

台灣聯合大學系統 94 學年度學士班轉學生考試命題紙

科目 英文 類組別 <sup>A1-A7, B2-B5</sup> C1, D1-D9 共 6 頁第 1 頁 \*請在試卷答案卷(卡)內作答

I. Vocabulary (20%)

Part (a) Select the most appropriate word or phrase to complete each of sentence below:

- The people in that part of the country live under \_\_\_\_\_ conditions. Their houses are made of discarded wood and do not have any plumbing or heating, and there is no garbage pickup in their area.  
A. despicable                      B. desirable  
C. deplorable                      D. deductible
- American football and baseball are becoming known to the British public through televised \_\_\_\_\_ from the United States.  
A. transfer                      B. deliveries                      C. transportation                      D. transmissions
- Computers have already had a tremendous \_\_\_\_\_ on our daily lives  
A. input                      B. impact                      C. index                      D. immersion
- Declaring that Philadelphia was \_\_\_\_\_ of financial collapse, Mayor William Green announced to lay off 10 percent of the city's workforce.  
A. under the circumstances                      B. on the verge  
C. as a result                      D. in the process
- No matter how \_\_\_\_\_ our society becomes, the necessity to work will still remain in the center of our existence.  
A. absolute                      B. ambitious                      C. apparent                      D. affluent

Part (b) For each of the following sentences, choose the letter of the one answer that is closest in meaning to the underlined word.

- When the judge sent the criminal to prison for ten years, everyone thought he was being harsh.  
A. severe                      B. kind                      C. fair                      D. unwise
- The departure of her companions left Lisa feeling desolate.  
A. lonely                      B. afraid                      C. relieved                      D. disappointed
- The bridge collapsed as the soldiers tried to cross it.  
A. swayed violently                      B. blew up                      C. echoed                      D. fell apart
- Everyone laughed at the man's antics.  
A. foolish beliefs                      B. strange appearance                      C. strange speech                      D. foolish behavior
- She carefully looked over the document, searching for errors.  
A. map                      B. collection                      C. paper                      D. book

II. For each of the numbered blanks, choose from the four possible answers the one that is most appropriate for the position 20%

Many people are surprised to learn that gum disease, not tooth decay, is the number one (11) of tooth loss in America. One hundred million Americans may suffer from the condition, but prompt (12) can control the (13) of the disease and save the teeth.

Gum disease, also known as periodontal disease, begins with the \_\_\_(14)\_\_\_ of plaque at the gum line. The \_\_\_(15)\_\_\_ substance in plaque can make the gums redden, swell, and bleed easily---a condition called gingivitis---which is the earliest \_\_\_(16)\_\_\_ of the disease.

If the plaque is not \_\_\_(17)\_\_\_ through flossing and brushing, it hardens into a crust called tartar, or calculus. When this substance \_\_\_(18)\_\_\_ under the gum line it causes the gums to pull away from the teeth, forming a pocket between the teeth and gums which can fill with food particles and bacteria. As the condition \_\_\_(19)\_\_\_, the infection may spread into the tooth roots and jawbone \_\_\_(20)\_\_\_ between the teeth---a condition known as periodontitis, Bad breath also usually develops.

- |    |                  |                |                   |                 |
|----|------------------|----------------|-------------------|-----------------|
| 11 | A. cause         | B. effect      | C. advantage      | D. defect       |
| 12 | A. prescription  | B. distinction | C. treatment      | D. reinforce    |
| 13 | A. extention     | B. severity    | C. security       | D. expansion    |
| 14 | A. deterioration | B. reflection  | C. implementation | D. accumulation |
| 15 | A. refreshing    | B. irritating  | C. shrinking      | D. degrading    |
| 16 | A. sign          | B. index       | C. simile         | D. agenda       |
| 17 | A. removed       | B. prevented   | C. endangered     | D. evaded       |
| 18 | A. concentrates  | B. continues   | C. collects       | D. concedes     |
| 19 | A. improves      | B. strengthens | C. disappears     | D. worsens      |
| 20 | A. rather than   | B. as well as  | C. even if        | D. may as well  |

III. **Word Association (20%)** For each of the following words, choose the one answer that is least related to that word in its meaning and use. Example:  
sudden

- A. quick B. surprising C. change D. doctor

The meaning of quick is similar to the meaning of sudden. Things that are sudden are often surprising. And we often speak of sudden changes. But doctor has no special relation to sudden. So the answer is D.

- |               |                |                |             |                  |
|---------------|----------------|----------------|-------------|------------------|
| 21. common    | A. circle      | B. shared      | C. ordinary | D. name          |
| 22. team      | A. scientists  | B. alternative | C. group    | D. together      |
| 23. edit      | A. film        | B. surface     | C. revise   | D. text          |
| 24. challenge | A. difficulty  | B. claim       | C. praise   | D. dispute       |
| 25. slice     | A. pie         | B. cut         | C. thin     | D. wild          |
| 26. focus     | A. concentrate | B. attention   | C. abandon  | D. narrow        |
| 27. emphasize | A. important   | B. death       | C. stress   | D. point         |
| 28. basic     | A. principle   | B. fundamental | C. passive  | D. understanding |

29. interact  
A. range            B. communicate    C. between    D. collaborate

30. partner  
A. life                B. interval            C. doubles        D. wife

**IV. Reading Comprehension** 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%)

About ten minutes after Johnny had gone, the phone rang. Granddad dealt with it in his normal way, which was to shout 'Phone!' while not taking his eyes off the screen. But it went on ringing. Eventually, grumbling and losing the remote control down the side of the cushion where it wouldn't be found for two days, he got up and shuffled out into the hall.

' Yes? He's not here. Gone out. Who? Well, I'll...is it? Never! Still doing the conjuring tricks, are you? Haven't seen you about the town much lately. No. Right. That's right. I don't get out much myself these days. How are you, in yourself? Dead. I see. But you've got out to use the telephone. It's wonderful, what they can do with science. You sound a long way off. Right. You are a long way off. I remember that trick you used to do with the handcuffs and the chains and – well, nearly did. Yes. Yes. Right. I'll tell him. Nice to hear from you. Goodbye.'

He went back and settled down in front of the TV again. After a few minutes a small worried frown crossed his face. He got up and went and glared at the telephone for a while.

31. What was Granddad doing when the phone rang?  
A. looking out the window  
B. waiting for a phone call  
C. watching TV  
D. nothing
32. What was Granddad's reaction when he found out who the caller was?  
A. He wondered why he was calling.  
B. He was angry at the man for interrupting him.  
C. He was disappointed because he was expecting someone else.  
D. He was surprised because he hadn't seen the man for a long time.
33. What did the man who called want?  
A. to say hello to Granddad  
B. to advertise his services  
C. to talk to someone other than Granddad  
D. nothing—he called the wrong number
34. What did the man who called say about himself?  
A. He was dead.  
B. He loved tricks.  
C. He lived nearby.  
D. He was not very active at that time.
35. What do Granddad's words tell us about the man who called?  
A. He used to entertain people with magic tricks.  
B. He was a police officer.  
C. He was a criminal.  
D. He was always a dull person.

The view that television watching displaces reading is a popular one, and a few case histories appear to support it. Some of the college students who wrote reading autobiographies in Carlsen and Sherrill (1988) blamed television for preventing them from becoming readers and, in the following case, for extinguishing their interest in reading: "I continued this avid interest in reading until I was in fifth grade. Then the one-eyed monster, commonly known as television, entered the realms of our living room....To say the least, the television set replaced any book..." (p. 138). Nevertheless, the research does not support the displacement hypothesis.

When television is new, it can displace reading. This effect occurs when it is initially introduced into a community (Brown, Cramond, and Wilde 1974), and when viewers are very young (six-year-olds in Gadberry 1980). Some early studies done when television was just introduced in the United States also show that TV watchers read less (Coffin 1948; Maccoby 1951), as did a survey carried out in 1965-1966 of the impact of TV in 14 countries (Robinson 1972).

When television is more established in a community, TV viewers read just as much as nonviewers, however (Himmelweit, Oppenheim, and Vince 1958), and more recent studies done in the United States also show no relationship between television watching and book reading (Schramm, Lyle, and Parker 1961; Robinson 1980; Zuckerman, Singer, and Singer 1980; but see McEvoy and Vincent 1980, who found no difference in TV watching between "light" and "heavy" readers but reported that "nonreaders" watched more television).

36. The best title for this passage is
- Listen to Nonreaders.
  - Does More Television Mean Less Reading?
  - TV Viewers Read Less.
  - TV Has No Effect on Reading.
37. What is the displacement hypothesis?
- TV viewing replaces reading.
  - People who watch a lot of TV also read a lot.
  - Reading and TV viewing support each other.
  - TV viewing should be replaced by reading.
38. According to the passage, which of the following is **not** true?
- In some situations people read less because of TV.
  - Some people blame TV for their failure to read much.
  - Little research has been done on the relation between TV and reading.
  - Young children sometimes read less because of TV.
39. What does the word *avid* (first paragraph) mean?
- enthusiastic
  - frequent
  - nonexistent
  - occasional
40. What was the author's likely goal in writing this passage?
- to tell readers how often they should watch TV
  - to present the evidence for and against the displacement hypothesis
  - to show that TV viewing is a major problem for reading
  - to show that TV viewing is not a major problem for reading

Since we are social beings, the quality of our lives depends in large measure on our interpersonal relationships. One strength of the human condition is our tendency to give and receive support from one another under stressful circumstances. Social support consists of the exchange of resources among people based on their interpersonal ties. Those of us with strong support systems appear better able to cope with major life changes and daily hassles. People with strong social ties live longer and have better health than those without such ties. Studies over a range of illness, from depression to heart disease, reveal that the presence of social support helps people fend off illness, and the absence of such support makes poor health more likely.

Social support cushions stress in a number of ways. First, friends, relatives, and co-workers may let us know that they value us. Our self-respect is strengthened when we feel accepted by others despite our faults and difficulties. Second, other people often provide us with informational support. They help us to define and understand our problems and find solutions to them. Third, we typically find social companionship supportive. Engaging in leisure-time activities with others helps us to meet our social needs while at the same time distracting us from our worries and troubles. Finally, other people may give us instrumental support, financial aid, material resources, and needed services---that reduces stress by helping us resolve and cope with our problems.

41. Interpersonal relationships are important because \_\_\_\_\_.
- A. they are indispensable to people's social well-being
  - B. they waken people's desire to exchange resources
  - C. they help people to cope with life in the information era
  - D. they can cure a range of illness such as heart disease, etc.
42. Research shows that people's physical and mental health \_\_\_\_\_.
- A. relies on the social welfare systems which support them
  - B. has much to do with the amount of support they get from others
  - C. depends on their ability to deal with daily worries and troubles
  - D. is closely related to their strength for coping with major changes in their lives
43. Which of the following is closest in meaning to the word "cushions" (Line 1, Para. 2)?
- A. Adds up to
  - B. Does away with
  - C. Lessen the effect of
  - D. Lays the foundation for
44. Helping a sick neighbor with some repair work is an example of \_\_\_\_\_.
- A. instrumental support
  - B. informational support
  - C. social companionship
  - D. the strengthening of self-respect
45. Social companionship is beneficial in that \_\_\_\_\_.
- A. it helps strengthen our ties with relatives
  - B. it enables us to eliminate out faults and mistakes
  - C. it makes our leisure-time activities more enjoyable
  - D. it draws our attention away from our worries and troubles

So long as teachers fail to distinguish between teaching and learning, they will continue to undertake to do for children that which only children can do for themselves. Teaching children to read is not passing reading on to them. It is certainly not endless hours spent in activities about reading. Douglas insists that "reading cannot be taught directly and schools should stop trying to do the impossible."

Teaching and learning are two entirely different processes. They differ in kind and function. The function of teaching is to create the conditions and the climate that will make it possible for children to devise the most efficient system for teaching themselves to read. Teaching is also public activity: It can be seen and observed.

Learning to read involves all that each individual does to make sense of the world of printed language. Almost all of it is private, for learning is an occupation of the mind, and that process is not open to public scrutiny.

If teacher and learner roles are not interchangeable, what then can be done through teaching that will aid the child in the quest for knowledge? Smith has one principal rule for all teaching instructions. "Make learning to read easy, which made making reading a meaningful, enjoyable and frequent experience for children."

When the roles of teacher and learner are seen for what they are, and when both teacher and learner fulfil them appropriately, then much of the pressure and feeling of failure for both is eliminated. Learning to read is made easier when teachers create an environment where children are given the opportunity to solve the problem of learning to read by reading.

46. The problem with the reading course as mentioned in the first paragraph is that \_\_\_\_\_.

- A. it is one of the most difficult school courses
- B. students spend endless hours in reading
- C. reading tasks are assigned with little guidance
- D. too much time is spent in teaching about reading

47. The teaching of reading will be successful if \_\_\_\_\_.

- A. Teachers can improve conditions at school for the students
- B. Teachers can enable students to develop their own way of reading
- C. Teachers can devise the most efficient system for reading
- D. Teachers can make their teaching activities observable

48. The word "scrutiny" (Line 3, Para. 3) most probable means "\_\_\_\_\_".

- A. inquiry
- B. observation
- C. control
- D. suspicion

49. According to the passage, learning to read will no longer be a difficult task when \_\_\_\_\_.

- A. children become highly motivated
- B. teacher and learner roles are interchangeable
- C. teaching helps children in the search for knowledge
- D. reading enriches children's experience

50. The main idea of the passage is that \_\_\_\_\_.

- A. teachers should encourage students to read as widely as possible
- B. teachers should do as little as possible in helping students learn to read
- C. reading ability is something acquired rather than taught
- D. reading is more complicated than generally believed.