

國立屏東教育大學九十七學年度博士班入學考試
英文 試題

❖ 注意事項：

本試題共 5 頁，分成四大部份，請標明所屬部份與題號，並將答案依序寫於答案卷上。第一部份為選擇題，第二部份為短文寫作，第三部份為翻譯題，第四部份為綜合討論題，請仔細閱讀每部份之指示，並依指示工整作答。

Section I Reading-Comprehension Questions (30%)

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.

Read the passage below and answer the 1-10 questions that follow:

Part I

As this story is about my experiences as an ordinary prisoner, it is important that I mention, not without pride, that I was not employed as a **psychiatrist** in camp, or even as a doctor, except for the last few weeks. A few of my colleagues were lucky enough to be employed in poorly heated first-aid posts applying bandages made of scraps of waste paper. But I was Number 119, 104, and most of the time I was digging and laying tracks for railway lines. At one time, my job was to dig a tunnel, without help, for a water main under a road. This feat did not go unrewarded; just before Christmas 1944, I was presented with a gift of so-called "**premium** coupons." These were issued by the construction firm to which we were practically sold as slaves: the firm paid the camp authorities a fixed price per day, per prisoner. The coupons cost the firm fifty pfennigs each and could be exchanged for six cigarettes, often weeks later, although they sometimes lost their validity. I became the proud owner of a token worth twelve cigarettes. But more important, the cigarettes could be exchanged for twelve soups, and twelve soups were often a very real **respite** from starvation.

The **privilege** of actually smoking cigarettes was reserved for the Capo, who had his assured quota of weekly coupons; or possibly for a prisoner who worked as a foreman in a warehouse or workshop and received a few cigarettes in exchange for doing dangerous jobs. The only exceptions to this were those who had lost the will to live and wanted to "enjoy" their last days. Thus, when we saw a **comrade** smoking his own cigarettes, we knew he had given up faith in his strength to carry on, and once lost, the will to live seldom returned.

1. A **psychiatrist** is a kind of doctor who work with people's ____ problems.
(A) physical
(B) mental
(C) ophthalmic
(D) surgical
2. "**premium**" in this article means
(A) worst
(B) better
(C) finest
(D) discount
3. "**respite**" in this article means
(A) relief
(B) effort
(C) struggle
(D) strain
4. "**privilege**" in this article means
(A) pride
(B) compromise
(C) confession
(D) advantage
5. A "**comrade**" means a
(A) prisoner
(B) doctor
(C) patient
(D) camp authority.

Part II

Since the major cost of advanced education, if the student is away from home, is board and lodging, one can argue that as far as possible the expansion of public education beyond high school should be arranged locally. But there are various types of professional and vocational education which can be given at only a few centers in even a very populous state. It is literally impossible, for example, to give adequate instruction in clinical medicine except in cities big enough to support large hospitals. Similarly, advanced work in the arts, sciences, and letters can be done only where adequate libraries and laboratories are at hand. It is clearly in the national interest to find all the latent talent available for the lengthy training that research careers demand. Yet to establish research centers at every point in the United States where general education beyond high school is desired would be not merely uneconomical , but

impossible.

6. The major cost of advanced education, if the student is away from home, is
 - (A) transportation and lodging
 - (B) tuition and housing
 - (C) books and tuition
 - (D) food and housing
7. It is literally impossible to give adequate instruction in clinical medicine in
 - (A) large cities
 - (B) the United States
 - (C) a very populous state
 - (D) a sparsely populated state
8. Which of the following is true
 - (A) It is feasible to have the expansion of public education beyond high school arranged locally
 - (B) General education beyond high school is undesirable.
 - (C) Research centers for advanced education beyond high school are not merely uneconomical, but impossible.
 - (D) Libraries and laboratories cannot be established at every point in the United States where they are desired.
9. To educate all the latent talent available is
 - (A) impracticable and uneconomical
 - (B) costly but not impossible
 - (C) not in the interest of the nation
 - (D) to be arranged locally
10. "Advanced work in the arts, sciences, and letters" refers to advanced work in the arts, sciences, and
 - (A) correspondence
 - (B) bibliography
 - (C) literature
 - (D) linguistics

Section II 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.

Questions: Please write an English essay in 200 words with the title of “My expectations of education to the new government.”

Section III Translation Question (20 points)

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

Question: A framework for thinking about the structure of organizations first developed within McKinsey and then popularized in a number of books written by ex-McKinsey consultants. The seven-S-framework maintains that there are seven interrelated factors that determine the effectiveness of an organization: the classic pair – structure and strategy – and five others that all happen to begin with the letter S. In bringing about change within an organization, proponents of the theory maintain that equal attention must be given to each of the seven Ss. No one is more important than another. The first four Ss are sometimes called the hard Ss, and are the ones that receive the majority of management attention. The three soft Ss are more difficult to change. Therefore, an important part of increasing the competitive advantage of an organization’s workforce; making groups of critical components work together in a way that adds more value than the sum of their individual influences.

Section IV Discussions (30 points)

Directions: Based on the short essay provided below, answer the question in Chinese accordingly. Read the essay with awareness and keep away from imitation in your answers.

Question: 請以中文描述下列文章大意(10分),並以中文陳述如何應用文中概念於學校之經營管理(20分)。

The Six Sigma was originally developed as a set of practices designed to improve manufacturing processes and eliminate defects, but its application was subsequently extended to other types of corporation processes as well. Hence the widely accepted definition of a six sigma process is one that produces 3.4 defective parts per million opportunities. This is based on the fact that a process that is normally distributed will have 3.4 parts per million beyond a point that is 4.5 standard deviations above or below the mean. This is designed to prevent overestimation of

real-life process capability. Six Sigma has two key methodologies: DMAIC and DMADV, both inspired by Deming's Plan-Do-Check-Act Cycle. DMAIC is used to improve an existing business process; DMADV is used to create new product or process designs.

One of the key innovations of Six Sigma is the professionalizing of quality management functions. Prior to Six Sigma, quality management in practice was largely relegated to the production floor and to statisticians in a separate quality department. The Six Sigma borrows martial arts ranking terminology to define a hierarchy that cuts across all business functions and a promotion path straight into the executive suite. The Six Sigma identifies several key roles for its successful implementation as follows.

Executive Leadership and other members of top management are responsible for setting up a vision for Six Sigma implementation. They also empower the other role holders with the freedom and resources to explore new ideas for breakthrough improvements. Champions are responsible for Six Sigma implementation across the organization in an integrated manner. The Executive Leadership draws them from upper management. Champions also act as mentors to Black Belts. Master Black Belts, identified by champions, act as in-house coaches on Six Sigma. They devote 100% of their time to Six Sigma. They assist champions and guide Black Belts and Green Belts. Apart from statistical tasks, their time is spent on ensuring consistent application of Six Sigma across various functions and departments. Black Belts operate under Master Black Belts to apply Six Sigma methodology to specific projects. They devote 100% of their time to Six Sigma. They primarily focus on Six Sigma project execution, whereas Champions and Master Black Belts focus on identifying projects/functions for Six Sigma. Green Belts are the employees who take up Six Sigma implementation along with their other job responsibilities. They operate under the guidance of Black Belts and support them in achieving the overall objectives. Yellow Belts are employees who have been trained in Six Sigma techniques as part of a corporate-wide initiative, but have not completed a Six Sigma project and are not expected to actively engage in quality improvement activities.

Therefore, Six Sigma asserts that continuous efforts to achieve stable and predictable process results are of vital importance to success. Achieving sustained quality improvement requires commitment from the entire organization, particularly from top-level management.

(The above passage is excerpted from the *Six Sigma Handbook* written by Thomas Pyzdek.)