

**國立屏東師範學院九十四學年度教育行政研究所
博士班入學考試英文試題**

注意：整份試卷共分四大部分，請標明題號，並將答案依序寫於答案卷上。第一部分為選擇題，第二部分為翻譯題，第三部分為短文寫作，第四部分為綜合討論題，請仔細閱讀每部分之 Directions，並依指示工整作答。

Section I Multiple-Choice Questions (20 points)

Directions: Answer all of the following questions. Read each question carefully, choose the most suitable answer, and write them orderly on your answer sheet. Each question has exactly one correct answer.

Questions: Read the passage below and answer the 1-5 questions that follow:

There are nine doctoral candidates: Adam, Barry, Carter, David, Eton, Fuji, George, Henry, and Isaac, who will be defending their doctoral dissertations this week. They may defend their dissertations on Monday, Tuesday, or Wednesday. Exactly three candidates will present their dissertations on each of these days. The following conditions apply:

- Barry will defend his dissertation on Tuesday.
- Carter and Fuji must defend their dissertations on the same day.
- Adam and Eton must defend their dissertations on the same day.
- George and Henry cannot defend their dissertations on the same day.
- Barry and Isaac cannot defend their dissertations on the same day.
- Carter and Isaac cannot defend their dissertations on the same day.

1. If Adam defends his dissertation on Tuesday, and Carter defends his dissertation on Monday, which of the following must be true?
 - A) George defends his dissertation on Monday.
 - B) George defends his dissertation on Wednesday.
 - C) Henry defends his dissertation on Monday.
 - D) Fuji defends his dissertation on Wednesday.
 - E) David defends his dissertation on Wednesday.
2. All of the following are pairs of candidates who could defend their dissertations on the same day EXCEPT:
 - A) Carter and George
 - B) Adam and David

- C) Adam and Isaac
 - D) Adam and Carter
 - E) David and George
3. If Fuji defends his dissertation on Monday, which of the following is a complete and accurate list of the days on which Isaac could defend his dissertation?
- A) Monday
 - B) Wednesday
 - C) Tuesday
 - D) Monday, Tuesday and Wednesday
 - E) Monday and Wednesday
4. Which of the following is an acceptable schedule of the nine candidates defending their dissertations?
- A) Monday: Adam, Eton, Isaac; Tuesday: Barry, David, Henry; Wednesday: Carter, Fuji, George
 - B) Monday: Carter, Fuji, Isaac; Tuesday: Adam, Barry, Eton; Wednesday: David, George, Henry
 - C) Monday: Carter, David, George; Tuesday: Barry, Fuji, Henry; Wednesday: Adam, Eton, Isaac
 - D) Monday: Carter, Eton, Fuji; Tuesday: Adam, Barry, George; Wednesday: David, Henry, Isaac
 - E) Monday: Adam, David, Eton; Tuesday: Barry, Carter, Fuji; Wednesday: George, Henry, Isaac
5. Which of the following cannot be true:
- A) Henry defends his dissertation on Tuesday and George defends his dissertation on Wednesday.
 - B) Adam defends his dissertation on Monday and Isaac defends his dissertation on Monday.
 - C) Fuji defends his dissertation on Monday and Eton defends his dissertation on Monday.
 - D) Isaac defends his dissertation on Wednesday and David defends his dissertation on Wednesday.
 - E) Carter defends his dissertation on Monday and David defends his dissertation on Wednesday.

Read the passage below and answer the 6-10 questions that follow:

The factors that control the diversity of communities have been a fundamental problem of ecology nearly since its inception. Despite the

general principle that competition between species results in the exclusion of all but the dominant competitor, most communities contain a great diversity of plant and animal species. Early models developed from the study of animal species explained the coexistence of species by invoking a unique ecological niche for each species. However, for many researchers working on plant communities, particularly in the highly species-diverse forests of the tropics, these models appear inadequate, since plants are not capable of a wide enough variety of niches to explain the tremendous diversity of species.

In the last twenty-five years, a wide variety of alternate theories of species coexistence have been introduced, most invoking processes that maintain species diversity over long periods of time at equilibrium. However, Stephen Hubbell has proposed a second theory in which species are maintained because disturbance, re-colonization, and local competition operate in way to make exclusion slow. Hubbell neutral theory proposes that most species are roughly competitively equivalent, so that most species do not actively eliminate each other. But the unrealistically narrow range of competitive differences that this theory requires in order to explain the preservation of species diversity has yet to be demonstrated in natural systems.

Several more promising explanations involve mechanisms that work to actively maintain species diversity. In one important variant, David Tillman has built on prior models to show that if competitive ability is always accompanied by low seed dispersal, these tradeoffs can maintain an unlimited number of species. However, in this case also it is not clear how widespread or strong these tradeoffs are in nature. Some of the most intriguing research has shown that factors that produce local interactions are important as well. Interactions with harmful and beneficial insects or soil microbes have been shown to maintain species diversification, although it is not known how strong they must be to maintain diversity nor whether the necessary conditions are likely to exist in nature.

6. The passage suggests that Stephen Hubbell would most likely agree with which of the following statements?
- A) Differences in competitiveness between species in a community are for the most part small.
 - B) The most competitive species in an ecosystem are more slowly eliminated than the less competitive species.
 - C) When species are maintained in a given area, this tends to

make disturbance, re-colonization, and local competition operate more slowly.

- D) There are always a few species in any ecosystem that tend to actively eliminate other species.
 - E) The balance of forces operating in an ecosystem ensures that no species will ever be entirely excluded or eliminated.
7. The central purpose of the passage is to
- A) establish the importance of finding an explanation for ecological diversity
 - B) demonstrate how early theories of diversity are insufficient
 - C) compare and contrast aspects of theories about species coexistence
 - D) develop an approach to the testing of ecological theory
 - E) describe several possible alternate theories to explain the diversity of communities
8. The author mentions "the highly species-diverse forests of the tropics" as an example of
- A) forests in which competition is particularly intense
 - B) the primary example contradicting previous theories
 - C) a classic example of a community structured by the unique niches of the species within it
 - D) a community with a wide variety of plant niches
 - E) a case in which new models of community diversity have particular difficulty
9. According to the passage, insects and soil microbes
- A) affect dispersal of competitive species
 - B) harm plant growth
 - C) explain differences between local ecosystems
 - D) are factors that produce local interactions
 - E) have not been shown to maintain species diversity
10. According to the passage, the early "niche" models of species coexistence have been rejected by many researchers because
- A) factors that produce local interactions are more important in allowing for species coexistence
 - B) tropical forests contain more species than researchers had previously theorized
 - C) there are not enough niches available to plants to account for the variety of species

- D) there are not enough different species to fill all the possible niches in such models
- E) plant communities in actual tropical forests are not as diverse as the niche models predicted

Section II Translation Question (20 points)

Directions: Read the following English sentences carefully and translate them into Chinese. Avoid unnecessary duplication in your answers.

Question: Market-based reforms of state schooling systems have been justified by the benefits anticipated from encouraging greater inter-school competition in local schooling markets. Promoting increased school choice and competition by comparison were seen as a means of stimulating greater allocative, productive and dynamic efficiency in the schooling system. However in England, school effectiveness research suggests that once adjustment is made for pupil characteristics, variations in pupil attainment levels between secondary schools are small and unstable over time. Some evidence suggests that differences in pupil attainment by subject within schools are larger, indicating the potential to raise attainment levels by increasing choice within schools. In this paper we seek to extend the school choice debate by examining the rationale for increasing competition within secondary schools.

Source: Adnett, N., & Davies, P. (2005). Competition between or within schools? Re-assessing school choice. *Education Economics*, 13(1), 109-121.

Section III Short-Essay Question (20 points)

Directions: Read the topic carefully and write an essay in English on the title specified. You will probably find it best to spend time considering the topic and organizing your thoughts before you begin writing. Support your views with specific reasons and examples from your own experience, observations, or reading. Do not write on a topic other than the one specified.

Question : Please write an English essay in 200 words with the title of "What are the crucial ingredients needed to improve a school?"

Section IV Discussion (40 points)

作答說明：依據下列短文(出自於 “Becoming a teacher”)內容，依序回答問題。

問題一：請以中文描述本文大意。10%

問題二：請以 30 個英文字之內描述教育工作的本質為何？10%

問題三：對照本文中劃底線的內容，請從生存、生活與生命討論教師工作的價值是什麼？(用中文作答)20%

LOOKING BACK

The Lights in the large dining room dimmed, and Mayor Schneider moved quietly to the rostrum. “Ladies and gentlemen, on behalf of the chamber of commerce and the city council, I would like to welcome you to this year’s Community Service Award Program. As you know, each year members of the chamber of commerce and the city council select the individual who, in their estimation, has made the greatest contribution to the welfare of this city. This year’s award winner is Adrienne Maravich, recently retired teacher at Green Valley Middle School. As a career educator of thirty-five years’ experience, Mrs. Maravich helped guide generations of this community’s youth. She taught and touched the lives of an estimated 1,200 twelve- and thirteen-year-olds. Many of her students are in the audience tonight. You know better than I what the impact can be of a teacher who cares about young people. Let’s have a warm round of applause for Adrienne Maravich.”

Adrienne Maravich stood up and strode to the rostrum with much the same deliberateness that characterized her more than 6,300 trips to the front of the classroom. She surveyed the audience for familiar faces for several moments, and then, satisfied that she could remember the names of many of her former students, she moved forward to the microphone.

“Thank you, Mayor Schneider and the members of the chamber of commerce and the city council. This award means more to me than you’ll ever know. Almost four decades ago when I decided to become a teacher I had no idea where it would lead. I certainly could not have foreseen standing here, accepting this tribute. In fact, I might have studied law and become a lawyer if women had enjoyed greater opportunities back then.

“Over the years I must have considered leaving teaching a dozen times for all sorts of reasons. Sometimes I felt I needed a new challenge or I disagreed about a policy. Sometimes I just felt exhausted. But I always chose to stick with it. At first I refused to quit because I wasn’t satisfied than I’d done the best job of teaching I could do. Later I decided to continue teaching because I believed in the value of what I was doing a difference I had made in their lives. I knew I couldn’t get those feelings selling real estate!”

“Now, as I look back over thirty-five years of teaching, I think what was most meaningful was playing a role in perpetuating our civilization. Thousands of years, who have tried to ensure that each new generation is well-versed in the traditions and beliefs of its culture. I would recommend teaching to anyone with a desire to leave the world a better place than he or she found it.”

As Adrienne Maravich slowly sat down, the audience rose in a standing ovation. At this point, her persistent efforts to hold back her tears finally failed.

