the words on a page might sound out loud, they gain (1)_____ into how they are directed to 'hear' in a particular way, but also into how they themselves can construct a particular 'hearing'. They are able to do so because of the dialogic nature of language. All language use (2)_____ in relation to other language use, so that any 'utterance' is part of 'a very complexly organized chain of other utterances'. Active listening involves locating language within this chain, contemplating the (3)_____ of meaning available within the context of the entire system of language. In the classroom, creativity and learning can be enhanced by opening up as many different (4)_____ to texts as possible; in other words in enabling students to hear and learn from each other. Each time something new is said, the rest of the class is able to "take an active, responsive attitude". In other words, by listening to all the other voices in a classroom, students constantly (5)_____ their own. In many ways such listening is instinctive.
(Source: *Creativity and Learning in Secondary English: Teaching for a Creative Classroom*, by Andrew McCallum, p.94)

1. A. reflection　　B. attention　　C. insight　　D. power　　(4%)
2. A. elaborates　　B. exists　　C. explains　　D. explores　　(4%)
3. A. intuitions　　B. institutions　　C. denotations　　D. connotations　　(4%)
4. A. responses　　B. conventions　　C. concessions　　D. arguments　　(4%)
5. A. reply　　B. approve　　C. modify　　D. memorize　　(4%)

第三大題 (共 20 分，每一小題 4 分)

Please choose the best word to complete the meaning of the sentence.

In considering human society, the language community is a very natural unit. Languages, by their nature as means of communication, divide humanity into groups: only through a common language can a group of people act (1)_____, and therefore have a common history. Moreover, the language that a group shares is precisely the medium in which memories of their joint history can be shared. Languages make possible both the living of a common history, and also the telling of it.

And every language possesses another feature, which makes it the readiest medium for (2)_____ a group's history. Every language is learnt by the young from the old, so that every living language is the (3)_____ of a tradition. That tradition is in principle immortal. Languages change, as they pass from the lips of one generation to the next, but there is nothing about this process of (4)_____ which makes for decay or extinction. Like life itself, each new generation can receive the gift of its language afresh. And so it is that languages, unlike any of the people who speak them, need never grow infirm, or die.

Every language has a chance of (5)_____, but this is not to say that it will survive for ever. Genes too, and the species they encode, are immortal; but extinctions are a commonplace of palaeontology. Likewise, the actual lifespans of language communities vary enormously. The annals of language history are full of languages that have died out, traditions that have come to an end, leaving no speakers at all.
(Sources: *Empires of the Word: A Language History of the World*, by Nicholas Ostler, pp.7-8)

注意：背面尚有試題

1.　A. in confidence　　B. in convoy　　C. in conclusion　　D. in concert　(4%)
2.　A. preserving　　B. propounding　　C. decoding　　D. converting　(4%)
3.　A. endorsement　　B. endowment　　C. embodiment　　D. engagement　(4%)
4.　A. transformation　　B. transmission　　C. transaction　　D. translation　(4%)
5.　A. immortality　　B. mortality　　C. extinction　　D. permeability　(4%)

第四大題 (共 20 分)

Read the following text and answer the questions.

The management of language use in large international organizations also has economic implications. Essentially, the choice revolves around using a global language as the lingua franca, resorting to translating and interpreting or a combination of both approaches. The United Nations (UN) and the World Trade Organization (WTO) exhibit complex multilingual structures. This means that decisions have to be made about which language to use for working relationships. But the practicalities of securing effective internal communication in accordance with the changing participation dynamics are challenging. For example, six languages are used in United Nations meetings and for the dissemination of its official documents: Arabic, English, French, Mandarin, Russian and Spanish. The World Trade Organization uses a 'learner' approach, which English, French and Spanish as its working languages. These two organizations selected a small set of languages in which to conduct their business, an approach that could be considered optimal. At another major international organization, an essentially monolingual approach was adopted: for the World Bank, the man medium of communication is English, with conferences also offering simultaneous interpreting into Arabic, Mandarin, French, Russian and Spanish. Then, at the other end of the spectrum, the European Union operates in three core languages (mainly English, with French and German) and also has responsive policies to serve the remaining official language groups of its member states. It is regarded as one of the world's most highly dynamic organizations in terms of the multiplicity of languages used within its institutions.

This range of official and working languages used for internal communication in international organizations may change with the joining of additional members. In the European Union, for example, the number of languages used has grown from four in 1958 (the languages of the founding member states were Dutch, French, German and Italian) to twenty-four official languages used in twenty-eight member states by 2015. This means that the number of languages used in the European Union's institutions has expanded sixfold since its inception just over a half a century ago. The management of this language diversity is a contentious issue, not only in terms of (direct) cost to the taxpayers, but also in terms of its effectiveness and fairness in ensuring democratic participation. Could this vast language apparatus with its dependence on translation and interpreting services be streamlined with a universal language? This is already being practiced to some extent. We know, for example, that in the United Nations and the European Union, some documents are made available solely in English, with a few in some additional languages, depending on the context. The possible benefits of deploying a universal language are sometimes discussed, but a monolingual regime has not (yet) been systematically introduced in major international organizations with a multilingual structure, although the World Bank comes close.

Economic considerations have featured in a recent investigation on ways to manage multilingual communication in the European Union's institutions. Two alternative language regime scenarios (translation and interpreting *versus* introducing English as the universal language of communication) were evaluated in terms of costs and criteria of effectiveness and fairness. The latter approach relies on the learning of one language by all non-native speakers. The former requires less language acquisition but consistent use of translation and interpreting. Findings point to a multilingual, translation-based language regime as being more effective than a unilingual regime based on English. With an estimated annual expenditure of approximately €2.50 per EU citizen, translation and interpreting, the researchers propose, are economically sustainable. The suggestion was also made that this approach may be fairer in fostering democratic participation. So here we have the beginnings of an approach where both material costs and non-market values are included in the assessment of a language policy.

With the increasing remit and power of international organizations, both the volume and the need for translation are set to grow dramatically. Currently, in the European Union, the verbal communications in meetings are translated into twenty-four languages. Hence language services have to deal with 552 individual acts of interpreting (or 276 language pairs) every time they are deployed. This means that future investment in translation will need to keep up with further expansion. For example, the possible admission of Turkey into the European Union would require an additional twenty-four language-pair translations. So, economic considerations will doubtless become more central in informing multilayered and ever-evolving organizational language regime policy while also needing to ensure effective verbal exchanges. Clearly, there is no template for dealing with multilingualism in language-diverse settings. But investment in flexible multilingual solutions would seem to make economic sense to bridge gaps in communication.

(Source: *Linguanomics: What is the Market of Multilingualism,* by Gabrielle Hogan-Brun, pp.37-39)

1. According to the passage, what is United Nations' approach to managing multilingual communication? (4%)
   A. English only policy.
   B. A small set of languages selected as working languages.
   C. English, French and Spanish selected as working languages.
   D. A monolingual approach.

2. According to the passage, why is the management of language diversity in European Union a contentious issue? (4%)
   A. Because it requires technological support.
   B. Because it is beneficial for internal communication.
   C. Because it involves the fairness in ensuring democratic participation.
   D. Because it is related to tax cuts.

3. According the passage, what finding is proposed by a recent study on ways to manage multilingual communication in European Union's institutions? (4%)

   A. It relies on the learning of one language by all non-native speakers.

   B. It requires consistent use of translation and interpreting.

   C. A unilingual regime based on English is more effective.

   D. A multilingual language regime based on translation is more effective.

4. According the passage, what are the main economic considerations for the management of language use in large international organizations? Please write your answer in English and limit your answer within three sentences. (8%)

第五大題 (共 20 分)

Read the following text and answer the questions.

People learn language in a complex set of circumstances. A human mind becomes engaged in the problem of figuring out the structure of a linguistic system used by other peoples to fulfill such social and cognitive functions as communication, organization, and dissemination of ideas. Viewed in this way, the study of second-language learning consists of five elements that together comprise the ecology of language learning. It is an ecology of mind in which different forces, or structures, interact. Each of these structures provides one avenue into our understanding and can be examined individually while the others are held, or imagined to be held, constant. These five structures are language, brain, mind, self, and culture.

Understanding how we acquire a second language is much more challenging than understanding the learning of a first language. If observing first-language acquisition is like studying the forces of gravity at work by dropping feathers in a vacuum, perhaps taking a look at second-language acquisition is more like watching a feather drop from an airplane, buffeted by winds, weighted by moisture, and slowed by pressure. Just as observing the feather in a real and changing atmosphere teaches us about winds and other environmental factors, studying how one acquires a second language holds out the promise of helping us to understand the role of the diverse conditions under which human learning occurs.

Studies of language learning have typically approached the problem through only one of its many perspectives. In this sense, the difference between the explanations developed by the various disciplines or approaches – for example, linguistics, psychology, anthropology – stems from the decisions made about what to hold constant and what to study. Each of these disciplines has a research goal of understanding a different aspect of the acquisition process. For example, linguists are concerned with the structure of language and what this perspective can teach us about language development; they ignore, or hold constant, individual differences and social circumstances. Similarly, psychologists are concerned with the growth of knowledge in an individual mind; they hold constant or ignore the structural variations in the languages being learned – for example, the difference between learning Japanese and learning Italian.

Researching strategies assume that everything is constant except the one perspective through which your approach or theory can explain variation. How, then, can we hope to understand a system of such complexity? We need to approach it in steps. First, each perspective must be examined, analyzed, and understood individually. What are the conventions and explanations that have contributed to this point of view? What are the descriptions and discoveries that have been made when the problem was considered in this way? But this, of course, will lead at best to a fragmented picture of the problem.

The next step is to understand the connections among the perspectives. This is the job of a theory of second-language acquisition. As the father of social psychology, Kurt Lewin (1951), once said, "there is nothing so practical as good theory." It is difficult to collect, let alone imagine, the sorts of empirical data that can bear on the entirety of a complex phenomenon. If we are to distinguish ourselves from phenomenology and folk wisdom (without denying the value of either), we need to have data that bear on these theories. These data, unlike the theories that they address, must be simple and interpretable, unencumbered by alternative point of view. This reassembling of apparently disparate descriptions is one of the major practicalities of theory. The danger in considering the different perspectives in isolation is the temptation to yield to simple-minded facts that appear to explain one of these components without considering its possible connections to the others.

(Source: *In Other Words: The Science and Psychology of Second-Language Acquisition*, by Ellen Bialystok & Kenji Hakuta, p.4-5)

1. According to the passage, what are the elements structuring the ecology of language learning? Please write your answer in English and limit your answer within one sentence. (4%)

2. According to the passage, why is understanding the acquisition of a second language much more challenging than understating the learning of a first language? Please write your answer in English and limit your answer within three sentences. (8%)

3. According to the passage, how can we understand the connections among the different perspectives? Please write your answer in English and limit your answer within three sentences. (8%)