



# 文藻外語學院

九十九學年度 研究所 碩士班暨碩士在職專班招生考試 試題卷

科目：英文

考試日期：99 年 4 月 18 日

## I. Reading Comprehension 60%

### (A)

Before the 1500's, the western plains of North America were dominated by farmers. One group, the Mandans, lived in the upper Missouri River country, primarily in present-day North Dakota. They had large villages of houses built close together. The tight arrangement **enabled** the Mandans to protect themselves more easily from the attacks of others who might seek to obtain some of the food these highly capable farmers stored from one year to the next.

The Mandans had primary responsibility for the fields. They had to exercise **considerable** skill to produce the desired results, for their northern location meant fleeting growing seasons. Winter often lingered; autumn could be ushered in by severe frost. For good measure, during the spring and summer, drought, heat, hail, grasshoppers, and other frustrations might await the wary grower.

Under such conditions, Mandan women had to grow maize capable of weathering adversity. They began as early as it appeared feasible to do so in the spring, clearing the land, using fire to clear stubble from the fields and then planting. From this point until the first green corn could be harvested, the crop required labor and vigilance.

Harvesting proceeded in two stages. In August the Mandans picked a smaller amount of the crop before it had matured fully. This green corn was boiled, dried, and shelled, with some of the maize slated for immediate **consumption** and the rest stored in animal-skin bags. Later in the fall, the people picked the rest of the corn. They saved the best of the harvest for seeds or for trade, with the remainder eaten right away or stored for later use in underground reserves. With appropriate banking of the extra food, the Mandans protected themselves against the **disaster** of crop failure and accompanying hunger.

The women planted another staple, squash, about the first of June, and harvested it near the time of the green corn harvest. After they picked it, they sliced it, dried it, and strung the slices before they stored them. Once again, they saved the seed from the best of the year's crop. The Mandans also grew sunflowers and tobacco; the latter was the particular task of the old men.

1. The Mandans built their houses close together in order to \_\_\_\_\_.
  - (A) guard their supplies of food
  - (B) protect themselves against the weather
  - (C) allow more room for growing corn
  - (D) share farming implements
2. The word "enabled" in Para. 1 is closest in meaning to \_\_\_\_\_.
  - (A) covered
  - (B) reminded

- (C) helped  
(D) isolated
3. The word “considerable” in Para. 2 is closest in meaning to \_\_\_\_\_.  
(A) planning  
(B) much  
(C) physical  
(D) new
4. Why does the author believe that the Mandans were skilled farmers?  
(A) They developed effective fertilizers.  
(B) They developed new varieties of corn.  
(C) They could grow crops in most types of soil.  
(D) They could grow crops despite adverse weather.
5. The word “consumption” in Para. 4 is closest in meaning to \_\_\_\_\_.  
(A) decay  
(B) planting  
(C) eating  
(D) conversion
6. Which of the following processes does the author imply was done by both men and women?  
(A) clearing fields  
(B) planting corn  
(C) harvesting corn  
(D) harvesting squash
7. The word “disaster” in Para. 4 is closest in meaning to \_\_\_\_\_.  
(A) control  
(B) catastrophe  
(C) avoidance  
(D) history
8. According to the passage, the Mandans preserved their food by \_\_\_\_\_.  
(A) smoking  
(B) drying  
(C) freezing  
(D) salting
9. Which of the following crops was cultivated primarily by men?

- (A) corn
- (B) squash
- (C) sunflower
- (D) tobacco

10. Throughout the passage, the author implies that the Mandans \_\_\_\_\_.

- (A) planned for the future
- (B) valued individuality
- (C) were open to strangers
- (D) were very adventurous

**(B)**

According to anthropologists, people in preindustrial societies spent 3 to 4 hours per day or about 20 hours per week doing the work necessary for life. Modern comparisons of the amount of work performed per week, however, begin with the Industrial Revolution Line (1760-1840) when 10- to 12- hour workdays with six workdays per week were the norm.

Even with extensive time devoted to work, however, both incomes and standards of living were low. As incomes rose near the end of the Industrial Revolution, it became increasingly common to treat Saturday afternoons as a half-day holiday. The half holiday had become standard practice in Britain by the 1870's, but did not become common in the United States until the 1920's.

In the United States, the first third of the twentieth century saw the workweek move from 60 hours per week to just under 50 hours by the start of the 1930's . In 1914 Henry Ford reduced daily work hours at his automobile plants from 9 to 8. In 1926 he announced that **henceforth** his factories would close for the entire day on Saturday. At the time, Ford received criticism from other firms such as United States Steel and Westinghouse, but the **idea** was popular with workers.

The Depression years of the 1930's brought with them the notion of job sharing to spread available work around; the workweek dropped to a modern law for the United States of 35 hours. In 1938 the Fair Labor Standards Act **mandated** a weekly maximum of 40 hours to begin in 1940, and since that time the 8-hour day, 5-day workweek has been the standard in the United States. Adjustments in various places, however, show that this standard is not **immutable**. In 1987, for example, German metalworkers struck for and received a 37.5-hour workweek; and in 1990 many workers in Britain won a 37-hour week. Since 1989, the Japanese government has moved from a 6- to a 5-day workweek and has set a national target of 1,800 work hours per year for the average worker. The average amount of work per year in Japan in 1989 was 2,088 per worker, compared to 1,957 for the United States and 1,646 for France.

1. What does the passage mainly discuss?

- (A) why people in preindustrial societies worked few hours per week
- (B) changes that have occurred in the number of hours that people work per week
- (C) a comparison of the number of hours worked per year in several industries
- (D) working conditions during the Industrial Revolution

2. Compared to preindustrial times, the number of hours in the workweek in the nineteenth century \_\_\_\_\_.  
(A) remained constant  
(B) decreased slightly  
(C) decreased significantly  
(D) increased significantly
3. The word “henceforth” in Para. 3 is closest in meaning to \_\_\_\_\_.  
(A) in the end  
(B) for a brief period  
(C) from that time on  
(D) on occasion
4. The “idea” mentioned in Para. 3 refers to \_\_\_\_\_.  
(A) the 60-hour workweek  
(B) the reduction in the cost of automobiles  
(C) the reduction in the workweek at some automobile factories  
(D) the criticism of Ford by United States Steel and Westinghouse
5. What is one reason for the change in the length of the workweek for the average worker in the United States during the 1930’s?  
(A) Several people sometimes shared a single job.  
(B) Labor strikes in several countries influenced labor policy in the United States.  
(C) Several corporations increased the length of the workweek.  
(D) The United States government instituted a 35-hour workweek.
6. Which of the following is mentioned as one of the purposes of the Fair Labor Standards Act of 1938?  
(A) to discourage worker from asking for increased wages  
(B) to establish a limit on the number of hours in the workweek  
(C) to allow employers to set the length of the workweek for their workers  
(D) to restrict trade with countries that had a long workweek
7. The word “mandated” in Para. 4 is closest in meaning to \_\_\_\_\_.  
(A) required  
(B) recommended  
(C) eliminated  
(D) considered
8. The word “immutable” in Para. 4 is closest in meaning to \_\_\_\_\_.  
(A) unmatched  
(B) irregular

- (C) unnecessary
- (D) unchangeable

9. Which of the following is NOT mentioned as evidence that the length of the workweek has been declining since the nineteenth century?
- (A) The half-day holiday (Para. 2)
  - (B) Henry Ford (Para. 3)
  - (C) United States Steel and Westinghouse (Para 3)
  - (D) German metalworkers (Para. 4)
10. According to the passage, one goal of the Japanese government is to reduce the average annual amount of work to \_\_\_\_\_.
- (A) 1,646 hours
  - (B) 1,800 hours
  - (C) 1,957 hours
  - (D) 2,088 hours

**II. Translation (Please translate the following passages into Chinese.) 40%**  
**(A)**

The Chinese people, in their drinking of tea, place much significance on the act of “savoring”. “Savoring tea’ is not only a way to discern good tea from mediocre tea, but also how people take delight in their reverie and in tea-drinking itself. Snatching a bite of leisure from a busy schedule, making a kettle of strong tea, securing a serene space, and serving and drinking tea by yourself can help banish fatigue and frustration, improve your thinking ability and inspire you with enthusiasm. You may also imbibe it slowly in small sips to appreciate the subtle allure of tea-drinking, until your spirits soar up and up into a sublime aesthetic realm.

**(B)**

The catastrophe everyone expected but no body was prepared for struck at daybreak on August 29, 2005, sacking the Gulf Coast and shocking the nation. Growing from a counterclockwise swirl of wind in the Caribbean, Katrina churned west, rolled over South Florida as a Category One storm, and then swelled into a Category Five before making landfall in Louisiana, as a Category Four hurricane. Disaster followed disaster. The storm swept in a deadly wall of water, erasing towns, trapping tens of thousands, and paralyzing rescue efforts. In the end, one of the deadliest natural disasters to hit the United States left a path in the shape of Death’s scythe.



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九十九學年度 研究所 碩士班暨碩士在職專班招生考試 試題卷

科目：中國文學概論

考試日期：99 年 4 月 18 日

## 一、配合題(10%)

- |                 |        |
|-----------------|--------|
| 1. ( ) 《亞細亞的孤兒》 | A. 賴和  |
| 2. ( ) 《送報伕》    | B. 鍾理和 |
| 3. ( ) 《原鄉人》    | C. 王禎和 |
| 4. ( ) 《台北人》    | D. 楊逵  |
| 5. ( ) 《世紀末華麗》  | E. 吳濁流 |
| 6. ( ) 《嫁妝一牛車》  | F. 白先勇 |
| 7. ( ) 《鯨生鯨世》   | G. 黃春明 |
| 8. ( ) 《兒子的大玩偶》 | H. 廖鴻基 |
| 9. ( ) 《田園之秋》   | I. 陳冠學 |
| 10. ( ) 《惹事》    | J. 朱天文 |

二、先秦散文可概分為：史傳散文、哲理散文兩類。請各舉作品，略述所知。(30%)

三、文學是社會生活的一環，許多文學作品以能反映時代色彩著稱，請就詩與小說（不限古今）兩大文類中舉例說明其時代精神之所在。(20%)

四、下列為古典小說中的著名人物，請任擇一位，介紹其個性形象與有關作品。選項：李娃、趙子龍、魯智深、孫行者、王熙鳳。(20%)

五、請解釋下列文學典故：南柯一夢、羅敷有夫、人面桃花、滄海桑田、冰心玉壺。(20%)



# 文藻外語學院

九十九學年度研究所碩士班暨碩士在職專班招生考試 試題卷

所別：華語文教學研究所 科目：華語口語與表達

考試日期：99 年 4 月 18 日

※請從左到右以較慢語速讀出

一、朗讀單音節字詞（共 15 分）：限時 1 分鐘，請開始。

結	京	順	舊	剖
圖	況	略	眾	稅
憂	發	娥	層	而
筆	律	緣	寧	款
讓	攝	敞	裁	遭
首	族	星	侵	護

二、朗讀雙音節詞語（共 15 分）：限時 1 分鐘，請開始。

什麼	難捨	經典	自個兒	女人
官方	考察	住宅	金額	虧損
型態	局面	博學	檢討	民俗

三、朗讀短句（不需唸題號），限時 1 分 30 秒，請開始。（10 句共 20 分）

1. 思念是一條繩索，緊緊繫著分隔兩地的人。
2. 唉呀！還早嘛！你別急著走啊！
3. 老鼠娶親的故事是小孩兒最愛聽的。
4. 最勇敢的戰士總是朝著最危險的地方走去。
5. 璀璨的街燈，熙攘的人潮，這兒的夜市真是熱鬧！
6. 這道菜的口感清爽而有層次，不愧是名廚的傑作！
7. 保存碧羅春的方法就是要乾燥、通風、避光、避高溫。
8. 連官方網站上都出現這樣的句子，網路語言需要總檢討了。
9. 你難道不覺得他這樣說有點兒過份嗎？
10. 別人對她的關心，她都無動於衷，好似不干她的事一樣。

四、朗讀短文，限時 1 分鐘 30 秒，請開始。（約 150 字，25 分）

請別以為我這樣說，有點「莫名奇妙」。陽光還有什麼「新鮮」或「不新鮮」呢！你錯了。因你沒有看過照在山上的陽光；或者即使看過，只是偶爾一次半次，沒有真正留心欣賞。假如你有過久住山邊的經驗，你將山間的陽光，跟平地的比一比，你必然會跟我發生共鳴。與照在都市樓頂上、馬路上、或田野間的陽光相比，則後者實在是過於陳腐，黯然無光了。 節錄自 黎芹〈花蓮抒情〉

五、短述，限時3分鐘。本大題評分的標準以語音為主，實際內容為輔，離題不予計分，請開始。(25分)

怎麼吃才健康



# 文藻外語學院

九十九學年度 研究所 碩士班暨碩士在職專班招生考試 試題卷

科目：華語教學概論

考試日期：99 年 4 月 18 日

## 一、是非題（每題 3 分，共 30 分）

1. 華語文教學，「語」指的是「語言技能」，「文」指的是「傳統文學」。
2. 大腦偏向和語言學習的關係中，左腦主控語言、邏輯、分析等功能，右腦主控感情、社會性需要等功能。
3. 聽說教學法受行為學派的影響，強調以句型練習為主，反覆操作。
4. 在第二語言學習裡，動機很重要，具整合性（integrative）動機的學習者，其語音、腔調學得比較好。
5. 對語言文化的刻板印象（stereotypes），來自於對跨文化差異的過度簡化或過度類化。
6. 個性外向的學習者，在第二語言學習上，一定比內向的學習者表現較好。
7. 華語詞彙缺乏形態變化，只能依賴詞根組合、詞序等方式來彌補形態的不足。
8. 日、韓學習者在學習漢字時，其教材應盡量突出語音與字形的對照，以加強正遷移（positive transfer），減少負遷移（negative transfer）。
9. 華語語音中兩個上聲連讀時，前一個上聲變成近於陽平，是調位同化的現象，目的是為了避免發音拗口。
10. Bloom 等人認為，人類有先天的認知機制和認知能力，與環境相互作用，並向環境學習。

## 二、申論題（三題共 70 分）

- 1、試分析文法翻譯法、聽說教學法和溝通式教學法各有何特色？30%
- 2、試說明對外漢字教學的特殊性及其因應的教學方法。20%
- 3、請詳述對比分析與錯誤分析之理論，並說明兩者在對外華語教學之應用性何在？請舉例說明。20%



# 文藻外語學院

九十九學年度 研究所 碩士班暨碩士在職專班招生考試 試題卷

科目：語言學概論

考試日期：99 年 4 月 18 日

## 一、 單選題 (每題 2 分，共 20%)

1. 漢語濁音聲母有幾個？  
(A) 2 (B) 3 (C) 4 (D) 5
2. 下列哪一組語詞的聲母發音部位不同？  
(A) 夾、雜 (B) 兔、路 (C) 戶、庫 (D) 菜、賽
3. 漢語「一、七、八、不」變調屬於哪一種音韻現象？  
(A) 異化 (B) 同化 (C) 弱化 (D) 顎化
4. 下列何者為虛詞？  
(A) 紅花 (B) 漂亮 (C) 公斤 (D) 究竟
5. 下面何者非離合詞？  
(A) 洗澡 (B) 見面 (C) 購買 (D) 傷心
6. 以下哪一個句子是緊縮句？  
(A) 我請他幫忙 (B) 我希望他來 (C) 他去商店買東西 (D) 趕他也不走
7. 下列量詞的類別，何者錯誤？  
(A) 一「頭」白髮：臨時量詞 (B) 走了兩「趟」：動量詞  
(C) 一「車」貨物：集合量詞 (D) 一「匹」馬：個體量詞
8. 漢藏語系(Sino-Tibetan Family)不包括下列何者？  
(A) 漢語語族 (B) 苗瑤語族 (C) 藏緬語族 (D) 蒙古語族
9. 下列哪一個句子沒有結構歧義的現象？  
(A) 咬死獵人的狗 (B) 他在火車上寫字  
(C) 果子熟了才能摘 (D) 張三認為李四不會批評自己
10. 關於語言形態類型，下列敘述何者錯誤？  
(A) 漢語、越南語和馬來語都是缺乏形態變化的孤立語。  
(B) 分析性語言和綜合性語言的主要差別在於語言的句法結構上有無屈折變化。  
(C) 綜合性語言主要的特徵是透過句法結構上的屈折變化來體現各種結構意義。  
(D) 黏著性語言的詞綴可以具有多義性，屈折性語言的詞綴系統則具有單義性。

## 二、 改錯題 (每題 1 分，共 20%)

華語文教學中，相似「形」、「音」容易產生混淆，進而造成學習者的困擾。下列二十個詞語中，以規範華語的立場，「」可能有形、音錯誤的情形。請挑出錯誤的詞語，並加以更正之。如：一目「瞭」然→一目「了」然；喜「好」：ㄉㄠˇ→ㄉㄠˋ。

1. 一再交「待」	2. 莫「名」其妙	3. 察「顏」觀色	4. 出「其」不意	5. 以逸「代」勞
6. 「故」步自封	7. 如法「炮」製	8. 「從」新開始	9. 按「步」就班	10. 迫不「急」待
11. 「教」學：ㄐ   ㄠˋ	12. 強迫：ㄑ   ㄡˋ	13. 創傷：ㄔ ㄨㄤˋ	14. 炸雞：ㄓ ㄩˋ	15. 「繃」著臉：ㄅ ㄥ
16. 「法」國：ㄉ ㄩˋ	17. 阻「塞」：ㄘ ㄞˋ	18. 部「分」：ㄉ ㄨㄥˋ	19. 走「得」慢：ㄉ ㄛˋ	20. 奉「養」：ㄉ ㄤˋ

### 三、名詞解釋（請解釋下列名詞，並舉例說明其區別。每題5分，共10%）

1. 音位(phoneme) / 同位音(allophone)
2. 上位詞(hypernym) / 下位詞(hyponym)

### 四、問答題 50%（答案請寫在答案紙，若不抄題，則次序不可顛倒，且須寫明題號，答案應詳略適中）

1. 什麼是「送氣」(aspiration)? 請討論送氣對華語和英語的塞音而言是不是具有辨義作用的區別特徵。  
15%

2. Pinker (1994)曾經說過下列一段話：

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is developed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

(*The Language Instinct*, p.8)

由此觀之，Pinker 對於語言習得的機制有哪些基本假設？你是否同意他的看法？為什麼？15%

3. 以漢語拼音為對象，(1) 請說明華語音位系統之對立與互補情形。(2) 請說明「球」為 qiú，不寫為 qióu；「庭」為 tíng，不寫為 tieng 的道理所在？20%