Write an essay on the following topic. Your essay will be evaluated for clarity, originality, effective organization and, of course, accuracy of English.

The word "communication" includes many aspects, and may mean different things to different people. Do you think culture influences the way people communicate in English or in any language? Use clear and specific examples to support your ideas.
Read through the passage below and choose the best answer to fill in each blank. (100%; 2 points each; ∅ means no word is needed for the blank)

Language – A two-edged Sword & Language as communicative competence

Language is a double-edged sword: Language communicates, but it ∅ excommunicates. That is, it includes only those who ∅ the system; others are excluded. Likewise, language both liberates and ∅. Our ability to symbolize, for example, allows us to move freely, albeit conceptually, ∅ time and space. We can ∅ and tell of things past, or ∅ into the future, merely by uttering words. ∅ great is our faith in words that we can viscerally experience the "reality" of something we ∅ experienced directly at all, whether in the past or the future. Yet, there is no way to retrieve the past ∅ ensure the future; we can only symbolize about them while we remain always only in the ∅ moment and space.

Just as language ∅ thoughts and experiences, it can also constrain and contradict them. Through language we learn, for ∅, that things are not always what they seem. In fact, ∅ of what we learn and "know" we really ∅ not "know" at all – that is, directly. Knowledge is tremendously augmented ∅ language use. Much of schooling and other learning in life is accomplished through language, ∅ the limits of what we can know through direct experience alone. Language permits contemplating the ∅ and exploring the unfathomable. We talk about concepts as ∅ and as abstract as "death," for example, which we can never know directly, ∅ not in life. It is difficult to imagine ∅ life might be like without our human ability to symbolize, just as it is difficult to imagine how we might think or know differently if we spoke a language other than our native tongue, or in addition to it.

By giving tangible expression to thought, language enables communication with others. Although speech signals are often part of communicative ability, there are other forms as well – ∅ symbols, signed language, and other means. ∅ we use, these are usually combined, ∅ several interrelated systems: a linguistic component (sound, signs, and grammar of language), a paralinguistic component (tone, ∅ volume, speed, and affective aspects), an extralinguistic component ( ∅ aspects), and a sociolinguistic ∅.

All are ∅ in overlapping stages as part of one's native competence. Understanding these multiple dimensions and their ∅ elucidates what is involved when developing competence in a second ∅ third system.

During the past quarter of a century, the notion of communicative competence has increasingly commanded the attention of language teachers and interculturalists ∅. For language teachers, it suggests that teaching "language" means ∅ the linguistic (i.e., grammar) component alone. In practice, ∅ linguistic considerations often continue to preempt the major portion of time in classroom teaching. For interculturalists, on the other ∅, a common approach to communicative competence includes culture-specific ethnographic studies based on the ∅ of Hymes' (1972) framework; as well as ∅ to extend this sociolinguistic framework to intercultural interaction. In these endeavors, however, the language component is often superseded by a focus on the communicative ∅ of interaction.
The term, nonetheless, signifies the _37_ and helps remind us about all aspects of the communication process. In a similar vein, language and culture may also require a broader label, a _38_ term that connotes and ensures their _39_. The term linguaculture has served this purpose in my own work; and recently, _40_ writer proposed the word linguaculture. _41_ reflect attempts to link the inextricable phenomena of language and culture conceptually and operationally.

How effectively and appropriately can an individual behave in an intercultural context with or without - ability in the _42_ language? Notions _43_ “effectiveness” and “appropriateness” suggest two views of the issue. Whereas effectiveness is often a judgment from _44_ own perspective, appropriateness is based on judgments _45_ from the host’s perspective. Although communication _46_ cultures may occur in one’s own language, there is a _47_ difference between communicating in one’s own language and in the language of one’s hosts. Whichever the case, second language _48_ is critical to functioning effectively and appropriately in cross- _49_ situations, plus the added benefit that exposure to a second linguaculture affords an opportunity to develop a different _50_ of the world. Needless to say, developing a third linguaculture or fourth linguaculture is even better.

1. (A) as well  (B) also  (C) except  (D) seldom
2. (A) scare  (B) shape  (C) scan  (D) share
3. (A) constrains  (B) conceptualizes  (C) constructs  (D) consociates
4. (A) above  (B) between  (C) under  (D) through
5. (A) react  (B) recall  (C) span  (D) spread
6. (A) perceive  (B) introspect  (C) project  (D) transact
7. (A) ⊘  (B) The  (C) So  (D) All
8. (A) never  (B) ever  (C) forever  (D) ⊘
9. (A) both  (B) either  (C) neither  (D) nor
10. (A) present  (B) alternative  (C) past  (D) future
11. (A) confronts  (B) confuses  (C) conveys  (D) condenses
12. (A) ever  (B) example  (C) good  (D) effect
13. (A) nothing  (B) much  (C) none  (D) many
14. (A) have  (B) must  (C) are  (D) do
15. (A) in  (B) between  (C) through  (D) within
16. (A) restricting  (B) expanding  (C) narrating  (D) archiving
17. (A) capable  (B) possible  (C) probable  (D) impossible
18. (A) difficult  (B) diffident  (C) different  (D) difflect
19. (A) at best  (B) at least  (C) at last  (D) at most
20. (A) the  (B) which  (C) how  (D) what
21. (A) spoken  (B) written  (C) hearing  (D) vocabulary
22. (A) Whenever  (B) However  (C) Whichever  (D) Whatever
23. (A) forming  (B) forms  (C) form  (D) to form
24. (A) patch  (B) latch  (C) twitch  (D) pitch
25. (A) non-viable  (B) non-verbal  (C) non-vintage  (D) non-vascular
26. (A) legitimation  (B) confirmation  (C) accommodation  (D) dimension
27. (A) mastered  (B) mastering  (C) master  (D) masters
<table>
<thead>
<tr>
<th>28. (A) interruption</th>
<th>(B) interchangeability</th>
<th>(C) interrelatedness</th>
<th>(D) intercommunication</th>
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</thead>
<tbody>
<tr>
<td>29. (A) or</td>
<td>(B) for</td>
<td>(C) of</td>
<td>(D) nor</td>
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<td>30. (A) equivalent</td>
<td>(B) same</td>
<td>(C) like</td>
<td>(D) alike</td>
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<td>31. (A) less than</td>
<td>(B) equal to</td>
<td>(C) more than</td>
<td>(D) almost as</td>
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<td>32. (A) moreover</td>
<td>(B) however</td>
<td>(C) besides</td>
<td>(D) anyway</td>
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<td>33. (A) end</td>
<td>(B) part</td>
<td>(C) side</td>
<td>(D) hand</td>
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<td>34. (A) work</td>
<td>(B) job</td>
<td>(C) task</td>
<td>(D) chore</td>
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<td>35. (A) sculpt</td>
<td>(B) intercept</td>
<td>(C) prompt</td>
<td>(D) attempt</td>
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<td>36. (A) games</td>
<td>(B) rules</td>
<td>(C) networks</td>
<td>(D) cables</td>
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<td>37. (A) part</td>
<td>(B) half</td>
<td>(C) whole</td>
<td>(D) chunk</td>
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<td>38. (A) superordinate</td>
<td>(B) subordinate</td>
<td>(C) sophisticated</td>
<td>(D) superficial</td>
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<td>39. (A) insatiability</td>
<td>(B) inconsistency</td>
<td>(C) inseparability</td>
<td>(D) incombustibility</td>
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<td>40. (A) the</td>
<td>(B) another</td>
<td>(C) other</td>
<td>(D) only</td>
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<td>41. (A) Both</td>
<td>(B) Two</td>
<td>(C) What</td>
<td>(D) Which</td>
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<td>42. (A) aimed</td>
<td>(B) native</td>
<td>(C) sign</td>
<td>(D) target</td>
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<td>43. (A) as</td>
<td>(B) of</td>
<td>(C) for</td>
<td>(D) on</td>
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<td>44. (A) their</td>
<td>(B) his</td>
<td>(C) one's</td>
<td>(D) the</td>
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<tr>
<td>45. (A) made</td>
<td>(B) make</td>
<td>(C) making</td>
<td>(D) to make</td>
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<tr>
<td>46. (A) cross</td>
<td>(B) across</td>
<td>(C) bridge</td>
<td>(D) cover</td>
</tr>
<tr>
<td>47. (A) weak</td>
<td>(B) slight</td>
<td>(C) qualitative</td>
<td>(D) nucellar</td>
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<td>48. (A) assessment</td>
<td>(B) evaluation</td>
<td>(C) proficiency</td>
<td>(D) examination</td>
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<td>49. (A) cultural</td>
<td>(B) culture</td>
<td>(C) cultured</td>
<td>(D) culturally</td>
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<tr>
<td>50. (A) mission</td>
<td>(B) vector</td>
<td>(C) field</td>
<td>(D) vision</td>
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I. From each set of the choices in the following passages, choose the best answer. (70%; 2 points each)

A. People 1 (A. are born B. were born C. born D. given birth) in the Year of the Dragon 2 (A. believe B. believed C. is believed D. are believed) to be 3 (A. healthy B. healthful C. of health D. with health), energetic, and stubborn.

B. 4 (A. Should B. Would C. Could D. Do) anyone want to marry Helen, 5 (A. it's B. here's C. there's D. that's) what he'll 6 (A. must B. have to C. need D. had better) do: Always 7 (A. wear B. keep C. remain D. make) his clothes absolutely neat and his shoes spotlessly shined.

C. Many 8 (A. studies B. researches C. discoveries D. questionnaires) show that 9 (A. ones B. these C. those D. they) dependent heavily on computers 10 (A. process B. processing C. proceeding D. being proceeding) all the 11 (A. datum B. problem C. calculation D. information) tend to be forgetful and impatient, 12 (A. who B. that C. which D. what) may eventually 13 (A. result B. affect C. contribute D. impact) to 14 (A. his B. its C. their D. our) malfunctioning in the normal life.

D. We have always wrapped our cars in an incredible 15 (A. lot B. amount C. number D. quantity) of protective layers. We put fenders 16 (A. on B. over C. above D. with) the wheels to 17 (A. protect B. prevent C. avoid D. stop) 18 (A. us B. ours C. our own D. ourselves) from 19 (A. fly B. flying C. flew D. flown) dirt. Then we put bumpers 20 (A. front and back B. before and rear C. font and rear D. before and after) to protect 21 (A. fender B. a fender C. fenders D. the fenders).

(From Andy Rooney’s “Wrappings”)

E. The roadsides, 22 (A. ever B. being C. before D. once) so attractive, were now lined with 23 (A. brown and wither B. brown and withering C. brown and withered D. brown and withered) vegetation as though 24 (A. swept B. sweeping C. was swept D. had been swept) by fire. These, too, were silent, 25 (A. deserted B. desserted C. were deserted D. being desserted) by all 26 (A. live B. alive C. living D. life) things. Even the streams were 27 (A. deadly B. fertile C. fatal D. lifeless). Anglers no longer 28 (A. saw B. visited C. fished D. went) them, 29 (A. for B. because of C. due to D. owing to) all the fish had died.

(From Rachel Carson’s “A Fable for Tomorrow”)

F. It 30 (A. was B. had been C. would be D. would have been) impossible, completely and entirely, for any woman 31 (A. wrote B. writing C. had written D. to have written) the plays of Shakespeare in the age of Shakespeare. Let me imagine, since facts are so hard to come 32 (A. up to B. for C. by D. on), what 33 (A. would happen B. would be happened C. would be happening D. would have happened) 34 (A. Shakespeare had B. Shakespeare had had C. had Shakespeare had D. did Shakespeare have) a 35 (A. wondered B. wondering C. wonderful D. wonderfully) gifted sister, called Judith, let us say.

(From Virginia Woolf’s “Shakespeare’s Sister”)

※ 注意：1. 本試題紙空白部份可當稿紙使用，試題須隨答案卡繳回。
2. 考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。
II. From each set of the sentences below, choose the most acceptable one.

(30%; 2 points each)

   B). “What should I do,” John asked?
   C). John asked what should he do.
   D). John asked what should I do.

37. A). Go with them; the film is well worth to watch.
   B). I'm really looking forward to hearing from you soon.
   C). If this is so important for you, I'm willing to let you have it.
   D). Will you be surprised if I'm telling you that I've bought the shoes for 2 years.

38. A). I'm sorry that both of them can't come because they've both accepted another invitation already.
   B). John as well as Norman brothers is welcome to the party.
   C). Not only Betty's friends but also Betty herself often wear make-up.
   D). Setting up a corporation requires more paperwork and legal provision than to establish either a proprietorship or a partnership.

39. A). Declining enrollments are forcing smaller private colleges to choose between raising tuition and reducing staff.
   B). The chairman of the board of directors have decided that this year's interest is to be donated.
   C). Above all the worries, Henry is afraid that his parents won't approve this marriage.
   D). Nobody has informed Nina the bad news yet, for they're afraid that she can't take it.

40. A). Nobody likes to be late, but sometimes it is inevitable.
   B). It is no doubt that Ben will never show up till the last minute.
   C). Everyone finds it difficult to believe that Jerry should have passed the exam.
   D). Lemon is too sour to eat it alone, so it's often added to brighten the aroma.

41. A) Although the room looks old, all the furnitures look new.
   B). In spite of the cold weather, the hall is full of audiences tonight.
   C). If any high-quality work is expected, some equipment needs to be renewed first.
   D). You'd better not ignore all the advices he gave as some might be very helpful.

42. A). You can. turn both the TV on and change channels with the remote control.
   B). Allan said that he would rather die than took the course.
   C). Parents should discipline their sons as they would their daughters.
   D). Martin smiled, winked, said nothing, and was dead.

43. A) No sooner had the teacher walked in, all the students turned quiet.
   B). Scarcely does a day go by when I don’t think of him.
   C). Only by changing yourself when you can better adjust to the new environment.
   D). Hardly had I got in the house than the phone rang.
44. A. It is high time that we had a formal dance.
   B. It is absolutely essential that Tony gets there on time.
   C. Adam’s friend suggests him to apologize to his girl friend first.
   D. Despite I asked Dan several times, I still failed drawing any response from him.

45. A. I’d like to know the exact time when he arrived the station last night.
   B. Judged from his honesty, you should believe in what he told you.
   C. We really need more time to finish discussing about the problem.
   D. After 10 years’ being with Bob, Tina finally got married to him last week.

46. A. It is well known that our president, Ma, Ying-jeou, is a Harvard graduate in law.
   B. Have you lost again the wallet, that your mom bought for you?
   C. Because Ellen didn’t show up, so we had to change our plan.
   D. She was sitting on the chair which you are exactly sitting now.

47. A. Given the fact that Tim has never been late before, something must have happened to him.
   B. It has spent me much time and money completing the work.
   C. He is impossible to outperform any other since he started so late.
   D. You are dangerous to do so; you’d better leave this to experts.

48. A. It is the most perfect product you’ve made, so I think you’ll definitely win the award.
   B. As English majors, we always have tons of work to do every day.
   C. Sam suddenly came back after he had gone away over 20 years.
   D. Mary is easy to make friends; in contrast, I’m not.

49. A. The saloon where I cut my hair is located near our campus.
   B. His uncooperativeness caused us can not complete the assignment in time.
   C. Many people like to use traveler’s checks because if lost, they are replaceable.
   D. Not fully dressing herself up yet, the door suddenly opened, which made Jane extremely embarrassed.

50. A. The campus of Fu Jen University is much larger than my high school.
   B. Doug took our department’s computer to the technician that needed a reformat.
   C. To transfer to the English Department, a B average or better is required.
   D. Mary lost in thought stood on the curb, waiting for the bus.