

中華郵政股份有限公司 100 年從業人員甄試試題

職階／甄選類科【代碼】：營運職／各類科全【98101-98108】、【98201-98206】

普通科目（2）：英文(含中翻英、英翻中及閱讀測驗)

※入場通知書編號：_____

注意：①作答前須檢查答案卡(卷)、入場通知書編號、桌角號碼、甄選類科是否相符，如有不同應立即請監試人員處理，否則不予計分。

②本試卷為一張雙面，測驗題型分為【非選擇題 2 題，每題 30 分，合計 60 分】與【四選一單選選擇題 20 題，每題 2 分，合計 40 分】。

③選擇題限以 2B 鉛筆於答案卡上作答，請選出最適當答案，答錯不倒扣；未作答者，不予計分。

④非選擇題限以藍、黑色鋼筆或原子筆於答案卷上採橫式作答，並請從答案卷內第一頁開始書寫，違反者該科酌予扣分，不必抄題但須標示題號。

⑤答案卡(卷)務必繳回，未繳回者該科以零分計算。

一、中翻英【30 分】

想像一個能夠複製與在實際精品商店購物完全相同體驗的網路商店。

隨著移動網路的發展，購物網站和店內零售逐漸一致化，這個夢想即將成為現實。利用他們的智慧手機，在零售商店購物的顧客可以在網路上查看線上促銷活動、產品說明以及其他顧客的評價。同時，線上的顧客還可以利用軟體來「試穿」衣服，或與社交網站上的好友討論購物決定。

移動網路的新功能、社交網路以及日漸完善的網路分析，都將在未來的零售業中發揮重要作用。零售業者已充分認知到網路是企業推廣品牌的「終極」機會，因為網路無時不在、無所不在。在商店購物是永遠不消失的「主流」體驗。但是，網路購物可以為消費者提供新的資訊並帶來便利。隨著網路零售商與消費者之間的互動越來越多，客戶自己也將在品牌塑造中發揮作用。

二、英翻中【30 分】

Adversity comes in many forms—acute, cyclical, long-term and systemic. It sometimes affects individuals or single firms; other times it cuts across a wide swath of entities. However, its pathology is consistent: Adversity constrains a key resource, which then depresses demand, supply or both. That gives rise to unmet need and releases other resources that become redundant. An opportunity emerges for inventive entrepreneurs who can reroute the redundant resources to fill the unmet need.

Adversity is also characterized by missing or inadequate elements at critical points in the business system. These may include key inputs, capital, technologies, or partners in the supply, distribution, and marketing chains. Entrepreneurs who can creatively identify unlikely, alternative candidates are able to get a leg up. However, the art of aligning the incentives of an unorthodox coalition and maintaining equilibrium among the members is no small challenge.

三、閱讀測驗【4 篇（20 題），每題 2 分，合計 40 分】

第一篇：

Getting a good night's sleep has long been known to cement the day's memories, moving them from short-term storage into long-term holding, but new research shows that it's not automatic. A night of z's is helpful only if you know a test is coming or, more generally, if you explicitly tell yourself you'll need the information in the future. In other words, don't expect eight hours of shut-eye to help you on a pop quiz.

In an elegant series of experiments, scientists at the University of Lübeck in Germany tested memory by having volunteers learn 40 word pairs, or the location of 15 cards in a Concentration-type game plus a sequence of finger taps (pinkie, index, forefinger...). Sleep improved retention only in those who had been told they'd be tested 10 hours later, not in those for whom the quiz came as a surprise, says a report in the *Journal of Neuroscience*. "Merely expecting that a memory will be used in a test determines whether sleep benefits its consolidation," says Lübeck's Jan Born.

The new research is the first to show how sleep works its memory magic. EEGs found that the "test is coming" group spent more time in deep, slow-wave sleep than did the group not anticipating a test. Slow electrical waves act as a replay button, causing the hippocampus to reactivate new memories and synchronizing the neocortex so that it accepts them into long-term storage. This expectant group also had more "sleep spindles," bursts of electrical activity that prime networks in the cortex to store memories arriving from the hippocampus and to integrate them into existing knowledge, which makes retrieval easier.

【4】1. Which of the following best states the main idea of the above passage?

- ① Sleep deprivation causes test failures.
- ② Long-term memory can only happen in sleep.
- ③ Test results can be improved when test takers sleep better.
- ④ One can perform better in tests with the anticipation of tests and sound sleep.

【1】2. In line one, the underlined word cement can be best replaced by _____.

- ① reinforce ② undermine ③ update ④ predict

【3】3. According to the new research, which of the following is NOT true?

- ① Slow electrical waves lead to the reactivation of new memories.
- ② Memory retention by sleep is more effective in the expectant group.
- ③ Anyone who is in deep, slow-wave sleep has trouble remembering what is studied.
- ④ Sleep spindles with bursts of electrical activity help consolidate new and old memories.

【4】4. Based on the above passage, which of the following procedures is most possibly used in the research?

- ① Asking the participants to recall their dreams.
- ② Giving the participants different memory tasks and tests.
- ③ Assigning the participants into groups by the lengths of sleep.
- ④ Informing one group of participants of the test but not the other.

【2】5. Which is most likely the conclusion of the research?

- ① With proper training, memory can be enhanced after a good night's sleep.
- ② When one knows a test is coming, a good night's sleep can benefit his memory storage.
- ③ The retention of what is studied can barely be integrated with the existing memories.
- ④ In order to remember new-learned information, one has to learn concentration skills.

【請接續背面】

第二篇：

Last fall, 80 of these type-A students at Stanford Graduate School of Business signed up for marketing professor Jennifer Aaker's course called "Designing Happiness." Aaker's work is gaining attention not just in academia but also in corporate America; she has worked with AOL, Adobe, and Facebook, among other companies, helping them figure out how to use happiness to increase employees' productivity and woo customers. If her hypotheses are correct, marketing happiness could be one of the few ways businesses can still appeal to people in a manner that feels authentic. "The idea of brands enabling happiness and providing greater meaning in the world is powerful," Aaker says. "People have an aversion to anything that feels overly manufactured."

Aaker, who studied psychology alongside marketing, has spent the past several years researching her subject: how people find happiness, keep it, manipulate it, and use it as a resource. Her research defines happiness as "a state of well-being characterized by emotions ranging from contentment to intense joy." In the **aftermath** of financial crisis, national morale is low; marketers see the appeal of promising happiness along with their products.

Aaker's students learned that the anticipation of a pleasurable experience feels as good as finishing an onerous task. They discovered that a meaningful experience often makes people happier than moments of pure pleasure. And they also learned that younger people feel happiest when they are excited, while older people equate happiness with peacefulness.

【3】6. Which of the following is the most appropriate title for the above passage?

- ① Buying Happiness by Money.
- ② Marketing Happiness by Power.
- ③ Designing Brands of Happiness.
- ④ Manipulating Happiness by Selling.

【4】7. Which of the following is NOT part of Aaker's hypotheses?

- ① Happiness increases productivity.
- ② Happiness appeals to customers.
- ③ Customers feel happy about authenticity.
- ④ Customers like extremely manufactured products.

【1】8. The underlined word "**aftermath**" has a similar meaning to _____.

- ① consequence
- ② hindsight
- ③ reaction
- ④ backlash

【1】9. What value do marketers see in financial crisis?

- ① It is time to give people promise of happiness.
- ② National morale is so low that it is best to slow down production.
- ③ Giving customers confidence to struggle through like is important.
- ④ The amount of money spent by each person should be valued.

【4】10. According to the passage, which of the following descriptions about happiness is **NOT** true?

- ① Happiness is how one feels when completing an onerous work.
- ② Happiness could very possibly change with age.
- ③ Happiness is about anticipating a pleasurable experience.
- ④ Happiness can be easily quantified.

第三篇：

Negotiators often do not bother to ask questions because they assume the other party will not answer them. This is a **colossal** mistake. While there is no guarantee that someone will answer your questions, one thing is certain: your questions are more likely to be answered if you ask them than if you don't. But asking the important questions is not enough; the real trick is in knowing how to ask them.

For example, if you want to know the other side's reservation value, it is usually **futile** to ask them for their bottom-line figures; they are unlikely to answer. But you can ask other questions that they will answer, and that will give you essentially the same information. Consider these less-threatening queries:

"What do you plan to do with the products you're purchasing?"

"Tell me more about your customers."

"How does this deal fit into your overall business strategy?"

These questions are simple and straightforward. Answers solicited from these questions can be useful to understand the other party's position. Unfortunately, many negotiators do not ask such indirect questions because they are too busy arguing the merits of their case. Asking questions is especially important anytime you are surprised or skeptical.

【3】11. What is the main idea of the above passage?

- ① Negotiators are only interested in their own case.
- ② Skepticism prevents negotiators from asking questions.
- ③ Asking indirect questions can solicit necessary information.
- ④ Negotiators are reluctant to ask questions because it makes them look weak.

【3】12. In line two, the word "**colossal**" can be best replaced by _____.

- ① simple
- ② specific
- ③ tremendous
- ④ fantastic

【2】13. Which of the following statements is NOT true?

- ① Asking questions is particularly necessary when in doubt.
- ② Negotiators should focus on arguing the merits of their case.
- ③ Asking less-threatening questions can be useful to obtain answers.
- ④ Negotiators do not need to waste time asking about the bottom-line figures.

【3】14. Why does the author urge negotiators to ask more questions?

- ① Asking questions is futile.
- ② Asking questions is an effective icebreaker.
- ③ Asking questions provides an opportunity to obtain more information.
- ④ Asking questions lay the groundwork for more detailed discussion.

【1】15. Generalized from the three questions used above, which of the following question is most likely to be recommended by the author?

- ① "What would happen if the projections were incorrect?"
- ② "How much are you willing to offer?"
- ③ "What discount can we get if we purchase in bulk?"
- ④ "What punitive damages can our clients be awarded?"

第四篇：

The current economic climate may have inspired teens to get a job and help out with household expenses, but new research indicates that working too much gets in the way of schoolwork.

According to a new study published in Child Development, working more than 20 hours a week while in high school can lead to academic and behavior problems. The findings, researchers said, are meant as a warning. "Parents, educators, and policymakers should monitor and constrain the number of hours adolescents work while they are enrolled in high school," Kathryn C. Monahan, a postdoctoral research scientist who led the study at the University of Washington, said in a press release.

To reach this conclusion, researchers from the University of Washington, University of Virginia, and Temple University analyzed longitudinal data collected over two separate one-year spans in the late 1980s that was reanalyzed in 1993. Using a sample of about 1,800 students in 10th and 11th grades, researchers compared the performance of those who got jobs to that of similar teens who didn't work. They ultimately discovered that logging more than 20 hours a week at work led to declines in school engagement and affected how far students were expected to go with their schooling. Researchers also found increases in problem behavior such as stealing, carrying a weapon, and using alcohol and illegal drugs among students who worked that much.

In contrast, working 20 hours or less per week had **negligible** academic, psychological, or behavioral **effects** with one caveat: Students who started working and then cut back on their hours or quit their jobs altogether were still at an increased risk of developing these problems. "Although working during high school is unlikely to turn law-abiding teenagers into felons or cause students to flunk out of school, the extent of the adverse effects we found is not trivial," Monahan explained. "Even a small decline in school engagement or increase in problem behavior may be of concern to many parents."

【2】16. Which of the following is the most appropriate title for the above passage?

- ① Learning from Real Jobs.
- ② After-school Jobs Hurt Learning.
- ③ Doing Odd Jobs to Make Ends Meet.
- ④ How to Juggle Between Studies and After-school Jobs.

【3】17. Which of the following is NOT part of the research?

- ① It is a longitudinal study.
- ② Data were collected by comparing students' school performance.
- ③ The study aims to find out the best jobs for teenage students.
- ④ Participants are from several different age groups, including adolescents.

【2】18. Working more than 20 hours a week could _____.

- ① be attributed to the bad economic climate
- ② distract teenage students from schoolwork
- ③ increase risk of workplace hazards
- ④ cause psychological distress

【4】19. In paragraph four, what does the underlined phrase "**negligible.....effects**" mean?

- ① The impacts could be huge and severe.
- ② The influence could be the result of negligence.
- ③ The repercussions are invisible.
- ④ The effects are slight and insignificant.

【1】20. Which of the following is most likely to be recommended?

- ① Parents should cut back on the hours their teenage children work after school.
- ② Schools should provide more jobs for students to help out their family expenses.
- ③ Students should pay attention to their schoolwork while working 20 hours a week.
- ④ School advisors should put the students who work long hours in detention.