

系別：資訊與圖書館學系

科目：小 論 文

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題目：試論 Google 對圖書資訊界的衝擊

系別：漢語文化暨文獻資源研究所

科目：國

文

4-1

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壹、名詞解釋 10%

一 七略

二 冊府元龜

貳、問答申論 40%

- 一 請將下列文字以正體字謄寫，並加標點於答案卷，然後詮釋其義理。20%

儒有今人與居古人與稽今世行之後世以為措適弗逢世上
弗接下弗推讒諂之民有比黨而危之者身可危也而志不可
奪也雖危起居竟信其志猶將不忘百姓之病也其憂思有如
此者

- 二 陳寅恪曾說：「一時代之學術，必有其新材料與新問題。取用此材料，以研求問題，則為此時代學術之新潮流。治學之士得預於此潮流者，謂之預流。」（〈敦煌劫餘錄序〉）自十九世紀末迄今，中國新發現之文獻可分那幾大類？這些文獻有何價值？請各舉一例加以說明。20%

參、作文 50%

二十一世紀是一個嶄新的世紀。我們生逢其時，從事學術、文獻的研究，應以怎樣的眼光、胸襟、方法、格局，結合本校「國際化」、「資訊化」、「未來化」的理念，商量舊學，發展新知，開闢領域，形成智慧，庶幾於淑世之事業有所貢獻？請撰寫結構完整之文章一篇，申其旨趣。（文言、白話不拘）

系別：財務金融學系

科目：財金評論

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1. 請說明股票、期貨、認購權證與選擇權之關連性。
2. 假設你擁有 1995 年至今日的台灣股價指數收盤價的日資料，請問你可用此資料探討何種問題？（請以財務、統計、計量或時間數列等理論回答）
3. 何謂金控合併，試述金控合併可能衍生的優缺點。
4. 請寫出下列文章之涵義。

The presence of calendar anomalies has been documented extensively for the last two decades in financial markets. The most common ones are the *January Effect* and the *Day of the Week Effect*. The day of the week patterns have been investigated extensively in different markets. Studies (Cross 1973; French 1980; Keim and Stambaugh 1984; Rogalski 1984; Aggarwal and Rivoli 1989) document that the distribution of stock returns varies according to the day of the week. The average return on Monday is significantly less than the average return over the other days of the week. The day of the week regularity is not limited to the U.S. equity market. It is also documented that the day of the week regularity is present in other international equity markets (Jaffe and Westerfield 1985; Solnik and Bousquet 1990; Barone 1990, among others) and other financial markets including the futures market, Treasury bill market, and bond market (Cornell 1985; Dyl and Maberly 1986).

While the focus of the studies above has been the seasonal pattern in mean return, recently many empirical studies have investigated the time series behavior of stock prices in terms of volatility by using variations of the generalized autoregressive conditional heteroskedasticity (GARCH) models (French, Schwert, and Stambaugh 1987; Alquist 1989; Ballie and DeGennaro 1990; Hamao, Masulis, and Ng 1990; Nelson 1991; Campbell and Hentschel 1992; Glosten, Jagannathan and Runkle 1993). However, none of these studies examine if there is any day of the

week variation in volatility. One may expect variations in volatility across days of the week. French and Roll (1986) propose that the variances for the days following an exchange holiday should be larger than other days. Harvey and Huang (1991) observe higher volatility in the interest rates and foreign exchange futures markets during first trading hours on Thursdays and Fridays.

It is important to know whether there are variations in volatility of stock returns by day of the week patterns and whether a high (low) return is associated with a corresponding high (low) return for a given day. Having such knowledge may allow investors to adjust their portfolios by taking into account day-of-the-week variations in volatility. For example, Engle (1993) argues that investors who dislike risk may adjust their portfolios by reducing their investments in those assets whose volatility is expected to increase. Finding certain patterns in volatility may be useful in several ways, including the use of predicted volatility patterns in hedging and speculative purposes and use of predicted volatility in valuation of certain assets specifically stock index options.

系列：會計學系

科目：會計學(財務會計 50%、成本與管理會計 50%)

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Part I: Financial Accounting 50%

1. 山尚公司於 94 年 1 月 1 日購入一部設備，取得成本 \$1,000,000，估計耐用年限為 5 年，殘值為 \$100,000，該公司所有的設備均採直線法提列折舊。山尚公司於 94 年 12 月 31 日重新評估該設備未來產生的現金流入，按適當的利率折現後，估計設備的使用價值為 \$700,000。若將該設備出售，估計其淨公平價值為 \$550,000。請問該設備於 94 年底的可回收金額是多少？又山尚公司於 94 年底該設備須認列多少減損損失？ 20%
2. 西方公司於去年年初購入南方公司普通股 200,000 股作為長期投資，每股價格 \$25，投資成本與股權淨值相等，南方公司流通在外股數計 800,000 股。南方公司去年虧損 \$2,000,000，去年年底股價下跌至每股 \$20。今年又虧損 \$3,000,000，年底股價下跌至每股 \$15，西方公司認為其股價下跌屬持久性下跌。請問西方公司今年因這項投資共發生多少損失？ 10%
3. 南台公司 93 年度根據一般財務會計處理方式，將估計產品售後服務保證費用 \$300,000 於當年度認列。該公司當年稅前財務所得為 \$2,000,000。但稅法規定，產品售後服務保證費用須於實際支出時，才能夠列報為費用減除。公司預計該項費用於 94 年度會全部支出，因此全部費用將可在 94 年度所得稅申報書中列為費用，可節省 94 年度的所得稅。假設兩年度的所得稅率均為 25%，則 93 年度的「應付所得稅」與「遞延所得稅資產」各為若干？ 20%

Part II: Cost and Managerial Accounting 50%

1. Gwen Benson and Ian Blacklaw are sales representative for Electronic Manufacturing, Inc. (EMI). Each sales representative receives a base salary plus a bonus based on 20% of the actual gross margin of each order they sell. Indirect manufacturing costs excluding overtime premium are determined as 200% of direct manufacturing labor cost.

Summary data for two recent orders are as follows:

Customer	Westec	BBC
Sales Representative	Blacklaw	Benson
Revenues	\$420	\$480
Direct materials	\$250	\$270
Direct manufacturing labor	\$40	\$40
Indirect manufacturing	\$80	\$80
Direct labor-hours	2 hours	2 hours

EMI charges an overtime premium to the rush orders that cause work to be done overtime. In cases when overtime is caused by overall heavy production volume, and not due to any rush orders, the overhead premium is allocated to all orders. The direct manufacturing labor straight-time rate is \$20 per hour, and the overtime rate is 50% higher.

Required 20%

1. Calculate the gross margin EMI would report on each of the two orders if only BBC was a rush order that caused overtime.
2. Assume that neither Westec nor BBC was a rush order. Calculate the revised gross margin EMI would report on each of the two orders. There were no other orders. There was a total of two overtime hours.

淡江大學 95 學年度碩士班甄試入學招生考試試題

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系別：會計學系

科目：會計學(財務會計 50%、成本與管理會計 50%)

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2. Shasta Hills, a winery in northern California, manufactures a premium cabernet and sells primarily to distributors. Wine is sold in cases of one dozen bottles. In the year ended December 31, 2004, Shasta Hills sold 242,400 cases at an average selling price of \$94 per case. The following additional data are for Shasta Hills for the year ended December 31, 2004 (assume constant unit costs and no price, spending, or efficiency variances):

Beginning inventory, January 1, 2004	32,600 cases
Ending inventory, December 31, 2004	24,800 cases
Fixed manufacturing overhead	\$3,753,600
Fixed operating costs	\$6,568,800
Variable costs	
Direct materials	
Grapes	\$16 per case
Bottles, corks, and crates	\$10 per case
Direct labor	
Bottling	\$6 per case
Winemaking	\$14 per case
Aging	\$2 per case

On December 31, 2003, the cost per case for ending inventory is \$46 for variable costing and \$61 for absorption costing.

Required 20%

1. Calculate cases of production for Shasta Hills in 2004.
2. Find the breakeven point (number of cases) under absorption costing in 2004.

3. Normal spoilage is 6% of the good units passing inspection in a forging process. In March, a total of 10,000 units were spoiled. Other data include units started during March, 120,000; work in process, beginning, 14,000 units (20% completed for conversion costs); and work in process, ending, 11,000 units (70% completed for conversion costs).

Required 10%

In columnar form, compute the normal and abnormal spoilage in units, assuming the inspection point is at (a) 15% stage of completion, (b) 40% stage of completion, and (c) 100% of stage of completion.

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一. 是非題(答案寫至答案卷)(15as%)

- () 1. 一觀測值為 3, 其平均數為 1.5, 標準差為 2, 則其 Z 記分(Z-score)為 0.85.
- () 2. 隨機抽出 600 名參觀故宮之遊客瞭解其年齡, 此不為二項實驗.
- () 3. 對於極端的資料(outlier), 四分位距(IQR)較全距(Range)敏感(Sensitive).
- () 4. 一假設檢定在在顯著水準.025 下拒絕虛無假設, 則在顯著水準.05 下, 可能接受虛無假設
- () 5. 由 N 個母體中抽出 n 個產品檢驗其是否為良品且 $n/N < .05$, 則此實驗會近似於二項實驗.

2. 設 X 為一離散之 r.v. 其 p.d.f 為

$$f(x) = a(6x - 1), x = 1, 2, 3. <10\%> \text{(此題答案以分式表示才計分)}$$

- a) 找出 a 值使得 f(x) 為一 p.d.f.
- b) 求 E(X), Var(X).

3. Let X_1, X_2, \dots, X_n be a random sample from a uniform distribution with the

$$\text{density function } f(x, \theta) = \frac{1}{\theta}, 0 < x < \theta \text{ (30\%)}$$

- (a) Find the Sufficient Statistic of θ and show it.
- (b) Find the MLE of θ .
- (c) Find the UMVUE of θ .
- (d) Find the UMVUE of θ^2 .
- (e) Let x_p be the upper pth percentile for the given distribution ($P(X_1 > x_p) = p$). Find

the UMVUE of x_p .

4. According to the SAS output As follows. (30%)

Dependent Variable: fire damage(Y) Analysis of Variance

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	1	026.58393	026.58393	23.68	<.0001
Error	48	211.87807	4.41325		
Corrected Total	49	318.46200			

Root MSE	R-Square
2.10077	0.3740

Parameter Estimates

Variables	DF	Parameter Estimate	Standard Error	t Value	Pr > t
Intercept	1	3.10603	0.62397	4.98	<.0001
Distance(X)	1	0.01475	0.00276	5.36	<.0001

- (a) Write down the regression model and basic assumptions

系別：統計學系

科目：統計學

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- (b) Find the unbiased estimator of σ^2
- (c) Test if there is positive linear association between X the Y with $\alpha = .05$
- (d) Estimate the expected y-value corresponding to X=100
- (e) What is the correlation coefficient of X and Y.
- (f) What's the expected value of MSR?

5. 設最新式筆記型電腦的液晶顯示板的標準長度為 10 英寸。現康定電腦購進 50000 個顯示板，品管部門的周小姐從貨品中隨機抽取 49 個液晶板為一組樣本，並計算得出樣本平均數為 9.91，標準差為 0.28

- (a) 試求平均長度的 95% 信賴區間。
- (b) 檢定此批顯示板是否合標準？（設顯著水準為 0.10）（15%）

查表值

$$Z_{.05}=1.645, Z_{.025}=1.96$$

系別：法國語文學系

科目：法 文(閱讀、作文、法國文學與文化)

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本試題雙面印刷

Répondre les trois sujets ci-dessous en français:

1) Résumez le texte suivant en trois ou quatre lignes(40%)

La culture comme réalité concrète et durable

Une culture, c'est d'abord un ensemble de pratiques qui procèdent de la vie sociale et qui l'organisent. On peut penser la culture comme un système de communication qui unit les membres d'une société dans leurs différentes dimensions et les relie avec ce qui les concerne. L'homme est un être vivant lié au monde qui l'entoure, caractérisé par d'autres êtres vivants et par des objets dans un système de relations physicochimiques. Il est également rattaché à tous ceux qui l'ont précédé: l'homme est un vivant parmi les morts.

C'est aussi un ensemble de significations et de traductions. La capacité symbolique est déterminante pour le genre humain: c'est elle qui permet de transformer le monde, de se l'approprier. L'appropriation peut être virtuelle (on dessine un bison pour le faire sien) ou technique (on réalise une arme pour tuer le bison); elle est toujours symbolique (pour faire une arme, il faut pouvoir anticiper le résultat et donc créer artificiellement une relation de cause à effet entre l'acte de construire une arme et la possibilité de tuer un bison).

2) Composition(40%)

“Parler français” Qu'est-ce que c'est “la francophonie”? Et la littérature francophone c'est quoi pour vous? Pourriez-vous me citer quelques oeuvres littéraires francophones comme les romans, les contes, les pièces de théâtre, la poésie, les livres d'histoire et donner une explication sur ces oeuvres de la langue française?

3) Littérature française(20%)

1. Quelle durée ne devraient pas excéder les pièces du théâtre classique
2. Qui a écrit Phèdre en 1677?
3. Dans Les Misérables, qui doit vendre ses cheveux et ses dents pour nourrir sa

淡江大學 95 學年度碩士班甄試入學招生考試試題

系別：法國語文學系

科目：法 文(閱讀、作文、法國文學與文化)

8-2

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file ?

4. Quel écrivain du XIXe siècle a créé le personnage d'Ursule Mironet ?

5. Dans quel pays se déroule l'action du Docteur Jivago ?

6. Racontez un peu la vie et les oeuvres de Paul Valéry (1871-1945)

系別：俄羅斯研究所

科目：俄 國 史

9-1

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請試答下列問題（每題 25 分）：

- 甲、俄羅斯吸收基督教這對俄國社會與文化發展的影響如何？
- 乙、十七世紀俄羅斯「宗教分裂」所指為何？
- 丙、史達林農業集體化政策的內容為何？
- 丁、你認為蘇聯解體是偶然的還是必然的結果？

系別：中國大陸研究所

科目：兩岸關係概論

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一 胡錦濤上台後，在中共對台政策方面，有何新的論述，並比較中共新一代領導人，在對台策略上，與江澤民時代的異同之處。

(30%)

二 說明中共與美國三項「聯合公報」，對兩岸關係發展曾經產生的重大影響。(30%)

三 解釋名詞

1) 「反分裂國家法」(10%)

2) 「一國兩制」(10%)

3) 「四不一沒有」(10%)

4) 「國家統一綱領」(10%)

以上題目均需作答

系別：英文學系 A 組

科目：英文(含英美文學議題)

11-1

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本試題雙面印製

I. Briefly explicate each of the following passages and identify its author and title. (If you are not sure about the author or the title, you may make a guess and explain the reasoning behind your guess.) 30%

1. Ah, Leicester, weigh how hardiy I can brook
To lose my crown and kingdom without cause;
To give ambitious Mortimer my right,
That, like a mountain, overwhelms my bliss;
In which extreme my mind here murder'd is!
But what heavens appoint I must obey.
Here, take my crown; the life of Edward too:
Taking off the crown.
Two kings in England cannot reign at once.
But stay a while. Let me be king till night,
That I may gaze upon this glittering crown;
So shall my eyes receive their last content,
My head, the latest honour due to it.
And jointly both yield up their wished right.
Continue ever, thou celestial sun;
Let never silent night possess this clime;
Stand still, you watches of the element;
All times and seasons, rest you at a stay,
That Edward may be still fair England's king!
2. A grief without a pang, void, dark, and drear,
A stifled, drowsy, unimpassioned grief,
Which finds no natural outlet, no relief,
In word, or sigh, or tear—
O Lady!, in this wan and heartless mood,
To other thoughts by yonder throstle wooed,
All this long eve, so balmy and serene,
Have I been gazing on the western sky,
And its peculiar tint of yellow green:
And still I gaze—and with how blank an eye!
And those thin clouds above, in flakes and bars,
That give away their motion to the stars:
Those stars, that glide behind them or between,
Now sparkling, now bedimmed, but always seen:
Yon crescent Moon, as fixed as if it grew
In its own cloudless, starless lake of blue;
I see them all so excellently fair,
I see, not feel, how beautiful they are!

◀ 注意背面尚有試題 ▶

系別：英文學系 A 組

科目：英文(含英美文學議題)

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2

3. The river's tent is broken: the last fingers of leaf
Clutch and sink into the wet bank. The wind
Crosses the brown land, unheard. The nymphs are departed.
Sweet Thames, run softly, till I end my song.
The river bears no empty bottles, sandwich papers,
Silk handkerchiefs, cardboard boxes, cigarette ends
Or other testimony of summer nights. The nymphs are departed.
And their friends, the pattering heirs of city directors:
Departed, have left no addresses.
By the waters of Lemau I sat down and wept...
Sweet Thames, run softly till I end my song,
Sweet Thames, run softly, for I speak not loud or long.
But at my back in a cold blast I hear
The rattle of the bones, and chuckle spread from ear to ear.

II. Analyze the following poem "The Poetess's Hasty Resolution" by Margaret Cavendish (1623-1673), 30%

Reading my verses, I liked them so well,
Self-love did make my judgment to rebel.
Thinking them so good, I thought more to write;
Considering not how others would them like.
I writ so fast, I thought, if I lived long,
A pyramid of fame to build thereon.
Reason observing which way I was bent,
Did stay my hand, and asked me what I meant;
Will you, said she, thus waste your time in vain,
On that which in the world small praise shall gain?
For shame, leave off, said she, the printer spare,
He'll lose by your ill poetry, I fear.
Besides the world hath already such a weight
Of useless books, as it is overfraught.
Then pity take, do the world a good turn,
And all you write cast in the fire, and burn.
Angry I was, and Reason struck away,
When I did hear, what she to me did say.
Then all in haste I to the press it sent,
Fearing persuasion might my book prevent.
But now 'tis done, with grief repent do I,
Hang down my head with shame, blush, sigh, and cry.
Take pity, and my drooping spirits raise,
Wipe off my tears with handkerchiefs of praise.

系別：英文學系 A 組

科目：英文(含英美文學議題)

11-3

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本試題共 3 頁

III. Comment on Oscar Wilde's view on art as expressed in his "Preface to *The Picture of Dorian Gray*". 40%

THE PREFACE°

The artist is the creator of beautiful things.

To reveal art and conceal the artist is art's aim.

The critic is he who can translate into another manner or a new material his impression of beautiful things.

The highest as the lowest form of criticism is a mode of autobiography.

Those who find ugly meanings in beautiful things are corrupt without being charming. This is a fault.

Those who find beautiful meanings in beautiful things are the cultivated. For these there is hope.

They are the elect to whom beautiful things mean only Beauty.

There is no such thing as a moral or an immoral book.

Books are well written, or badly written. That is all.

The nineteenth century dislike of Realism is the rage of Caliban seeing his own face in a glass.

The nineteenth century dislike of Romanticism is the rage of Caliban not seeing his own face in a glass.

The moral life of man forms part of the subject-matter of the artist, but the morality of art consists in the perfect use of an imperfect medium.

No artist desires to prove anything. Even things that are true can be proved.

No artist has ethical sympathies. An ethical sympathy in an artist is an unpardonable mannerism of style.

No artist is ever morbid. The artist can express everything.

Thought and language are to the artist instruments of an art.

Vice and virtue are to the artist materials for an art.

From the point of view of form, the type of all the arts is the art of the musician. From the point of view of feeling, the actor's craft is the type.

All art is at once surface and symbol.

Those who go beneath the surface do so at their peril.

Those who read the symbol do so at their peril.

It is the spectator, and not life, that art really mirrors.

Diversity of opinion about a work of art shows that the work is new, complex, and vital.

When critics disagree the artist is in accord with himself.

We can forgive a man for making a useful thing as long as he does not admire it. The only excuse for making a useless thing is that one admires it intensely.

All art is quite useless.

OSCAR WILDE

系別：英文學系 B 組

科目：英文(含英語語言學議題)

12-1

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Test in English for TESOL Candidates

There are two selected passages from the TESOL literature. They are completely different in the concept of language and how a language is learned. The first one is from Bernard Spolsky's "What Does It Mean to Know a Language?" and the second one from Michael H. Long's "The Least a Second Language Acquisition Theory Needs to Know".

There are two tasks for you. Firstly, summarize each passage in a paragraph in fifteen sentences for each. Secondly, what are the major differences in the concept of language and how is language learned or acquired? Why are they so different even though they are concerned about the same topic? For the second task, write one paragraph in about fifteen sentences.

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1.2

Bernard Spolsky

What Does It Mean to Know a Language?

In any consideration of language acquisition, whether first or second, we need first to look at the end result and analyze the notion "knowing a language." What does it mean when we say someone knows a language? How do we decide that someone has acquired a language?

Look first at the definition provided by Charles Fries, pertaining specifically to the learning of a second language:

A person has "learned" a language when he has thus first, within a limited vocabulary, mastered the sound system (that is, when he can understand the stream of speech and achieve an understandable production of it) and has, second, made the structural devices (that is, the basic arrangements of utterances) matters of automatic habit.¹

Fries arrives at this position after first showing the inadequacy of the notion that knowing a language means knowing its vocabulary. He points out that even a native speaker's knowledge of the words in his language is limited by his experience. We never finish learning all the words and their many meanings, as can be proved by just a few minutes' study of a dictionary. On the other hand, he claims, we finish early with the business of mastering the sound system and "the fundamental matters of word-order and the patterns of form." A child of four can recognize all the sounds of his language and produce recognizable variants of them and by the time he goes to school, has learned the basic Grammar of his language. It is natural, then, that we tend to believe that second-language learning is a matter of doing in another language what we are conscious of doing in our own, namely learning words, rather than doing what we did unconsciously as young children when we mastered the phonology and grammar.

Fries argues then that vocabulary need not be stressed in initial phases of language learning:

Accuracy of sound, of rhythm, of intonation, of structural forms, and of arrangement, within a limited range of expression, must come first and become automatic habit before the student is ready to devote his chief attention to expanding his vocabulary.²

It is interesting to see what happens when Fries's definition of knowing

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a language is translated into practical terms by preparing a test to see whether a student knows a language. Let us assume first that knowing a language consists only in knowing—that is, being able to recognize definitions or synonyms of—the words of the language. Obviously, we wouldn't test the student with every word in the dictionary before we decide whether he comes up to the criterion. We would make use of some appropriate statistical technique to select a representative sample of words, find out what percentage our student knows, and compare his performance with that of a native speaker. The process is not simple, but it is feasible, for we are dealing with a more or less finite number of items (the words of a language) from which we can choose a more or less representative sample; we need have little hesitation in generalizing our results. The words "more or less" are used advisedly, for there is a real sense in which the lexicon of a language is an open set; new words and meanings are added and old ones dropped all the time. Still, at any given time, the words of a language are listable in a way that the sentences of a language cannot conceivably be.

Can this same degree of finiteness be found if we move from the area of vocabulary that Fries rejects as irrelevant to the areas he names: the "sound system" and the "structural devices"? The answer is "yes." If we consider that each of these systems is a matter of units and patterns for arrangement. For the sound system, one would list the segmental phonemes, the suprasegmentals, and the possible combinations. The list of phonemes would be quite small, no more than sixty or so items, so that it would be quite easy to test each one. Once you start to worry about all the possible combinations, however, the list gets much larger, and sampling is necessary. Again following Fries, the "structural devices" are equally straightforward, a matter of a list of items and possible arrangements. Fries points out that English uses three structural devices: word order, inflection, and function words. It is possible, he says, to select from these a minimum set that will provide for the production of "one pattern for each of the situations in which the language is actually being used" and a larger set for recognition, chosen on the basis of frequency in the speech of native speakers. It is possible to list the items in these sets and to use the list as a universe from which we can draw a representative sample for use in deciding whether a student has learned the language or not. A detailed examination of the nature of language tests that follow these principles is given by Robert Lado.⁴ While Lado does discuss various types of tests of the "integrated skills," he spends more than twice as much space on specifications for tests of the "elements of language": the sound segments, stress, intonation, and grammatical structures (which he defines as "the patterns of arrangement of words in sentences and the patterns of arrangement of parts of words in words").

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Unfortunately, certain structural characteristics of SLA research make known facts rather easier to determine with respect to how birds fly than why some people can learn a second language and others do not. Notwithstanding these difficulties, the following are a few examples (by no means intended as a comprehensive list) of what I would claim are well-established findings about learners' environments, and interlanguages, along with some of the challenges they pose to current SLA theories. Space limitations preclude surveys of supporting literature. For each generalization, references are provided to recent reviews and/or to key studies of the phenomenon concerned. (The very existence of reviews, of course, attests to the familiarity of many of the results.)

Learners

Wide variation in learners' abilities (e.g., intelligence), states (e.g., motivation), and traits (e.g., extroversion) has relatively little effect on most aspects of (first or second) language acquisition by young children. Child language development is strikingly regular in both course, rate, and ultimate attainment, and success is the norm (Slobin, 1982). On the other hand, individual differences do affect adult first (e.g., American Sign Language) or second language acquisition. SLA processes and sequences are again fairly regular, but learning rate and ultimate SL attainment are highly variable and failure is common (Ellis, 1985; Newport, 1984).

Differences in learners' starting age (Krashen, Long, & Scarcella, 1979; Scovel, 1986), aptitude, attitude, and motivation (Skehan, 1989; Spolsky, 1989), for example, are systematically related to variance in rate of progress and ultimate attainment. The role of affective factors appears to be indirect and subordinate to more powerful developmental and maturational factors, perhaps influencing such matters as the amount of contact with the L2, or time on task (Schumann, 1986). The most positive attitudes to target language speakers and the strongest motivation, for example, cannot overcome psycholinguistic constraints on learnability at a particular stage of development (Clahsen, 1987; Meisel, Clahsen, & Pleinemann, 1981; Pleinemann & Johnson, 1987; Schmidt, in press). Both L1 and L2 development appear to depend on the same universal cognitive abilities (e.g., the capacity for implicit and inductive learning) and to be subject to the same cognitive constraints (e.g., limited human memory attentional resources, and information-processing capacity) (McLaughlin, 1987; Schmidt, 1990; Schmidt, in press).

Environments

Variation in the linguistic environment has surprisingly little effect on first language acquisition by children, where a high degree of success is achieved even under conditions of quite severe linguistic deprivation (Gleitman, 1987).

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The effect on adult language learning of differences in the amount and kind of input available is much greater and varies among different groups of learners, in part as a function of L1/L2 relationships (Larsen-Freeman & Long, 1991). Both children and adults need the language they encounter to be comprehensible for it to become potential intake (Krashen, 1985). Comprehensibility is not dependent on linguistic "simplification" from the source (speaker/writer), which is often absent, but may result from interactional or elaborative modifications, which are frequently the product of negotiation for meaning between the source and the learners themselves (Hatch, 1978b; Long, 1983; Parker & Chaudrot, 1987). Exposure to comprehensible input is necessary but not sufficient, as evidenced by successful untaught development in the absence of negative input, such as overt error correction (Bley-Vroman, 1986), but a focus on form (which overt error correction can sometimes induce in the learner), along with any other behaviors or tasks that make certain L2 features salient, improves rate and ultimate SL attainment (Doughty, in press; Long, 1986). Attention to form is necessary for mastery of certain types of L1/L2 contrasts, for example, where the way the L2 encodes a grammatical relationship is more marked than the equivalent L1 structure (Eckman, 1981; Schachter, 1986), and where the L1 allows two options (such as placement of frequency adverbs before or after the direct object), only one of which is grammatical in the L2, but both of which are communicatively successful. This situation presents negative input on the ungrammatical item via repair sequences (White, 1989b). Noticing, brought about by feedback, task structure, or other means, is necessary for input to become intake, and negative evidence must be recognized as such for it to be effective (Schmidt, in press). Much of a language is not learned unconsciously.

Interlanguages

Interlanguages, the psycholinguistic SL equivalent of idiolects, exhibit systematicity and variability at any time in their development (Hawber, 1985; Selinker, 1969). The systematicity manifests itself in many ways, including the regular suppliance and nonsuppliance of both targetlike and nontargetlike features in certain linguistic contexts and in the persistence of the same errors for often quite lengthy periods (Sato, 1990; Schmidt, 1981). Interlanguages, that is, are, or at least appear to be, rule-governed. Much of the variability they also reveal turns out to be systematically related to such factors as task, task requirements (e.g., attention to form and planning), interlocutor, and linguistic context (Crookes, 1988; Hulstijn, 1989; Kasper, 1986; Preston, 1989; Trone, 1988). However, some of it does appear to be random, or free, as when a learner produces *no put* and *don't put* or *I born* and *I was born* within moments of one another under seemingly identical conditions (Ellis, 1985).

系別：英文學系 A 組

科目：英文(含英美文學議題)

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1. Read the following two passages—the first one from William Wordsworth's Preface to *Lyrical Ballads, with Pastoral and Other Poems* (1802), the second from Ralph Waldo Emerson's "The American Scholar" (1837)—and offer your comments or responses. What are the historical significances of their statements? What are the social and literary consequences?

"The principal object, then, which I proposed to myself in these poems was to choose incidents and situations from common life, and to relate or describe them . . . in a selection of language really used by men; and, at the same time, to throw over them a certain colouring or imagination, whereby ordinary things should be presented to the mind in an unusual way; and, further, and above all, to make these incidents and situations interesting by tracing in them, truly though not ostentatiously, the primary laws of our nature. . . ."

"One of these signs is the fact that the same movement which effected the elevation of what was called the lowest class in the state, assumed in literature a very marked and as benign an aspect. Instead of the sublime and beautiful, the near, the low, the common, was explored and poetised. . . . The literature of the poor, the feelings of the child, the philosophy of the street, the meaning of household life, are the topics of the time. It is a great stride. It is a sign—is it not? of new vigor. . . ."

2. Modernism is often believed to have found its natural habitat in cities, which, at that time, were "generative environments of the new arts, focal points of intellectual community, indeed of intellectual conflict and tension." In addition, they were also "novel environments, carrying within themselves the complexity and tension of modern metropolitan life, which so deeply underlies modern consciousness and modern writing." Choose one English and one American modernist writer and demonstrate how significantly the city figures in these modernist writings.
3. The relationships between women and space/place have been a fiercely contested issue in recent years. Many critics argue that the relationships between gender divisions and spatial divisions are problematic and unnatural and that women and men experience spaces and places differently. Do you agree? Provide your reading of some literary texts to illuminate the issue.

淡江大學 95 學年度博士班甄試入學招生考試試題 R24

系別：英文學系 B 組

科目：英文(含英語語言學議題)

14-1

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Please answer the following questions in essay form:

1. Which linguistic theory or theories, such as corpus studies, cognitive linguistics or lexical semantics, that have been advanced in recent years, in your view, can be most helpful and will have a wide range of robust classroom applications or implications in foreign language teaching in the near future? (40%)
2. How would you teach English vocabulary? Please ensure to support your arguments with relevant and sound linguistic and teaching theories. (30%)
3. Grice's conversation maxims, also known as a Cooperative Principle, have a far-reaching impact on pragmatic research in the past few decades; yet, they have been criticized for being narrow in scope, as they are by no means universal. What is your view on this and in what ways is this principle different from or similar to Chinese and how would you apply or adapt his theory to teach cross-cultural communication in Taiwan? (30%)
* These maxims are
 - Maxims of Quality—Do not say what you believe is false; do not say that for which you lack adequate evidence.
 - Maxim of Relation/Relevance—Be relevant
 - Maxims of Quantity—Make your contribution as informative as is required; do not make your contribution more informative than is required.
 - Maxims of Manner—Avoid obscurity or expression; avoid ambiguity; be brief and be orderly.

淡江大學 95 學年度博士班甄試入學招生考試試題

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系別：各學系

科目：英 文

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I. Reading Comprehension: Choose the single best answer to each question. 30%

The Lanyu Eco-tours we took part in emphasize the indigenous culture and the kindness of the primitive people there more than the beauty of the landscape and the amenities of the trip. In doing so, they create an experience that I find to be truly unique. In previous days I often got the sense that tourists were well received at indigenous villages primarily because the tourists contribute significantly to the village's income. But the Dawu people in Lanyu are different. They are extremely gracious hosts, mainly because they were genuinely excited to share their culture and learn about us.

1. The eco-tour puts emphasis on
- a. aesthetic value of the place
 - b. indigenous people and their culture
 - c. supreme amenities of the hotels on the island
 - d. medicinal plants and herbs on the island

Doctors tell us that exercising regularly is good for health. However, doctors have found proof that exercising too much can have damaging effects on our body. They believe that when we exercise, the brain secretes endorphins, which have a pain-relieving effect and give us a lift or high. It is because of this lift that people become addicted to excessive exercise. Although experiencing this lift regularly is good, too much of it is damaging. People who are addicted to exercise should not quit altogether. Doctors advise them just to stop exercising too much.

2. What advice does the doctor give to people?
- a. People should exercise at set times and in a normal way.
 - b. People should become an exercise addict.
 - c. People should experience a "lift" as much as possible.
 - d. People should give up exercising altogether.

Fortunetellers believe that certain numbers are lucky or unlucky and that we can use numbers to understand our personalities, or predict what will happen to us in the future. Among them numerologists are those who especially tend to use numbers to describe a person's character, and to make predictions about future life events. They usually use the numbers 1 to 9, 11 to 22—also known as the key numbers—to help people understand their life goals and destiny.

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淡江大學 95 學年度博士班甄試入學招生考試試題

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系別：各學系

科目：英 文

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3 Which one of the following is correct?

- a. Numerologists are those who spend time to predict the past.
- b. Numerologists use number 10 as the most important number to predict a person's destiny.
- c. Numerologists can do calculations more quickly than mathematicians.
- d. Numerologists study the meaning of numbers because they want to use them to predict what will happen to people in the future.

Local educational reformers argue that standardized testing alone is limited and can only measure some of a student's ability. They believe that such a multiple-choice style of test as TOFEL Test to evaluate students' abilities cannot always tell us what they have learned or how they may do in the future. Therefore they suggest that students should take fewer standardized tests. The tests students take should be able to tell us what they really know, and how they can use that knowledge in real life.

4. Which is correct according to local educational reformers?

- a. Standardized tests are useless and therefore should be abolished.
- b. Standardized tests are not good ways of remembering information.
- c. A good test should tell us how students can use their knowledge in real life.
- d. Standardized testing alone can fully measure a student's ability.

Ecologists argue that international organizations must work together with different communities and countries all over the world to find solutions to such serious environmental problems as pollution, overpopulation, social injustice, and depletion of natural resources. As citizens of the Earth, we all have a responsibility to protect and sustain the environment we have for the future generations.

5. Which of the following is correct?

- a. Environmental protection is not for us ourselves but for the future generations.
- b. Environmental protection can be most effective through global cooperation.
- c. Local autonomy can be sacrificed in order to protect the environment of the planet.
- d. Sustaining the planet involves a ban on international trade.

II. Read the following text and then identify the bold-faced words listed below with their definitions by putting down a letter (a, b, c, d, etc.) for the correct definition for each blank. 20%

淡江大學 95 學年度博士班甄試入學招生考試試題

R27
15-3

系別：各學系

科目：英 文

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In my search for **precedents** to the interiorized sky of the Silver Legacy, I thought of domes in architecture and painting of the Italian renaissance. I like the extensive use of **ziggurats**, towers, and other pointed architectural elements in other kinds of buildings, too, for they all are built to **invoke** the vital connection between the Earth and heaven with human beings. These elements also remind me of our Chinese **cosmology**, which exhibits a **spontaneously self-generating life process** of three basic motifs: **continuity**, **wholeness**, and **dynamism**. All **modalities of being**, from a rock to Heaven, are **integral parts** of a continuum, which is often referred to as the Great Transformation. The assumption of this cosmology is not a **figment** of our imagination but a solid foundation upon which the cosmos and our lived world therein are constructed.

Words	Definition
1. precedent _____	a. a temple tower
2. ziggurat _____	b. something merely imagined
3. invoke _____	c. form
4. cosmology _____	d. cause / call forth
5. spontaneous _____	e. study of the universe
6. motif _____	f. necessary / essential
7. dynamism _____	g. main feature or idea
8. modality _____	h. quality of being vigorous
9. integral _____	i. an example for a later one
10. figment _____	j. growing naturally
	k. mysterious
	l. model

III. Translate the following sentences into Chinese 20%

1. Postmodern space is characterized by our loss of the means to conceptualize it.
2. Its chaotic diversity yields a kind of interpretive vertigo.
3. Buildings were severed from each other, let alone from wild and free nature.
4. Walking alone in such a city, you will be shocked by its overgrown, yet decaying monstrosity.
5. This flower of evil is resulted from the coalescing of capitalistic technological and social forces.

IV. English Writing: Write on the following in 100-200 words 30%

Describe any of your own experiences substantiating the assumption that haste makes less speed.