

中國醫藥大學

109學年度學士班寒假轉學招生考試

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、請確認手機、電子計算機、手提袋、背包及飲料等，一律置於臨時置物區。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、電腦答案卡之准考證號碼是否相同？
- 五、請確認桌椅下與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及答案卷一併繳回，不得攜出試場。

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

I. Vocabulary and Phrases: Choose the **BEST** answer to complete each sentence.

Questions 1-10

1. The raters found grading the playlets more _____ than usual this year as they all seemed very much the same level.
(A) difficult (B) incoherent (C) luminous (D) contagious
2. The participants in the pilot test were 13 upper-intermediate students _____ educational and language backgrounds.
(A) in the magnitude of (B) from a variety of (C) with the exception of (D) in the shape of
3. The female and male participants _____ 22 to 52 in age, with the majority in their 30s.
(A) rose from (B) held within (C) excluded from (D) ranged from
4. A goal of current motivation research is to reliably _____ the amount of motivation an individual will feel towards learning different subjects.
(A) scrape (B) terminate (C) gauge (D) retaliate
5. There is a crucial debate in cognitive neuroscience concerning how experimental research into aphasia should be _____.
(A) nominated (B) administered (C) marginalized (D) admonished
6. Some speech pathologists contend that aphasia patients' syntactic comprehension problems happen because they have a _____ in constructing syntactic representations of sentences.
(A) protocol (B) administration (C) tendency (D) limitation
7. Drills make sense only if they are _____ in terms of behaviors to be drilled.
(A) declared (B) chunked (C) envisioned (D) defined
8. He has come to realize that instruction and learning are a _____ negotiation that needs to be continuously developed, and evaluated by teachers and students.
(A) synergistic (B) sanctioned (C) rumbling (D) illegal
9. Building on his advisor's view, this scholar _____ that in order to broaden the field of inquiry, studies should expand learner populations to include beginning-level learners.
(A) retained (B) maintained (C) groaned (D) empowered
10. Police officers' behaviors are bound by a code of _____.
(A) ensemble (B) conduct (C) survey (D) intersection

Part II: Choose the word or phrase that is closest in meaning to the underlined word or phrase in the context of each sentence below.

Questions 11-20

11. Specific Language Impairment is the name given to a condition in which children have a severe limitation in language ability despite any obvious cause.
(A) deal (B) treatment (C) situation (D) position
12. This classical theory explaining causes of aphasia still holds today.
(A) stands (B) breaks (C) mourns (D) rejourned
13. It would be simplistic to propose that there is always a direct, one-to-one mapping of

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

linguistic form and situational dimension.

- (A) composition of (B) compatibility of (C) interaction between (D) association between
14. More than 50 years ago, researchers started to realize that people's eyes didn't move as smoothly through text as it had always been **assumed**.
(A) supposed (B) identified (C) gleaned (D) contaminated
15. **Mirroring** the behavior of others is suggestive of the existence of an underlying neural learning system capable of resonating physiologically while this behavior is observed.
(A) Personalizing (B) Acting (C) Reproducing (D) Contemplating
16. Various cognitive domains were employed and developed to allow our ancestors **to adapt to** their living habitat.
(A) to revamp (B) to accommodate to (C) to transform into (D) to restrain
17. An **instinct** to learn to produce sounds from the environment characterizes the biological development of some species, but not others.
(A) attrition (B) intuition (C) affect (D) inclination
18. The president of the university was **prescient** in ways he could never have imagined.
(A) far-seeing (B) deceitful (C) ubiquitous (D) contemporary
19. Human beings internalize language rules that allow them to produce and understand an **infinite** number of novel utterances.
(A) uncertain (B) inconsequential (C) lasting (D) limitless
20. The hosts of many TV talk shows **align themselves with** particular political parties.
(A) disguise themselves as (B) give support to (C) are at odds with (D) draw a clear line between

III. Cloze: Choose the best answer for each blank in the passage.

Questions 21-26

In her plenary speech, Professor Lightbown stressed the importance of creating a learning/encoding environment that resembles the one that will be encountered and retrieved later on in a natural setting. The degree of match between the context 21 the information is encoded and the condition under which the retrieval takes place will determine that ease and speed with which the information can be identified. On the above view, in considering a theory of what leads to good encoding, it is 22 to think of “good” and “poor” encoding (learning environment) independently of the conditions under which retrieval takes place.

To create a good learning/encoding condition, Lightbown emphasized forcefully how teachers should design the classroom instruction according to how a given language structure is distributed, instantiated, and used in a given language: while less salient features may be best encoded through interactive communicative activities in which frequent and robust form-function mapping is provided, others may be 23 to be learned unless they are encoded through decontextualized consciousness-raising activities. Regardless of whether an isolated or integrated approach is adopted, Lightbown 24 the use of multiple learning/encoding tasks. Variations in

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

processing task lead to the selective storage of different properties of items, ultimately creating a variety of retrieval cues allowing for multiple entries to the information previously encoded in the long-term memory.

However, Lightbown did not simply stress the importance of employing multiple encoding tasks that are designed to ‘simulate’ the psychological and/or cognitive demands in actual language use. Lightbown also argued that learners also play a crucial role in creating an 25 encoding context. Specifically, learners can enhance the depth of encoding by processing a given item at different levels. When a given item can be processed at different levels within the processing system, elaborate memory traces are likely to 26 and progressively become a range of different retrieval cues stabilizing in the long-term memory.

21. (A) in which (B) above which (C) above par (D) better than
22. (A) inappropriate (B) productive (C) mutual (D) hypothetical
23. (A) changeable (B) fundamental (C) surreal (D) difficult
24. (A) regulated (B) retracted (C) vented (D) advised
25. (A) intermittent (B) optimal (C) rebellious (D) haphazard
26. (A) result (B) speculate (C) partake (D) evaporate

Questions 27-32

Discourse has been the 27 of linguistic research. Celce-Murcia and Larsen-Freeman (1999) refer to discourse as language beyond the sentences level. Cook (1989) does not quite agree with this and puts forward that discourse may very well be 28 one sentence, as long as it is language 'in use', for communication. Likewise, Hatch (1992) defines discourse as broadly as the language of communication—both oral and written. The most commonly quoted and explicit definition of discourse ability to turn to, is 29 by Canale (1980, adapted in 1983). According to him, discourse competence (as he calls it) is the ‘mastery of how to combine and interpret meanings and forms to achieve unified text by using cohesion devices to relate forms and coherence rules to organize meanings’ (Canale, 1983, p.339). In simpler 30, Canale's construct of discourse competence includes form and meaning. From these definitions it could follow that discourse ability is as unspecific as a person's control over spoken or written text for communicative purposes. For the purpose of this research project, a much narrower 31 is necessary, if only because the specific features that come under the rubric of discourse ability vary according to whether we are talking about spoken or written text. This project in effect concentrates on test takers' control over certain characteristics of spoken 32 written language. It does so through the use of oral discourse completion tasks (DCTs) that aim at eliciting specific speech acts (i.e. compliments, disagreements, refusals, and apologies). The authenticity and value of using DCTs to obtain spoken language will be discussed further on.

27. (A) sphere (B) rationale (C) object (D) event
28. (A) be consistent with (B) composed of (C) deprived of (D) in line with

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

- 29. (A) compounded (B) formulated (C) automatized (D) marked
- 30. (A) tunes (B) syllables (C) terms (D) elements
- 31. (A) construct (B) project (C) relevance (D) closure
- 32. (A) contingent on (B) inspired by (C) thanks to (D) rather than

IV. Discourse Structure: Choose the best answer from the box below for each blank in the passage.

Questions 33-36

An abundance of research on reading has been amassed over the years and testifies to the complexity of this skill. Attempts to define reading are usually categorized as falling into one of the following three categories: the bottom-up, the top-down, or the interactive model (Dubin & Bycina, 1991; Anderson, 1999). 33. Readers have to visually recognize letter features, identify letters, generate grapheme-phoneme correspondences, utilize orthographic redundancies such as regularities in letter sequences, make associations between words and their semantic representations, identify the basic syntactic structures within the portion of text being read, and generate propositional units (Segalowitz, et al. 1991). 34 Unlike their bottom-up counterparts, strict adherents (e.g., Smith, 1971) of the top-down model believe neither letter recognition nor phonological recoding play a part in word recognition and reading, but there is little empirical evidence for this claim (Wolf, et al. 1998). 35 Readers are responsible for integrating textual information, resolving ambiguities in the text, linking words with their co-referents, integrating propositional units across sentences, generating and updating a schema of the text as a whole, and integrating textual information with prior knowledge (Segalowitz, et al. 1991). According to Goodman (1994, in Purcell-Gates, 1997), the latest proponent of the top-down model, reading is not linear but cyclical. Through inferencing and predicting, readers can continuously move towards meaning without decoding the text letter per letter and word for word. In this case, comprehension of larger units of text is stressed (Dubin & Bycina, 1991). 36 Hence, fluent readers must be able to transform the linguistic stimuli on the page into the information they represent rapidly and accurately and they should be able to relate this new information to relevant prior knowledge in order to derive meaning (Eskey, 1997). This meaning, however, does not reside solely in the text and, as a result, cannot be simply re-constructed by the reader.

- (A) More importantly, the top-down paradigm assigns a very active role to readers by focusing on higher-level processes such as predicting and confirming.
- (B) Finally, the interactive theory of reading holds that bottom-up and top-down processes are complementary.
- (C) Bottom-up models further suggest that these activities take place in a linear fashion, so that this decoding ultimately leads to an understanding of meaning.
- (D) Bottom-up theorists explain reading by focusing on the lower-level processes involved.

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

Questions 37-40

37 In contrast, advanced L1 language learners appear to make greater use of the phonological coding/storage system (e.g., Potter & Faulconer, 1975; Hitch & Halliday, 1983). 38 In this study, two groups of L1 learners (i.e., beginning vs. advanced learners) were asked to remember pictures of phonologically-similar lexical items (e.g., *bat, rat*) and visually- similar items (e.g., *stick, pen*). Conrad discovered that advanced L1 participants made more errors on pictures of homophones than those in the beginner comparison group, which was suggestive of a proliferation of phonological codes in advanced participants. 39 The results showed that beginning language learners rely more on orthographic coding than on phonological coding to encode the visually presented input. However, as language learners' proficiency increased, language learners would make more use of phonological codes in visual parsing. 40

- (A) The first empirical evidence for the above stipulation comes from Conrad's seminal study.
- (B) In contrast, beginners had more difficulties in identifying pictures of visually-similar items due to their holistic learning experience and reliance on a direct link between orthography (or pictures) and semantics.
- (C) Despite the fact that auditory word recognition precedes visual word recognition, empirical first-language (L1) acquisition studies have shown that beginning L1 learners seem to rely more on pictorial or orthographic representations as media in remembering newly learned lexical items.
- (D) The above evidence suggests that there appears to be a difference in how learners of different proficiency profiles and at different developmental stages process lexical items.

V. Reading Comprehension: Choose the best answer to each question/statement below according to what is stated and implied in each passage.

Questions 41-50

The moment our eyes fall on a visual stimulus, a complicated set of processes—physiological, neurological, and cognitive—is set in motion, enabling us to decode the perceived information and convert print to meaning by comparing it to our mental lexicon. Specifically, nerve impulses from the eyes stimulate an area near the back of the brain—the visual cortex—that allows us to see the light and dark strokes that define each word or character (Caplan, 1991). After the stimulation of the visual cortex, the angular gyrus, located in the left temporal lobe of the brain, maintains connections to areas involved with speech comprehension and integrates the perceived alphabet letters with their corresponding sounds stored in our mental lexicon. Such a grapheme-to-phoneme mapping process, also termed phonological recoding, is an automatic decoding process that helps beginning readers familiarize themselves with word structure and assists their comprehension (Swank, 1994). In this vein, Van Orden (1987) regards phonological recoding as a compensatory coding device in associating written symbols with underlying sound codes that directly connect to their corresponding semantic codes.

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

In an orthography based on an alphabet such as English, words are still characterized by structural redundancy. Due to such redundancy, beginning readers of English are soon confronted with a large number of irregular words characterized by similar orthography but with different pronunciations (e.g., pint, hint). In this case, if readers only use a direct orthographic coding approach (i.e., whole-word reading) to word identification, a likely consequence is the failure to detect the grapho-phonemic anomalies in irregular words. On the other hand, total reliance on phonological recoding might also limit beginning alphabetic readers' ability to acquire an adequate corpus of whole words that can be readily and rapidly identified on sight (Vellutino & Scanlon, 1987). Consequently, the development of automatic whole-word reading might be impaired due to reliance on phonological recoding as a compensatory coding device for lexical access. The above contention entails that training with whole word reading and practice with phonological recoding are both needed for *beginning* readers of an alphabetic language.

With the improvement in reading skills, advanced readers of an alphabetic language have acquired a full inventory of word attributes, with each of them functioning as an alternative coding device to lexical meaning (Underwood & Batt, 1996). In this regard, phonological recoding functions more as a (postlexical) scaffold for higher-order thinking (e.g., integrating information from connected sentences and paragraphs) than as a prelexical lower-level device in accessing lexical meaning. In support of this view, Segalowitz and Hebert (1994) argued that such a phonological recoding is useful postlexically, helping advanced readers to better integrate sentence-, and paragraph-level information, without **dampening** word-level comprehension.

The above observations of phonological recoding in advanced and beginning readers' lexical processing were drawn from first language (L1) acquisition studies. Few studies have investigated the role of phonological recoding in advanced and beginning L2 readers—in particular those L2 readers of an ideographic language. It is possible that phonological recoding process may not be completely the same for readers of an alphabetic language (e.g., English) and for readers of an ideographic language (e.g., Chinese). Hitherto, this issue has not been empirically examined. Only a few scholars have discussed this issue in some position papers. Xu's (1991) position paper is **a case in point**. For instance, Xu contends that in spite of the fundamental structural differences in alphabetic and ideographic languages, there exist some universal processing elements regarding how a language is decoded and how phonological recoding is performed by readers of different languages. According to Xu, readers of an alphabetic language access the phonological representation of printed words analytically because the writing system more or less directly reflects the phonological representation of its orthography. Similarly, the phonological code of a Chinese ideograph can also be analytically derived from its phonetic radical (if there is any); this analytical process is especially evident in the decoding of unfamiliar characters (e.g., Feng, Miller, Shu, & Zhang, 2001) and semantically indeterminate lexical items (e.g., Tan, Hoosain, & Peng, 1995). Xu (1991) thus made an a-priori claim that the underlying phonological recoding process for alphabetic languages and for ideographic languages is similar. In light of the gap in existing phonological recoding research and to empirically establish Xu's view, this study will be set out to investigate

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

whether or not phonological recoding has parallel effects on L2 learners of different language systems (alphabet vs. ideograph) at different proficiency levels.

41. What is the *best* title for this passage?

- (A) Influence of phonological recoding on advanced and beginning L2 learners from different language backgrounds
- (B) The development of phonological awareness as a mnemonic strategy
- (C) Examining the discourse strategies employed by L2 learners from different language backgrounds
- (D) The native speaker concept in second language acquisition and language teaching

42. Which of the following best describes the nature of this passage?

- (A) A test bulletin
- (B) A research proposal
- (C) A procedural motion
- (D) A diplomatic memorandum

43. Which of the following statements is NOT noted in the first paragraph?

- (A) Reading comprehension is by no means a simple, straightforward process.
- (B) Caplan's view is aligned with Van Orden's claim.
- (C) Phonological recoding is a supplementary meaning activation mechanism.
- (D) Comprehension does not involve any sound code.

44. Which of the following statements is the best topic sentence for the second paragraph?

- (A) At the whole word recognition stage of reading, phonics is only used to decode words that are unknown (not already in the visual dictionary).
- (B) Explicit teaching about the linguistic features of an alphabetic language needs to take place during the early stage of the literacy instruction.
- (C) Chinese writing system is characterized by a high degree of script-to-sound correspondence and regularity.
- (D) Because orthographic and phonological processing both play a role in semantic access, complete reliance on only one of them will dampen readers' comprehension.

45. In the third paragraph, what is the lens through which the role of phonological recoding performed by advanced readers is described?

- (A) A philosophical account
- (B) A developmental perspective
- (C) A psychological angle
- (D) An aesthetic perspective

中國醫藥大學 109 學年度學士班寒假轉學考試

英文 試題

46. According to the author, what's the major gap in existing phonological recoding studies?
- (A) The lack of recognition that the second language user is a particular kind of person in their own right.
 - (B) The exact nature of phonological recoding is still an unresolved issue in L1 acquisition literature.
 - (C) Existing evidence is primarily based on research conducted with L1 alphabetic readers.
 - (D) An interdisciplinary approach is yet to be adopted in order shed further light on phonological recoding literature.
47. The word “dampening” is closest in meaning to:
- (A) interweaving
 - (B) disrupting
 - (C) complimenting
 - (D) mediating
48. Which of the following is NOT true about Xu’s perspective?
- (A) Xu believes that all readers—irrespective of their language backgrounds—appear to decode a written language using some kind of similar strategies.
 - (B) Xu’s contention is fully supported by abundant empirical evidence.
 - (C) Xu’s stipulation proceeds from theoretical deduction rather than from observation or experience.
 - (D) Xu attempts to make a case for this contention from the linguistic perspective.
49. What does the expression “**a case in point**” mean in the content of this study?
- (A) Xu’s account is an exemplary instance of a particular view.
 - (B) Xu’s view is only one of the many cases under discussion.
 - (C) Xu’s proposition is pointing to a new research direction.
 - (D) Xu put across a proposition that requires further validation.
50. Which of the following is the most appropriate participant/informant population for the purpose of this writing?
- (A) L2 users who have some linguistic knowledge
 - (B) Beginning readers of an ideographic writing system
 - (C) Chinese and English readers of different proficiency levels
 - (D) L2 learners who are still struggling with how to read