中國醫藥大學110學年度
學士後中醫學系入學招生考試

英文 試題

考試開始鈴響前，不得翻閱本試題！

★考試開始鈴響前，考生請注意：

一、不得將智慧型手錶及運動手環等穿戴式電子裝置攜入試場，違者扣減其該科成績五分。

二、除准考證、應考文具及一般手錶外；行動電話、穿戴式裝置及其他物品均須放在臨時置物區。請務必確認行動電話已取出電池或關機，行動電話及手錶的鬧鈴功能必須關閉。

三、就座後，不可擅自離開座位。考試開始鈴響前，不得書寫、劃記、翻閱試題本或作答。

四、坐定後，雙手離開桌面，檢查並確認座位標籤與電腦答案卡之准考證號碼是否相同。

五、請確認抽屜中、桌椅下、座位旁均無其他非必要用品。如有任何問題請立即舉手反映。

★作答說明：

一、本試題（含封面）共 **9** 頁，如有缺頁或毀損，應立即舉手請監試人員補發。

二、選擇題答案請依題號順序劃記於電腦答案卡，在本試題紙上作答者不予計分；電腦答案卡限用 2B 鉛筆劃記，若未按規定劃記，致電腦無法讀取者，考生自行負責。

三、選擇題為單選題，共 50 題、答案 4 選 1、每題題分 2 分，每題答錯倒扣 0.7 分，不作答不計分，請選擇最合適的答案。

四、本試題必須與電腦答案卡一併繳回，不得攜出試場。

I. Vocabulary and Phrases

Questions 1-10: Choose the **BEST** answer to complete each sentence.

1. Language learners must first have an _____ of some particular language forms before any subsequent processing or intake of the forms can take place.

    (A) artefact   (B) originality   (C) identity   (D) apprehension

2. The raw scores _____ from the vocabulary tests were analyzed by using a non-parametric statistical test.

    (A) imposed   (B) obtained   (C) rejuvenated   (D) diminished

3. This patient's cognitive ability is recoverable but considerable rehabilitative _____ is required.

    (A) tournament   (B) interplay   (C) canvas   (D) treatment

4. Agrammatism is considered to be the grammatical _____ experienced by aphasia patients.

    (A) pledge   (B) deficit   (C) delinquency   (D) vogue

5. The limited storage space of the brain cannot store the _____ number of sentences that we may ever need to produce.

    (A) infinite   (B) analogous   (C) mandatory   (D) gracious

6. The view from the top is heady — particularly if you're _____ in one of the Straits Suites, which are at least 50 floors up.

    (A) disgorged   (B) ensconced   (C) alluded   (D) deported

7. Society is crumbling, with the rich living lives of decadent ease while the majority toil and _____.

    (A) perjure   (B) volatilize   (C) scrimp   (D) chaperone

8. This is not a polemic about oppressive men and _____ women, but a subtle drama in which neither party is guilty.

    (A) put-upon   (B) ill-founded   (C) figurative   (D) quartile

9. Smugglers exploit refugees by charging _____ fees to smuggle them across European borders, hiding them in trucks and containers, where they are at high risk of abuse, injury, sickness, detection, and even death.

    (A) exorbitant   (B) nonchalant   (C) senile   (D) tranquil

10. Some voters find themselves in a _____ when they dislike all of the candidates.

    (A) mandate   (B) patriarchy   (C) quandary   (D) dogma

II. Grammar and Structure

Questions 11-20: Choose the **BEST** answer to complete each sentence.

11. Broca's aphasia is typically described _____ laborious speech, little intonational variation, and difficulties in putting words in order.

    (A) is having   (B) as is   (C) as well as   (D) as having

12. In _____ papers starting in the 90's Michael and his colleagues demonstrated that aphasia patients are less efficient in processing rapid or brief spoken stimuli.

    (A) a collection of   (B) order to   (C) short of   (D) the power of

13. Genes can _____ different forms called alleles.

    (A) keep order   (B) turn down   (C) take note of   (D) come in

14. Insights into attention deployment may be obtained by attending to what have been _____ key events in real-time input processing.

    (A) established   (B) establishing   (C) established as   (D) establish

15. The reviewers' challenges need to be embraced because it is indeed imperative to base learning theories _____ empirical evidence.

    (A) off   (B) to   (C) on   (D) at

16. He wants to throw off the dutiful restraint _____ he's staked his life — as the injured son of an angry father, and as the patient husband of a demanding, irrational woman.

    (A) on which   (B) against that   (C) with that   (D) at which

17. For years, Asian Americans were among _____ likely of any racial or ethnic group to vote or to join community or advocacy groups.

    (A) the few   (B) the little   (C) the least   (D) the better

18. For over a decade, U.S. military and counterterrorism officials have warned that Africa was poised to become the next frontier _____ international terrorist organizations.

    (A) out   (B) for   (C) on   (D) at

19. The coronavirus-denier movement, _____ in part by wild conspiracy theories, has grown from criticizing coronavirus lockdown measures and hygiene rules to targeting the state, its leaders, businesses, the news media and globalism.

    (A) to fuel   (B) fuels   (C) has fueled   (D) fueled

20. When the New York Police Department acquired a robotic dog last year, officials heralded the _____ device as a futuristic tool that could go places that were too dangerous to send officers.

    (A) fourth-legs   (B) four-legging   (C) fourth-leg   (D) four-legged

III. Cloze

Questions 21-32: Choose the **BEST** answer for each blank in the passages.

    Specific Language Impairment (SLI) (21) a clinical condition that language users are constrained in their ability to comprehend, process, and produce a language despite the absence of obvious problems in intelligence, cognitive development, motor function, neurology, etc. (22) many children can acquire their first language effortlessly, this is not the case for some children. A recent survey shows that SLI affects approximately 8% of the first-language population. Notably, SLI appears to be more common in males than females. To depict this language deficiency more precisely, scientists (23) SLI patients to normally developing language users. Leonard (1998) posits that SLI children can differ from normally developing children in five ways: a) delay in cognitive and linguistic development; b) plateau in language attainment; c) profile difference; d) high frequency of error; and e) qualitative difference. To begin with, because of cognitive and linguistic delay, children with SLI start learning later than their peers; they also (24) at much a slower rate of development; in this regard, the gap between them and their peers becomes more manifest over time. As for plateau, in addition

to suffering from delayed protracted development, SLI patients may never attain full (25) of the language even after years of learning. In regard to profile difference, a SLI patient may be identical to a normally developing child in one aspect but may be disparate in another. As for frequency of error, SLI patients sometimes make the same (26) of errors as normally developing peers, but with a much greater variety of variants. Finally, SLI patients often produce language errors that are qualitatively different from the ones in normally developing children.

21. (A) cancels out   (B) calls off   (C) lifts up   (D) refers to
22. (A) After   (B) Before   (C) Although   (D) For instance
23. (A) notarize   (B) neutralize   (C) raise   (D) compare
24. (A) proceed   (B) dilute   (C) blur   (D) encompass
25. (A) compartment   (B) impasse   (C) mastery   (D) propensity
26. (A) caveats   (B) types   (C) badges   (D) mergers

    The persistent and universal belief in an afterlife is a very odd phenomenon. It is (27) the rational part of the brain makes man unique in his awareness that the one inevitable event in his life is death, while at a deeper level of consciousness the more intuitive part of the brain cannot reconcile itself to the fact of the inescapable extinction of oneself and those to whom one is attached. The individual therefore postulates the existence of the (28), as an entity which will live on after his physical decay. It almost looks as if for half a million years the two parts of the brain (29) irreconcilably at war with each other, each refusing to accept the conclusions of the other. As Erwin Panofsky pointed out, "There is (30) any sphere of human experience where rationally incompatible beliefs so easily coexist, and where pre-logical, one might almost say metalogical feelings so stubbornly survive in periods of advanced civilization as in our attitudes towards the dead." A final twist to the (31) is that the concept of rationality developed in the West in the eighteenth century concurrently with the concept of individualism. (32), the probability of personal extinction became at the same time more logically compelling and more emotionally unacceptable. The intellectual and psychological tension has actually intensified in the last 200 years.

27. (A) similarly   (B) secularly   (C) as if   (D) no matter
28. (A) dictator   (B) soul   (C) magician   (D) villain
29. (A) have been   (B) has been   (C) have   (D) had
30. (A) hardly   (B) often   (C) always   (D) frequently
31. (A) batch   (B) paradox   (C) observatory   (D) caucus
32. (A) In contrast   (B) In absence   (C) In luck   (D) In consequence

IV. Discourse Structure

Questions 33-40: Choose the **BEST** answer from the box below for each blank in the passages.

> (A) It can create rhythm and structure; can be weighty or breathless; can hold a sentence back or flick it forward "like a stone skipping across water."
> (B) A historian and a philosopher of science, she is indeed a witty, elegant writer with no nonsense about her.
> (C) Fortunately, this modest little powerhouse has found its defender.
> (D) Her message is that punctuation is not about limits; it's about making language richer.

Pity the poor semicolon, punctuation's wallflower, wrongfully maligned and too seldom asked to dance. (33). Cecelia Watson, in *Semicolon: The Past, Present, and Future of a Misunderstood Mark*, sweeps away the myths that have sidelined the semicolon — it's *not* snooty, *not* rulebound — and demonstrates what impressive chops it has. (34).

Forget the "rules," she says; just listen. In example after example — from the majesty of Melville to the brutal Glasgow slang of Irvine Welsh's "Trainspotting" — the semicolon is a miracle of prosody. (35). A semicolon can be like a sigh. In a stunning passage from "The Big Sleep," Raymond Chandler's semicolon is a small hiccup of heartbreak.

Great writers, Watson says, break the rules that would dole out semicolons as if they were "a controlled substance." (36).

(A) Being a linguistically deficient learner, I often needed more time and help than my peers in comprehending the concepts presented by my teachers.

(B) Born two months premature, I weighed only 35 ounces — a little more than a venti-size Starbucks coffee — and was diagnosed by the doctor as having suffered slight brain damage that might debilitate my future language development.

(C) Because of these amazing instructors, I did not view my limitations as an end to my learning.

(D) What helped me overcome my language barriers and become a successful language learner in spite of this physiological deficit carried from birth?

(37). As predicted by the doctor, I experienced exasperating language delays and problems in decoding speech sounds during the first year of my life. Unlike other babies, language did not come naturally to me; my language learning experience involved serious effort. I nonetheless attained native-like proficiency in my first language, Mandarin, became a highly proficient speaker of my second language, English, and am currently a speech pathologist. (38). Some might say that this incredible feat was made possible thanks to the brain's ability to reorganize and restructure itself. The fortune of encountering several inspiring mentors, however, is the main reason in how I overcame the biological and mental barriers in my own personal growth over the years. These inspiring mentors have taught me a number of teaching philosophies, which are quite instrumental in shaping my own teaching. Among these important philosophies, I have come to realize that instruction needs to be continuously developed, nurtured and evaluated by teachers and students, experts and novices, and by peers.

(39). In spite of this comprehension issue, I was fortunate enough to come across several teachers whose patience, creativity, and, most importantly, adaptation of their teaching structures allowed me to access each concept in a supporting environment. (40). Instead, I saw alternatives that enabled me to accomplish the particular goal of learning. Thus, in my own personal growth as a teacher over the years, I have worked very hard to understand my students' individual learning styles, accommodate their instructional/learning needs, deliver my courses at their levels, and teach by illustration and analogy.

V. Reading

Questions 41-50: Choose the **BEST** answer to each question below according to what is stated and implied in the following passages.

Student motivation has repeatedly been identified as one of the most prominent factors affecting students' ultimate learning outcomes. According to Ushida (2005), motivation is both a condition for, and a result of, effective instruction. Many empirical cognitive studies have shown that lack of motivation for learning may be overcome by providing students with a sense of competition (Gardner, 2011). Competition not only **implicates** "winner takes all" but also allows students who lag in certain areas to sense the imbalance between themselves and others, and then to compete with their peers to achieve "equal" status. In a competitive practice activity, students are usually in an alert state and are therefore more sensitive to the permissible conversation turns/junctures, which in turn prepares them to be better able to communicate in synchronous or "real-time" conversation (Warschauer & Healey, 1998). Such oral participation or communication skills are important in any collaborative classroom group work or whole-class conversation. In this vein, Hung, Young, and Lin (2013) found that learners are more motivated to participate in a classroom activity when the activity is competitive in nature; more importantly, a competitive activity was found to have the potential to minimize the achievement gap for disadvantage students and to facilitate the motivation of students at different developmental stages.

In traditional classroom settings where behavior management strategies are employed, learner motivation tends to be low as students are generally aware that it is the instructor who holds the power to allocate rewards. As such, these strategies do not reach their full potential as they rely mainly on extrinsic motivation, i.e., the instructor holds the balance of power, leaving learners with less control over rewards. In contrast, a behavior management strategy that targets intrinsic motivation — where learners hold the balance of power and more control over rewards — would in turn realize greater potential (Dincer, Yesilyurt, & Takkac, 2012). Note, however, that behavior management methods that target intrinsic motivation are difficult to be implemented in traditional classroom settings, because students generally vary from each other in terms of their internal/intrinsic drives for language learning. Inter-learner variation in intrinsic motivation also suggests that a thorough learner motivation analysis is warranted before the design and implementation of a behavior management method; in this regard, it would involve far too much administration for one instructor to handle. Even if such a learning motivation analysis is possible, instructors are not likely to effectively attend to the needs of each individual. However, Web 2.0 behavior management system — a technology-mediated system — may potentially tackle the aforementioned power issues and reduce the inter-learner variation in intrinsic motivation.

41. Which statement best describes the gist of this passage?
    (A) It revisits the outdated pedagogical practices beyond the classroom setting.
    (B) It examines a teacher's dilemma between managing classroom order and reducing learners' anxiety.
    (C) It invites teachers to provide additional scaffolds focusing on high achievers.
    (D) It addresses the effects of motivation on learning and discusses various issues when applying different classroom management protocols.

42. According to the article, which statement is **NOT** true?

 (A) Competitive activities may enhance students' motivation and participation.

 (B) Traditional classroom management methods that target intrinsic motivation can unequivocally enhance all students' learning potential.

 (C) Technology-mediated classroom management may redistribute the power relationship in a classroom.

 (D) Individual difference in intrinsic motivation is an issue for traditional classroom management.

43. Which of the following is closest in meaning to the word "**implicate**" in the passage?

 (A) entail   (B) restrict   (C) retract   (D) curtail

44. How do you describe the author's attitude toward technology-mediated classroom management?

 (A) suspicious (B) optimistic (C) distrustful (D) cynical

45. Which statement can be added to the end of this passage without disrupting the flow of this passage?

 (A) In this study, an online Web 2.0 behavior management system called *SirWilliam* will be employed as a means to address the aforementioned classroom problems.

 (B) The use of a technology-mediated behavior management system will impose a negative impact on learner affect.

 (C) Stemming from these studies, a number of remedial instructional programs have been developed to address these problems.

 (D) Although the traditional behavior management system encourages repetition, there is usually no record of students' repetition unless an assistant is appointed to record such actions.

  Posthuman or post-human is a concept originating in the fields of science fiction, futurology, contemporary art, and philosophy that means a person or entity that exists in a state beyond being human. The concept addresses questions of ethics and justice, language and trans-species communication, social systems, and the intellectual aspirations of interdisciplinarity.

  In critical theory, the posthuman is a speculative being that represents or seeks to re-conceive the human. It is the object of posthumanist criticism, which critically questions humanism, a branch of humanist philosophy which claims that human nature is a universal state from which the human being emerges; human nature is autonomous, rational, capable of free will, and unified in itself as the apex of existence. Thus, the posthuman position recognizes imperfectability and disunity within oneself, and understands the world through heterogeneous perspectives while seeking to maintain intellectual rigor and dedication to objective observations. Key to this posthuman practice is the ability to fluidly change perspectives and manifest oneself through different identities. The posthuman, for critical theorists of the subject, has an emergent ontology rather than a stable one; in other words, the posthuman is not a singular, defined individual, but rather one who can "become" or embody different identities and understand the world from multiple, heterogeneous perspectives.

Critical discourses surrounding posthumanism are not homogeneous, but in fact present a series of often contradictory ideas, and the term itself is contested, with one of the foremost authors associated with posthumanism, Manuel de Landa, decrying the term as "very silly." Covering the ideas of, for example, Robert Pepperell's *The Posthuman Condition* and Hayles's *How We Became Posthuman* under a single term is distinctly problematic due to these contradictions.

The posthuman is roughly synonymous with the "cyborg" of *A Cyborg Manifesto* by Donna Haraway. Haraway's conception of the cyborg is an ironic take on traditional conceptions of the cyborg that inverts the traditional trope of the cyborg whose presence questions the salient line between humans and robots. Haraway's cyborg is in many ways the "beta" version of the posthuman, as her cyborg theory prompted the issue to be taken up in critical theory. Following Haraway, Hayles, whose work grounds much of the critical posthuman discourse, asserts that liberal humanism — which separates the mind from the body and thus portrays the body as a "shell" or vehicle for the mind — becomes increasingly complicated in the late 20th and 21st centuries because information technology puts the human body in question. Hayles maintains that we must be conscious of information technology advancements while understanding information as "disembodied," that is, something which cannot fundamentally replace the human body but can only be incorporated into it and human life practices.

The idea of post-posthumanism (post-cyborgism) has recently been introduced. This body of work outlines the after-effects of long-term adaptation to cyborg technologies and their subsequent removal. For instance, what happens after years of constantly wearing computer-mediating eyeglass technologies and subsequently removing them; what happens after decades of long-term adaptation to virtual worlds followed by a return to "reality."

Posthuman political and natural rights have been framed on a spectrum with animal rights and human rights. Posthumanism broadens the scope of what it means to be a valued life form and to be treated as such (in contrast to certain life forms being seen as less-than and being taken advantage of or killed off); it "calls for a more inclusive definition of life, and a greater moral-ethical response, and responsibility, to non-human life forms in the age of species blurring and species mixing….[I]t interrogates the hierarchic ordering — and subsequently exploitation and even eradication — of life forms."

46. According to the passage, which statement is **NOT** true?
   (A) Posthuman as a concept is derived from various sources such as science fiction, futurology, and philosophy.
   (B) The posthuman concept exclusively concerns issues about human outer-space exploitation.
   (C) The posthuman position sees the world through heterogeneous perspectives rather than a fixed and stable one.
   (D) A posthuman is not a singular, defined individual.

47. According to the passage, which of the following is considered as another term of "posthuman"?

    (A) entity   (B) identity   (**C**) beta   (D) cybog

48. According to the passage, which statement is **NOT** true?

    (A) Scholars have different, sometimes even contradictory, ideas about posthumanism.

    (B) Hayles's *How We Became Posthuman* follows the traditional humanism in asserting a clear division of body and mind.

    (C) Posthumanism deals with the after-effects of long-term adaptation to cyborg technologies and their later removal.

    (D) Donna Haraway reverses the traditional trope of the cyborg by blurring the line between humans and robots.

49. According to the passage, which statement is **NOT** true?

    (A) Posthumanism conforms to the view that certain life forms are less valued and thus could be killed off for human benefits.

    (B) Posthumanism calls for a greater responsibility to non-human life forms.

    (C) Posthumanism broadens the scope of valued life forms to include non-human life forms.

    (D) Posthumanism fights for the natural rights of animals.

50. What is this passage mainly about?

    (A) Well-known scholarly disputes over posthuman mistakes

    (B) Quarrels and debates about the mystery of non-human life forms

    (C) Ideas and concerns of the posthuman and posthumanism

    (D) Prejudices and misconceptions about posthumanism

中國醫藥大學 110 學年度學士後中醫學系入學招生考試英文試題參考答案

題號	答案	題號	答案	題號	答案	題號	答案	題號	答案
1	D	11	D	21	D	31	B	41	D
2	B	12	A	22	C	32	D	42	B
3	D	13	D	23	D	33	C	43	A
4	B	14	C	24	A	34	B	44	B
5	A	15	C	25	C	35	A	45	A
6	B	16	A	26	B	36	D	46	B
7	C	17	C	27	C	37	B	47	D
8	A	18	B	28	B	38	D	48	B
9	A	19	D	29	A	39	A	49	A
10	C	20	D	30	A	40	C	50	C