

考試科目	英語教學理論與 實務	所別	英語教學碩士在職專班	試時間	3月18日 星期六	第3節
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A611

國立政治大學圖書館

Answer in English the following questions within the time limit. You will be graded based on how knowledgeable you are and how fully you address each question.

1. List three English teaching techniques/tasks that you often use in your teaching. Why do you like to use them? What are the advantages and drawbacks of these techniques/tasks? (25%)
2. Many language instruction sequences are based on a pretask, task and follow-up cycle. What are the functions of pretasks? List a number of things that you can ask the students to do in the pretask phase and explain why you use them. (25%)
3. Listening comprehension and reading comprehension are both considered to be perceptive language abilities, yet the two skills differ in certain ways from each other. Describe the unique aspects of listening skills. What factors should teachers consider with regard to the difficulty of listening comprehension when designing materials for teaching listening skills? (25%)
4. The communicative approach to language teaching seeks to develop communicative competence in learners, and this approach has been adopted in the guidelines for the high school English program issued by the Ministry of Education. However, some claim that the current testing methods as used in the Basic Competence Test (基本學力測驗) for junior high school graduates and the General Scholastic Achievement Test (學科能力測驗) for senior high graduates are unable to assess communicative competence in an effective manner. Provide your opinion on the matter with support for your reasons. (25%)

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命題委員： 37 (簽章)

命題紙使用說明：1. 試題將用原件印製，敬請使用黑色墨水正楷書寫或打字（紅色不能製版請勿使用）。
2. 書寫時請勿超出格外，以免印製不清。
3. 試題內如有空白處請以掛號客串，以免遺失而示慎重。

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I. Complete the passage using the words provided. Choose the word that best completes a sentence and write its correct form on the answer sheet. 20%

account gather represent generate pen
select take write single lack

During the seventeenth and eighteenth centuries, almost nothing was written about the contribution of women during the colonial period and the early history of the newly formed United States. 1 the right to vote and absent from the seats of power, women were not considered an important force in history. Anne Bradstreet wrote some significant poetry in the seventeenth century, Mercy Otis Warren produced the best contemporary history of the American Revolution, and Abigail Adams 2 important letters showing she exercised great political influence over her husband, John, the second President of the United States. But little or no notice was 3 of these contributions. During these centuries, women remained invisible in history books.

Throughout the nineteenth century, this lack of visibility continued, despite the efforts of female authors 4 about women. These writers, like most of their male counterparts, were amateur historians. Their writings were celebratory in nature, and they were uncritical in their 5 and use of sources.

During the nineteenth century, however, certain feminists showed a keen sense of history by keeping records of activities in which women were engaged. National, regional, and local women's organizations compiled 6 of their doings. Personal correspondence, newspaper clippings, and souvenirs were saved and stored. These sources form the core of the two greatest collections of women's history in the United States – one at the Elizabeth and Arthur Schlesinger Library at Radcliffe College, and the other the Sophia Smith Collection at Smith College. Such sources have provided valuable materials for later 7 of historians.

Despite the 8 of more information about ordinary women during the nineteenth century, most of the writing about women conformed to the "great women" theory of history, just as much of mainstream American history concentrated on "great men." To demonstrate that women were making significant contributions to American life, female authors 9 out women leaders and wrote biographies, or else important women produced their autobiographies. Most of these leaders were involved in public life as reformers, activists working for women's right to vote, or authors, and were not 10 at all of the great mass of ordinary women. The lives of ordinary people continued, generally, to be untold in the American histories being published.

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II. Read the following passages and choose the best answer for each question. 30%

Galaxies are the major building blocks of the universe. A galaxy is giant family of many millions of stars, and it is held together by its own gravitational field. Most of the material universe is organized into galaxies of stars together with gas and dust.

There are three main types of galaxy: spiral, elliptical, and irregular. The Milky Way is a spiral galaxy, a flattish disc of stars with two spiral arms emerging from its central nucleus. About one-quarter of all galaxies have this shape. Spiral galaxies are well supplied with the interstellar gas in which new stars form: as the rotating spiral pattern sweeps around the galaxy, it compresses gas and dust, triggering the formation of bright young stars and in its arms. The elliptical galaxies have a symmetrical elliptical or spheroidal shape with no obvious structure. Most of their member stars are very old and since ellipticals are devoid of interstellar gas, no new stars are forming in them. The biggest and brightest galaxies in the universe are ellipticals with masses of about 10¹³ times that of the Sun; these giants may frequently be sources of strong radio emission, in which case they are called radio galaxies. About two-thirds of all galaxies are elliptical. Irregular galaxies comprise about one-tenth of all galaxies and they come in many subclasses.

Measurement in space is quite different from measurement on Earth. Some terrestrial distances can be expressed as intervals of time, the time to fly from one continent to another or the time it takes to drive to work, for example. By comparison with these familiar yardsticks, the distances to the galaxies are incomprehensibly large, but they too are made more manageable by using a time calibration, in this case the distance that light travels in one year. On such a scale the nearest giant spiral galaxy, the Andromeda galaxy, is two million light years away. The most distant luminous objects seen by telescopes are probably ten thousand million light years away. Their light was already halfway here before the Earth even formed. The light from the nearby Virgo galaxy set out when reptiles still dominated the animal world.

11. What does the second paragraph mainly discuss?

- (A) The Milky Way
- (B) Major categories of galaxies
- (C) How elliptical galaxies are formed
- (D) Differences between irregular and spiral galaxies

12. According to the passage, new stars are formed in spiral galaxies due to

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- (A) an explosion of gas
- (B) the compression of gas and dust
- (C) the combining of old stars
- (D) strong radio emissions

13. According to the passage, which of the following is NOT true of elliptical galaxies?

- (A) They are the largest galaxies.
- (B) They mostly contain old stars.
- (C) They contain a high amount of interstellar gas.
- (D) They have a spherical shape.

14. Which of the following characteristics of radio galaxies is mentioned in the passage?

- (A) They are a type of elliptical galaxy.
- (B) They are usually too small to be seen with a telescope.
- (C) They are closely related to irregular galaxies.
- (D) They are not as bright as spiral galaxies.

15. What percentage of galaxies are irregular?

- (A) 10%
- (B) 25%
- (C) 50%
- (D) 75%

16. Why does the author mention the Virgo galaxy and the Andromeda galaxy in the third paragraph?

- (A) To describe the effect that distance has on visibility.
- (B) To compare the ages of two relatively young galaxies.
- (C) To emphasize the vast distances of the galaxies from Earth.
- (D) To explain why certain galaxies cannot be seen by a telescope.

The Native Americans of northern California were highly skilled at basketry, using the reeds, grasses, bards, and roots they found around them to fashion articles of all sorts and sizes—not only trays, containers, and cooking pots, but hats, boats, fish traps, baby carriers, and ceremonial objects.

Of all these experts, none excelled the Pomo—a group who lived on or near the coast during the 1800's, and whose descendants continue to live in parts of the same

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region to this day. They made baskets three feet in diameter and others no bigger than a thimble. The Pomo people were masters of decoration. Some of their baskets were completely covered with shell pendants; others with feathers that made the baskets' surfaces as soft as the breasts of birds. Moreover, the Pomo people made use of more weaving techniques than did their neighbors. Most groups made all their basketwork by twining—the twisting of a flexible horizontal material, called a weft, around stiffer vertical strands of material, the warp. Others depended primarily on coiling—a process in which a continuous coil of stiff material is held in the desired shape with tight wrapping of flexible strands. Only the Pomo people used both processes with equal ease and frequency. In addition, they made use of four distinct variations on the basic twining process, often employing more than one of them in a single article.

Although a wide variety of materials was available, the Pomo people used only a few. The warp was always made of willow, and the most commonly used weft was sedge root, a woody fiber that could easily be separated into strands no thicker than a thread. For color, the Pomo people used the bark of redbud for their twined work and dyed bullrush root for black in coiled work. Though other materials were sometimes used, these four were the staples in their finest basketry.

If the basketry materials used by the Pomo people were limited, the designs were amazingly varied. Every Pomo basketmaker knew how to produce from fifteen to twenty distinct patterns that could be combined in a number of different ways.

17. What best distinguished Pomo baskets from baskets of other groups?

- (A) The range of sizes, shapes, and designs
- (B) The unusual geometric
- (C) The absence of decoration
- (D) The rare materials used

18. The word “fashion” in line 2 is closest in meaning to

- (A) maintain
- (B) organize
- (C) trade
- (D) create

19. The Pomo people used each of the following materials to decorate baskets

EXCEPT

- (A) shells
- (B) feathers
- (C) leaves

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(D) bark

20. What is the author's main point in the second paragraph?

- (A) The neighbors of the Pomo people tried to improve on the Pomo basket weaving techniques.
- (B) The Pomo people were the most skilled basket weavers in their region.
- (C) The Pomo people learned their basket weaving techniques from other Native Americans.
- (D) The Pomo baskets have been handed down for generations.

21. According to the passage, a weft is a

- (A) tool for separating sedge root
- (B) process used for coloring baskets
- (C) pliable material woven around the warp
- (D) pattern used to decorate baskets

22. According to the passage, what did the Pomo people use as the warp in their baskets?

- (A) Bullrush
- (B) willow
- (C) Sedge
- (D) Redbud

23. According to the passage. The relationship between redbud and twining is most similar to the relationship between

- (A) bullrush and coiling
- (B) weft and warp
- (C) willow and feathers
- (D) sedge and weaving

24. The word "staples" in line 23 is closest in meaning to

- (A) combinations
- (B) limitations
- (C) accessories
- (D) basic elements

25. Which of the following statements about Pomo baskets can be best inferred from the passage?

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- (A) Baskets produced by other Native Americans were less varied in design than those of the Pomo people.
- (B) Baskets produced by Pomo weavers were primarily for ceremonial purposes.
- (C) There was a very limited number of basketmaking materials available to the Pomo people.
- (D) The basketmaking production of the Pomo people has increased over the years.

III. Write a 400-word composition 50%

We live in an imperfect world. Everywhere are problems to be solved. During your years in school, you have undoubtedly had some perceptions of Taiwanese education. Think about one specific problem in Taiwanese education, and argue for its solution. Remember, you are writing an argument, not an attack; your goal is not to offend but to persuade readers—to get them over to your way of seeing.