

國立臺中教育大學 106 學年度教師專業碩士學位學程招生考試

英文試題

I. Vocabulary (each 2%, total 20%)

- () 1. One of the President's greatest _____ was to decrease the unemployment rate in the whole country.
(A) nominations
(B) donations
(C) disorders
(D) accomplishments
- () 2. You can get a _____ from the bank with a low interest rate if you want to buy a car.
(A) regress
(B) payment
(C) loan
(D) rejection
- () 3. The Bosphorus is a very narrow strait that forms the _____ between the European part of Turkey and its Asian part.
(A) visibility
(B) boundary
(C) resemblance
(D) compilation
- () 4. New Jersey has been a leader in industrial research since the _____ of Thomas Edison's research facility in Menlo Park in 1876.
(A) imagination
(B) inspiration
(C) expedition
(D) establishment
- () 5. Due to its cold climate, _____ little farming occurs in Alaska when compared to other states.
(A) relatively
(B) intuitively
(C) vigorously
(D) delicately

(背面尚有試題)

- () 6. Ancient Egyptians had a highly developed view of the afterlife with _____ rituals for preparing the body and soul for an eternal life after death.
- (A) agile
 - (B) elaborate
 - (C) coincidental
 - (D) hostile
- () 7. Many people are living in temporary shelters after days of intense rain that caused _____ damage in the eastern part of Taiwan.
- (A) intimate
 - (B) sufficient
 - (C) substantial
 - (D) obsolete
- () 8. The vast majority of Egypt's inhabitants live in the Nile valley and delta, and the rest of the country is _____ populated.
- (A) sparsely
 - (B) exclusively
 - (C) considerably
 - (D) penitently
- () 9. I like to shop in this store. Their prices are very _____.
- (A) consummate
 - (B) competent
 - (C) compatible
 - (D) competitive
- () 10. The legislator tried to _____ any connection with the infamous scandal.
- (A) bestow
 - (B) stupefy
 - (C) disclaim
 - (D) simper

II. Grammar (each 2%, total 20%)

- () 11. "Sorry, do you spell your last name with _____ 's' or two?" "Two."
- (A) single
 - (B) one
 - (C) an
 - (D) a

- () 12. “Look at those dark clouds!” “Don’t worry. _____ it rains, we’ll still have a great time.”
- (A) Even if
 - (B) Even though
 - (C) Despite
 - (D) Whereas
- () 13. In the 1800s, Alexander Graham Bell _____ the telephone.
- (A) was invented by
 - (B) has invented
 - (C) invented
 - (D) had invented
- () 14. Bill _____ at this company for eight months.
- (A) has been working
 - (B) works
 - (C) is working
 - (D) has working
- () 15. I don’t remember _____.
- (A) is what her name
 - (B) what is her name
 - (C) her name is what
 - (D) what her name is
- () 16. _____ in 1939, the Borne Bridge spans the Cape Cod Canal and is one of the many grand projects of the Depression era.
- (A) Completed
 - (B) Completing
 - (C) To complete
 - (D) When completed
- () 17. The mail _____ hadn’t arrived by ten o’clock.
- (A) yet
 - (B) still
 - (C) already
 - (D) even

(背面尚有試題)

- () 18. "His uncle is a very clever man." "And _____."
- (A) his father too
(B) so does his father
(C) so is his father
(D) so his father is
- () 19. _____ young children are playing in the park.
- (A) We see many
(B) There are many
(C) Because many
(D) Many
- () 20. We have only _____ time left. We need to hurry up.
- (A) a few
(B) any
(C) a little
(D) less

III. Cloze (each 2%, total 30%)

In all modern societies, sociologists have pointed out, inequality is legitimated or 21 by the principles of equality of opportunity. We believe, 22, status and income should be earned in fair competition 23 others, and we do not believe people deserve high-status positions simply because their parents enjoyed high status. Equality of opportunity, therefore, is the belief that such 24 characteristics of individuals as sex, race, social class, and religion should not 25 their chances of upward mobility and that only inequalities 26 from an individual's talents and efforts can be regarded as fair and just. As schooling has become more and more closely related to social status, modern societies have increasingly looked to schools as the principal avenue through 27 equality of opportunity could be achieved: to provide avenues for the upward mobility of talented individuals and to 28 for the disadvantages experienced by children from low-status families.

- () 21. (A) justify (B) justifying
(C) justifies (D) justified
- () 22. (A) nonetheless (B) thereafter
(C) in other words (D) once in a while
- () 23. (A) by (B) with
(C) in (D) from

- () 24. (A) ascribed (B) ascribing
 (C) ascribe (D) ascribes
- () 25. (A) affect (B) effect
 (C) defect (D) infect
- () 26. (A) result (B) resulting
 (C) results (D) resulted
- () 27. (A) what (B) that
 (C) which (D) how
- () 28. (A) compensate (B) compete
 (C) compromise (D) compute

The study and practice of speech actually 29 far more prominently in the early centuries of liberal education. Rhetoric was among the most important subjects taught – often the most important. It was intimately connected not only 30 philosophy but also 30 governance and action. In the centuries before print, oral communication was at the center of public and professional life. The eighteenth and nineteenth century college curricula in Britain and the United States maintained that emphasis on rhetoric. In the twentieth century, as research 31 the major focus of larger universities, and the printed text 31 the dominant method of mass communication, the emphasis 32 speech faded, especially in the United States. In Great Britain, public speaking remains 33 in a tradition of poetry recitation and elocution, debate and declamation. At the center of Britain’s political life stands the House of Commons, a venue 34 the ability to thrust and parry verbally gains a politician notice by his or her peers. That’s 35 so many Britons sound intelligent, lucid, and witty – it’s not just the accent. The rise of television and digital video has made verbal fluency useful, sometimes crucial. Whether for public or private communication, the ability to articulate your thoughts clearly will prove to be a tremendous strength. No matter how strong your idea, you have to be able to convince others to get behind it.

- () 29. (A) figure (B) figures
 (C) figuring (D) figured
- () 30. (A) in...in (B) from... from
 (C) with...with (D) on...on
- () 31. (A) become...become (B) became...became
 (C) becoming...becoming (D) becomes...becomes

(背面尚有試題)

- () 32. (A) on (B) in
(C) of (D) at
- () 33. (A) prominent (B) prominently
(C) insignificant (D) insignificantly
- () 34. (A) by which (B) with which
(C) in which (D) of which
- () 35. (A) why (B) how
(C) when (D) what

IV. Reading Comprehension (each 2%, total 30%)

At school, there were several incidents of name-calling and stone-throwing, which our teachers claimed would stop if my sisters and I joined in with the other kids and quit congregating together at recess and jabbering away in Spanish. Those were the days before bilingual education or multicultural studies, when kids like us were thrown in the deep end of the public school pool and left to fend for ourselves. Not everyone came up for air.

Mommy managed to get us scholarships to her old boarding school where Good Manners and Tolerance and English Skills were required. We were also all required to study a foreign language, but my teacher talked me into taking French. In fact, they felt my studying Spanish was equivalent to my taking a “gut course.” Spanish was my native tongue, after all, a language I already had in the bag and would always be able to speak whenever I wanted. Meanwhile, with Saturday drills and daily writing assignments, our English skills soon met school requirements. By the time my sisters and I came home for vacations, we were rolling our eyes in exasperation at our old-world Mommy and Papi, using expressions like *far out*, and *what a riot!* And *outta sight*, and *believe you me* as if we had been born to them.

As rebellious adolescents, we soon figured out that conducting our filial business in English gave us an edge over our strict, Spanish-speaking parents. We could spin circles around my mother’s *absolutamente no* by pointing out flaws in her arguments, in English. My father was a pushover for pithy quotes from Shakespeare, and a recitation of “The quality of mercy is not strained” could usually get me what I wanted. Usually, there are areas we couldn’t touch with a Shakespearean ten-foot pole: the area of boys and permission to go places where there might be boys, American boys, with their mouths full of bubblegum and their minds full of the devil.

Our growing distance from Spanish was a way in which we were setting ourselves free from that old world where, as girls, we didn’t have much say about what

we could do with our lives. In English, we didn't have to use the formal usted that immediately put us in our place with our elders. We were responsible for ourselves and that made us feel grown-up. We couldn't just **skirt culpability** by using the reflexive, the bag of cookies did not finish itself, nor did the money disappear itself from Mommy's purse. We had no one to bail us out of American trouble once we went our own way in English. No family **connections**, no to whose name might open doors for us. If the world was suddenly less friendly, it was also more exciting. We found out we could do things we had never done before. We could go places in English we never could in Spanish, if we put our minds to it. And we put our combined four minds to it.

- () 36. The author was persuaded to take French classes by her _____.
(A) mother
(B) sisters
(C) teacher
(D) father
- () 37. The author and her sisters _____.
(A) usually won arguments with their parents in English
(B) usually tried to argue with their parents in Spanish
(C) could convince their father, but not their mother
(D) could convince their mother, but not their father
- () 38. According to the passage, the statement "many of the students at the school could not swim" _____.
(A) is probably true
(B) is probably false
(C) cannot be inferred
(D) is not fun
- () 39. According to the passage, the statement "family connections are important in the author's heritage culture" _____.
(A) is probably true
(B) is probably false
(C) cannot be inferred
(D) is not mature

(背面尚有試題)

- () 40. According to the passage, “the sisters liked the responsibility and independence that speaking in English gave them” _____.
(A) is probably true
(B) is probably false
(C) cannot be inferred
(D) is not real
- () 41. What does a “gut course” mean in the passage?
(A) It’s a course about anatomy.
(B) It’s a course about digestion.
(C) It’s an easy course.
(D) It’s a difficult course.
- () 42. Which of the following words is a synonym of “quotes”?
(A) answer
(B) question
(C) claim
(D) citation
- () 43. Which of the following words is a synonym of “connections” in the passage?
(A) adherence
(B) harmony
(C) relatives
(D) relationships
- () 44. What does “pushover” mean in the passage?
(A) It’s referred to a person or group that is easy to defeat or take advantage of.
(B) It’s referred to a person or group that is not easy to defeat or take advantage of.
(C) It’s referred to an annoying person or group.
(D) It’s referred to a pleasant person or group.
- () 45. What does “skirt culpability” mean in this passage?
(A) To receive blame honestly
(B) To avoid blame
(C) To follow the dress code
(D) To dress a black skirt

- () 46. What is the main theme of this passage?
- (A) The author had been gradually losing her native language in the schooling and growing process.
 - (B) The author was bullied at school.
 - (C) The author described her reluctance of taking French classes in high school years.
 - (D) The author described her connections with her sisters.

Another trend is also changing the face of Taiwan population: **the average life span** is steadily rising, leading to a growing proportion of elderly people. In 1951, local men lived an average of 53 years, and women lived 56 years. Today, men average 72 years and women 77. Because the trend toward fewer children and more senior citizens is expected to continue, sociologists predict that the elderly proportion of the population will increase steadily. While persons aged over 65 made up just over 7 percent of the population in 1994, they are expected to account for 22 percent by the year 2036—a figure that could mean more than five million senior citizens.

The result is an overall “graying” of society and a new set of social welfare needs that must be met—nursing homes rather than nursery schools, day care programs for the elderly rather than for preschoolers. Social scientists predict these demands will be hard to fulfill. “In the future, there won’t be enough young people to support the older people,” says Chen. Sociologists are particularly concerned that expanding health care costs for senior citizens will mean a large financial burden for taxpayers. Another concern is that a **dwindling** population of working-age adults will slow economic growth.

- () 47. What potential problems might the population shift in Taiwan create?
- (A) The steadily increasing elderly population will bring financial benefits to the society.
 - (B) The steadily increasing elderly population will demand lots of money for health cares.
 - (C) The steadily increasing elderly population will mainly constitute the working-age people.
 - (D) The steadily increasing elderly population will be frozen in 2036.

(背面尚有試題)

- () 48. What is main population trend discussed here?
- (A) The decreasing working people
 - (B) The decreasing birth rate
 - (C) The increasing senior citizens
 - (D) The baby boomers
- () 49. “The average life span” means: _____.
- (A) The average life expectancy
 - (B) The average birth rate
 - (C) The average age of having the first baby
 - (D) The average household income
- () 50. “Dwindling” means: _____.
- (A) increasing
 - (B) regulating
 - (C) decreasing
 - (D) adding