

Part I. For each of the following passages, read the passage and then select the one best answer for each of the questions that follow it. (40%)

A. Misconceptions about alcoholism are common. Many people, for example, think that alcoholics are careless, pleasure-seeking people who have moral problems that make them easier prey for liquor. Actually, alcoholics often feel guilty about their drinking and are very self-conscious around other people. Alcoholics quite often have a low self-esteem and are too sensitive about what people may think of them. Another common myth is that the alcoholic is always drunk, but experts say this is not so. In truth, there are three types of alcoholics. Episodic drinkers, for example, drink only now and then, but each of their drinking episodes ends in overindulgence. Habitual excess drinkers are also only occasionally drunk, but their episodes are much more frequent than those of the episodic drinker. The addict is a person who must drink continually simply in order to function. It is the addict who needs medical assistance to withdraw from the support of alcohol.

1. This passage is mainly about
 - a. therapy for alcoholics.
 - b. alcoholism.
 - c. common misconceptions about alcoholism.
 - d. three types of alcoholics.
2. The best title for this passage is
 - a. What About the Habitual Drinker?
 - b. Alcoholism: Fact and Fiction
 - c. Curing the Alcoholic
 - d. Alcoholism in America
3. According to the passage, which of the following statements is not true?
 - a. Many alcoholics feel guilty about their drinking.
 - b. The habitual drinker is only occasionally drunk.
 - c. The addict needs medical help with his problem.
 - d. Episodic drinkers never overindulge.
4. The passage suggests that
 - a. the addict has an emotional and physical dependence on alcohol.
 - b. more habitual drinkers become addicts than do episodic drinkers.
 - c. addicts can be helped by chemical control of their drinking urges.
 - d. alcoholics are basically immoral.
5. The writer's tone is
 - a. ironical.
 - b. sarcastic.
 - c. subjective.
 - d. objective.

B. Although dinosaurs roamed virtually the whole earth for 160 million years, dinosaur skeletons are relatively scarce. Many dinosaurs are known only from a single tooth or bone chip. The reason is that it takes very special conditions to make a fossil and a lot of luck to find one. For many years, information about *Tyrannosaurus rex* was sketchy at best. However, in the summer of 1990, the first nearly complete *Tyrannosaurus rex* skeleton ever found was excavated in the Montana badlands. That same year a second, even more complete, skeleton was found in South Dakota. Together these skeletons yielded surprising new insights into the most famous of the dinosaurs, about the anatomy and behavior of *T. rex* and the world in which it lived.

Among the surprising discoveries were that *T. rex* was a far sleeker, but more powerful, carnivore than previously thought, perhaps weighing less than six and a half tons, no more than a bull elephant, and that *T. rex*'s habitat was forest, not swamp or plain as previously believed. Moreover, there appear to have been two forms of *T. rex*, the male quite different from the female. Scientists hope that future fossil discoveries and increasingly more sophisticated techniques will provide more accurate and complete information about not only *T. rex* but all the dinosaurs, giving us a window on the world so many millions of years into the past.

6. It can be inferred from the passage that much of what scientists know about *T. rex*
 - a. has been known for many years.
 - b. has not come from fossil discoveries.
 - c. has been derived from the most sophisticated techniques.
 - d. has been recently discovered.

7. The passage implies that fossils
 - a. are usually found in the Midwest.
 - b. are usually found in beds containing complete skeletons.
 - c. are few in comparison to the number of dinosaurs that roamed the earth.
 - d. are easy to discover but difficult to excavate.

8. Which of the following can be inferred from the passage?
 - a. Interest in fossils is relatively recent.
 - b. It takes advanced techniques to find fossils.
 - c. The search for fossils has been going on for many years.
 - d. Dinosaurs were confined to a relatively small area.

9. Which of the following can be inferred about *T. rex*?
 - a. It was a short but powerful dinosaur.
 - b. It was a strong, meat-eating dinosaur.
 - c. It was a fast, plains-dwelling dinosaur.
 - d. It was a gigantic, forest-dwelling dinosaur.

10. The passage implies which of the following?
 - a. Not all the conclusions scientists make are accurate.
 - b. We have all the information we need about life millions of years ago.
 - c. New discoveries are confirming old theories.
 - d. *T. rex* cannot be studied without whole skeletons.

國立清華大學命題紙

九十一學年度 非外語 系轉學生招生考試

科目 英文

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C. "It may be a bit of a shock to see your mother coming down a 30 meter cliff," says Greg Barton at the Knightsridge Adventure Project in Scotland, "but it would certainly stop you seeing mum as a 'stick in the mud' who exists only to take care of you and the house."

Knightsridge also makes sure that teenage girls have the opportunity to get out of town to try out 'scary' or new things like camping on a farm or climbing a rock face. "The point is," says Alison Young who runs the girls' and young women's project, "to have fun, but also to help women step outside their traditional image and realize there are other goals which they can achieve."

At the Patmore Center in South London the goals are different. There mothers may be taking open learning courses, in maths, English, typing or computers. But what links these activities to the climbing and camping in Scotland is the role they play in developing self confidence and improving self image.

"If mothers are more positive about what they can do," says Patmore's head of training, Lina Fajerman, "they are more likely to be positive about their children's education." Education for women benefits not just the individual taking part, but children and other family members. "One woman wanted to improve her reading so that she could read stories to her children," say Lina. "Helping her means the youngsters will get used to books, will want to read for themselves, and will be able to read to their own children in turn."

At Patmore, women bringing children into the center can see and hear about what's on offer from the open learning scheme. A room as unlike a schoolroom as possible makes it comfortable for the trainees to start again. "It's exciting to see people looking for more than they realized possible," says Lina. "Some of them have literally started changing their lives."

Realizing that you can achieve is the first step. It may be the only step you want to take. But it can lead on to training, education and jobs, and so be a route out of poverty and dependence.

11. The main aim for women of the Knightsridge Adventure Project is to
 - a. help them get outside and enjoy life in the open air.
 - b. show them that there is more to life than housework.
 - c. shock and scare them into changing their attitudes.
 - d. encourage them to take up camping and climbing as sports.
12. How does the Patmore Center compare with the Knightsridge Project?
 - a. It requires longer training time.
 - b. It offers more activities than the Knightsridge Project does.
 - c. It has similar aims but uses different means to achieve them.
 - d. It emphasizes children more than their mothers.
13. According to Lina, why was it so beneficial to help the woman who wanted to improve her reading?
 - a. She will be able to read to all her children, one after the other.
 - b. She will get her children into the habit of reading.
 - c. She will be able to teach her children to read.
 - d. She will be an inspiration to children attending the Center.
14. The process of change at Patmore begins by
 - a. reaching the goals you want to achieve.
 - b. seeing that it is possible to achieve something.
 - c. achieving a change in your life.
 - d. achieving good results in training and education.

D. A person may be a confirmed smoker for a prolonged period, and give up the drug voluntarily without experiencing a craving for it or exhibiting withdrawal symptoms. He may, at some time later on, go back to its use. Others may remain infrequent users of the cigarette, taking one or two a week, or only when the social setting calls for participation.

From time to time we had one of our investigators associate with a marihuana user. The investigator would bring up the subject of smoking. This would invariably lead to the suggestion that they obtain some marihuana cigarettes. They would seek a tea-pad, and if it was closed the smoker and our investigator would calmly resume their previous activity, such as the discussion of life in general or the playing of pool. There were apparently no signs indicative of frustration in the smoker at not being able to gratify the desire for the drug. We consider this point highly significant since it is so contrary to the experience of users of other narcotics.

A similar situation occurring in one addicted to the use of morphine, cocaine, or heroin would result in a compulsive attitude on the part of the addict to obtain the drug. If unable to secure it, there would be obvious physical and mental manifestations of frustration. This may be considered presumptive evidence that there is no true addiction in the medical sense associated with the use of marihuana.

15. According to the author, there would be obvious signs of frustration in a person if
 - a. he were an occasional user of marihuana and unable to obtain any.
 - b. he were an infrequent user of tobacco and unable to obtain any.
 - c. he had a compulsive attitude about using drugs and couldn't obtain any.
 - d. he were addicted to cocaine and unable to obtain any.

16. The main idea of this passage is that
 - a. marihuana is not as dangerous as hard drugs.
 - b. it may be assumed that marihuana is not addictive, medically speaking.
 - c. marihuana does not cause frustration.
 - d. doctors agree that it is impossible for people to become addicted to marihuana.

17. In their attempts to find out whether the use of marihuana is physically addictive or not, the investigators were most impressed by one piece of evidence. Which is that?
 - a. Generally, a user of marihuana shows no signs of frustration if he cannot get hold of any.
 - b. It is possible for a heavy user of marihuana to stop smoking without showing withdrawal symptoms.
 - c. Some people remain infrequent users of marihuana.
 - d. Users of hard drugs show signs of frustration if they cannot obtain a supply.

18. Which statement is true, according to what you have read?
 - a. The writer assumes that smoking marihuana is absolutely harmless.
 - b. The writer would encourage heroin addicts to switch to marihuana.
 - c. None of the writer's attitudes toward marihuana are directly expressed in the article.
 - d. The writer is making an argument for the legalization of marihuana.

19. The style of this passage is
 - a. humorous.
 - b. formal.
 - c. informal.
 - d. colloquial.

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20. Which of the following best describes the tone of the passage?

- a. calm
- b. exaggerated
- c. indifferent
- d. disinterested

Part II. For each of the numbered blanks, choose from the four possible answers the one that is the most appropriate for that position. (60%)

A. At one time it was the most important city in the region—a bustling commercial center known for its massive monuments, its commercial districts, and its cultural and religious institutions. Then, suddenly it was abandoned. Within a generation most of its 21 departed and the once magnificent city became 22 a ghost town. This is the history of a pre-Columbian city called Teotihuacan (the Aztec Indians' word for 'the place the gods call home'), once a metropolis of as many as 200,000 inhabitants 33 miles northeast of present-day Mexico City and the 23 of a far-flung empire that 24 from the arid plains of central Mexico to the mountains of Guatemala. Why did this city die? Researchers have found no signs of 25 disease or destructive invasions. But they have found signs that suggest the Teotihuacanos themselves burned their temples and some of their other buildings. Excavations 26 that piles of wood had been placed around these structures and set afire. Some 27 that Teotihuacan's inhabitants may have abandoned the city because it had become 'a clumsy giant...too unwieldy to change with the times.' But other archaeologists think that the ancient urbanites may have destroyed their temples and abandoned their city in rage against their gods for permitting a long famine.

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|---------------------|-----------------|-----------------|-----------------|
| 21. a. congregation | b. population | c. civilization | d. constitution |
| 22. a. more than | b. anything but | c. less than | d. all but |
| 23. a. consequence | b. margin | c. essence | d. focus |
| 24. a. expanded | b. stretched | c. stitched | d. started |
| 25. a. anticipated | b. violent | c. epidemic | d. mysterious |
| 26. a. demonstrated | b. prompted | c. invented | d. revealed |
| 27. a. emphasize | b. suspend | c. speculate | d. convince |

B. The Bible, while mainly a theological 28 written with the purpose of explaining the nature and moral imperatives of the Christian and Jewish God, is 29 a book of history and geography. Selected historical materials were 30 in the text for the purpose of illustrating and underlining the religious teaching of the Bible. Historians and archaeologists have learned to rely upon the amazing accuracy of historical memory in the Bible. The smallest 31 to persons and places and events contained in the accounts of the Exodus, 32, or the biographies of such Biblical heroes as Abraham and Moses and David, can lead, if properly considered and pursued, to extremely important historical 33. The archaeologists' efforts are not 34 at 'proving' the correctness of the Bible, which is neither necessary nor possible, 35 belief in God can be scientifically 36. It is quite the opposite, 37. The historical clues in the Bible can lead the archaeologist to a knowledge of the civilizations of the ancient world in which the Bible developed and with whose religious 38 and practices the Bible so 39 differed. It can be considered as an almost unfailing 40, revealing to the experts the locations and characteristics of lost cities and civilizations.

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| 28. a. archaeologist | b. document | c. memory | d. story |
| 29. a. secondarily | b. primarily | c. therefore | d. thus |
| 30. a. considered | b. discovered | c. included | d. created |
| 31. a. biographies | b. references | c. documents | d. stories |
| 32. a. for instance | b. nonetheless | c. findings | d. though |
| 33. a. considerations | b. discoveries | c. stories | d. facts |
| 34. a. demonstrated | b. primarily | c. directed | d. only |
| 35. a. any more than | b. inasmuch as | c. although | d. while |
| 36. a. presupposed | b. demonstrated | c. remote | d. created |
| 37. a. nevertheless | b. primarily | c. in any case | d. in fact |
| 38. a. biographies | b. references | c. concepts | d. findings |
| 39. a. unfortunately | b. surprisingly | c. radically | d. simply |
| 40. a. archaeology | b. indicator | c. discovery | d. story |

C. Almost all new phenomena and theories in the area of brain and language have grown 41 of a new approach to the analysis of language disorders that has come to be known 42 "cognitive neuropsychology." This approach reflects the coming together of several important developments in the cognitive and 43 sciences. Crucial among these is the idea that language ability is the result of the activity 44 many processing mechanisms operating over many different forms of knowledge. On this view, an understanding of language 45 cannot proceed independently of the explicit articulation of the structure and form of the cognitive 46 that are computed in the course of carrying out a linguistic task. Thus, for example, even the simple 47 of reading aloud a word is thought to implicate a number of distinct types of representations (48, graphemic, lexical-orthographic, semantic, lexical-phonological, phonological, articulatory) and associated processing mechanisms. Damage to any component of the 49 system will result in impairments that will be reflected in any task that implicates that 50 of processing.

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|------------------------|----------------|--------------|--------------|
| 41. a. out | b. from | c. one | d. as |
| 42. a. through | b. about | c. from | d. as |
| 43. a. lateralization | b. processing | c. neural | d. lexical |
| 44. a. though | b. about | c. and | d. of |
| 45. a. lateralization | b. disorders | c. learning | d. mixing |
| 46. a. representations | b. impairments | c. disorders | d. abilities |
| 47. a. lateralization | b. disorder | c. visual | d. task |
| 48. a. articulation | b. processing | c. activity | d. visual |
| 49. a. processing | b. independent | c. lexical | d. visual |
| 50. a. impairment | b. component | c. lexical | d. neural |