

中國醫藥大學109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、請確認手機、電子計算機、手提袋、背包與飲料等，一律置於試場外之臨時置物區。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與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（含封面）共 10 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，每題 2 分，共計 100 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。

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I. Vocabulary and Phrases

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

1. The most commonly ____ and explicit definition of discourse ability is formulated by an American scholar.
(A) defrosted (B) scraped (C) evacuated (D) quoted (E) annihilated
2. Compared to ____ approaches, this new one provides a better estimate of the dynamics of learning in the existing experimental paradigm.
(A) established (B) reinforced (C) navigated (D) pertained (E) pledged
3. Internalized discourse knowledge may ____ the test-takers to make inferences about the content of a passage.
(A) blunder (B) induce (C) enclose (D) alleviate (E) jeopardize
4. To ____ the consistency of the used measurement, the internal reliability estimates were calculated to examine the homogeneity of the test items.
(A) transmit (B) fantasize (C) appraise (D) patronize (E) rotate
5. This treaty is a ____ commitment with reciprocal obligations and benefits.
(A) protruding (B) temporal (C) judgmental (D) delinquent (E) bilateral
6. The day's activities were so enervating that he was soon in the arms of ____.
(A) Achilles (B) Mars (C) Morpheus (D) Apollo (E) Neptune
7. With the rise of globalization, many rural cities suffered because capital disappeared along with factories and jobs. Revenues shrank, debts mounted, and ____ declined.
(A) argument (B) infrastructure (C) replication (D) fracture (E) referendum
8. Female war correspondents are often mistakenly portrayed as frivolous, slightly hysterical, and sexually promiscuous ____ in pop culture.
(A) holographs (B) grenades (C) stacks (D) itineraries (E) appendages
9. The history of drinking culture in America goes straight through the heart of New York. As with so many constantly changing aspects of the city, that culture has run from ____ to stylish and back again.
(A) abused (B) gritty (C) misleading (D) commodious (E) auxiliary
10. A study published recently shows the effects of climate change across a broad ____ of problems, including heat waves, wildfires, sea level rise, hurricanes, flooding, drought and shortages of clean water.
(A) spectrum (B) atmosphere (C) residue (D) emission (E) suspension

II. Grammar and Structure

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

11. This researcher compared the performance of two groups of Chinese adult readers on a task ____ they were required to add or delete single phonemes or syllables at the beginning of a spoken word.
(A) in which (B) at which (C) as if (D) but that (E) among others

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12. These two modalities are no longer seen as distinct “ways of knowing,” ____ as different manifestations of the same phenomenon.
(A) as of (B) as it were (C) other than (D) but rather (E) instead of
13. Attempts to define reading are usually categorized ____ falling into one of the following three categories: the bottom-up, the top-down, or the interactive model.
(A) of (B) as (C) at (D) off (E) for
14. ____ shall I reveal the secret of this recipe.
(A) Up until now (B) By and large (C) All in all
(D) By far (E) On no account
15. If I ____ this match and done so in a well-ventilated room, it would have lit.
(A) strike (B) stroke (C) had struck (D) struck (E) am striking
16. By studying fossils, paleontologists learn ____ forms of life thrived during various periods of the Earth’s history.
(A) from (B) its (C) whose (D) where (E) what
17. The impact of Thoreau’s “On the Duty of Civil Disobedience” might not have been so far-reaching ____ for Elizabeth Peabody, who dared to publish the controversial essay.
(A) it not having been (B) it is not being (C) is it not being
(D) had it not been (E) have it not been
18. ____ of caffeine can result in restlessness, insomnia, and even delirium.
(A) Consuming in excess (B) To consume excessively
(C) Excessive consumption (D) The consumption excessive
(E) In excessive consuming
19. The University of California, ____ in 1868, is administered by a president and governed by a twenty-four-member board of regents.
(A) founded (B) was founded (C) has been founded
(D) to be founded (E) to have founded
20. A logarithm is ____ in algebra as an exponent.
(A) what it is known (B) know what (C) know what it is
(D) what is known (E) known what it is

III. Cloze

Questions 21-25: Choose the BEST answer for each blank in the passage.

According to Wagner and Torgesen (1987), sound plays a 21 role in the reading process. Readers do not simply rely on the orthographic (spelling) information while making sense of print. Three kinds of phonological events are actively involved in the reading process: (1) phonological awareness, (2) phonological recoding, and (3) phonetic recoding. To begin with, phonological awareness, in a general sense, refers to one’s awareness of and access to the sound structure of a language, ranging from syllables to phonemes. It is important to note that the 22 to acquire and utilize full-fledged phonological awareness at the phonemic level does not develop naturally and requires explicit learning. In contrast, phonological awareness at the syllabic level appears to be a

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natural cognitive achievement that can develop 23. The second type of phonological event that may take place in reading is phonological recoding. While performing phonological recoding, readers translate written scripts into corresponding underlying phonological forms; the inner voice that we “hear” in our mind when reading a dense or formal text is an 24 of this phenomenon. The third type of phonological event in reading is phonetic recoding, which refers to the process of converting written words into actual articulatory forms in running speech. Phonetic recoding enables words to be maintained efficiently in working memory for later, high-order 25.

21. (A) pivotal (B) malicious (C) contagious (D) exposed (E) cursory
22. (A) ability (B) stem (C) obligation (D) partition (E) liability
23. (A) literally (B) reluctantly (C) furiously (D) spontaneously (E) tentatively
24. (A) engagement (B) exemplar (C) emphasis (D) endurance (E) exemption
25. (A) lesion (B) legislation (C) processing (D) suppression (E) permission

IV. Discourse structure

Questions 26-35: Choose the BEST answer from the box below for each blank in the passage.

Part 1.

- (A) In this light, several researchers have proposed various benchmark criteria.
(B) Additionally, it is still an unresolved issue with regard to where the lower bound of near-native variation should be placed on the ordinal scale.
(C) Using a criterion stricter than the one used in Flege, *et al.*, Birdsong (2004) prescribed one standard deviation of the native mean as the cut-off point.
(D) The aforementioned cut-off points provide researchers with operationalized criteria to distinguish native and near-native variations.
(E) Some researchers have suggested that despite having similar grammatical intuition, native and near-native speakers may show different degrees of variation in their grammaticality judgment.

26 Papp (2000) thus urged that “precise criteria for quantifying intuitions underlying the different [language] representations [in native and near-native speakers] are needed in order to allow comparison among studies into the nature of the ultimate second-language (L2) competence” (p. 178).

27 For instance, Urponen (2004) attempted to quantitatively depict native and near-native variations with an ordinal scale, using the 90th percentile of the native speaker mean as the cut-off point differentiating native- and near-native performances. Bongaerts (1999), and Flege, Munro, and MacKay (1995), on the other hand, used two standard deviations of the native speaker mean as the cut-off point separating native and near-native variations. 28 Boxtel, Bongaerts, and Copen (2003), on the other hand, employed the most stringent criterion; L2 learners are considered “non-native” if their average scores are not analogous to the ones of native speakers. 29 However, as seen above, researchers still have not yet reached a consensus on *the* cut-off point that may distinguish the lower bound of native variation and the upper bound of near-native variation. 30 Such a consent is imperative for formulating the theoretical account on near-nativeness.

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Part 2.

- (A) The First Industrial Revolution used water and steam power to mechanize production.
(B) It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres.
(C) The speed of current breakthroughs has no historical precedent.
(D) In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before.
(E) Moreover, it is disrupting almost every industry in every country.

We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. 31 We do not yet know just how it will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society.

32 The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third, the digital revolution that has been occurring since the middle of the last century. 33

There are three reasons why today's transformations represent not merely a prolongation of the Third Industrial Revolution but rather the arrival of a Fourth and distinct one: velocity, scope, and systems impact. The three reasons are briefly addressed below. 34 When compared with previous industrial revolutions, the Fourth is evolving at an exponential rather than a linear pace. 35 And the breadth and depth of these changes herald the transformation of entire systems of production, management, and governance.

V. Reading

Questions 36-50: Choose the **BEST** answer to each question below according to what is stated and implied in the following passages.

Part 1.

Veterans of past epidemics have long warned that American society is trapped in a cycle of panic and neglect. After every crisis—anthrax, SARS, flu, Ebola—attention is paid and investments are made. But after short periods of peacetime, memories fade and budgets dwindle. This trend transcends red and blue administrations. When a new normal sets in, the abnormal once again becomes unimaginable. But there is reason to think that COVID-19 might be a disaster that leads to more radical and lasting change.

The other major epidemics of recent decades either barely affected the U.S. (SARS, MERS, Ebola), were milder than expected (H1N1 flu in 2009), or were mostly limited to specific groups of people (Zika, HIV). The COVID-19 pandemic, by contrast, is affecting everyone directly, changing the nature of their everyday life. That distinguishes it not only from other diseases, but also from the other systemic challenges of our time. When an administration prevaricates on climate change, the effects won't be felt for years, and even then will be hard to parse. It's different when a president says that everyone can get a test, and one day later, everyone cannot. Pandemics are democratizing experiences. People whose privilege and power would normally shield them from a crisis are facing quarantines, testing positive, and losing loved ones.

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After 9/11, the world focused on counterterrorism. After COVID-19, attention may shift to public health. Expect to see a spike in funding for virology and vaccinology, a surge in students applying to public-health programs, and more domestic production of medical supplies. Expect pandemics to top the agenda at the United Nations General Assembly. Anthony Fauci is now a household name. “Regular people finally get what an epidemiologist does,” says Monica Schoch-Spana, a medical anthropologist at the Johns Hopkins Center for Health Security.

Such changes, in themselves, might protect the world from the next inevitable disease. “The countries that had lived through SARS had a public consciousness about this that allowed them to leap into action,” said Ron Klain, the former Ebola czar. For the U.S., and for the world, it’s abundantly, viscerally clear what a pandemic can do.

The lessons that America draws from this experience are hard to predict, especially at a time when online algorithms and partisan broadcasters only serve news that aligns with their audience’s preconceptions. Such dynamics will be pivotal in the coming months, says Ilan Goldenberg, a foreign-policy expert at the Center for a New American Security. “The transitions after World War II or 9/11 were not about a bunch of new ideas,” he says. “The ideas are out there, but the debates will be more acute over the next few months because of the fluidity of the moment and willingness of the American public to accept big, massive changes.”

One could easily conceive of a world in which most of the nation believes that America defeated COVID-19. Despite his many **lapses**, Trump’s approval rating has surged. Imagine that he succeeds in diverting blame for the crisis to China, casting it as the villain and America as the resilient hero. During the second term of his presidency, the U.S. turns further inward and pulls out of NATO and other international alliances, builds actual and figurative walls, and disinvests in other nations. As Generation C—people who are born into a society profoundly altered by COVID-19—grows up, foreign plagues replace communists and terrorists as the new generational threat.

One could also envisage a future in which America learns a different lesson. A communal spirit, ironically born through social distancing, causes people to turn outward, to neighbors both foreign and domestic. The election of November 2020 may become a repudiation of “America first” politics. The nation pivots, as it did after World War II, from isolationism to international cooperation. Buoyed by steady investments and an influx of the brightest minds, the health-care workforce surges. Generation C kids write school essays about growing up to be epidemiologists. Public health becomes the centerpiece of foreign policy. The U.S. leads a new global partnership focused on solving challenges like pandemics and climate change.

36. According to the passage, which of the following statements is **NOT** true?

- (A) Before COVID-19, American society tends to forget about the past epidemics after a period of time.
- (B) H1N1 flu in 2009 impacted the U.S. in a way milder than expected.
- (C) SARS and MERS only barely affected people in the U.S.
- (D) The COVID-19 pandemic affects only the privileged group.
- (E) After COVID-19, people may begin to realize the importance of public health.

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37. According to the passage, which of the following statements is **NOT** true?
- (A) Scientists may find it easier to obtain funding for virology.
 - (B) Research grants may be increased in efforts dedicated to finding vaccine.
 - (C) Anthony Fauci, an epidemiologist, is well-known to American people.
 - (D) More students may want to major in public health.
 - (E) Governments may decrease domestic production of medical supplies.
38. In the context of the passage, the word “**lapses**” most closely corresponds to which of the following words?
- (A) shortages (B) redundancies (C) gaffes (D) priorities (E) measures
39. It is still difficult to predict the lessons that America may learn from the COVID-19 pandemic. Which of the following post-pandemic predictions is **NOT** mentioned?
- (A) The U.S. may turn from isolationism to international cooperation.
 - (B) America may build actual and figurative walls, and may be reluctant to invest in other countries.
 - (C) Social distancing may foster a communal spirit that enables Americans to turn to form an even more stronger bond with foreign nations.
 - (D) Americans may reject “America first” politics in the upcoming election.
 - (E) The health-care workforce may cease to attract clever young people.
40. What is this passage **mainly** about?
- (A) Experts have little faith in the prospect of American society to defeat COVID-19.
 - (B) The COVID-19 pandemic brings challenges to people and may bring the nation to a different path.
 - (C) Public health plays a crucial role in defeating the war with COVID-19.
 - (D) Generation C is the most vulnerable age group of COVID-19 pandemic.
 - (E) Investment in virology and vaccinology is the key to defeat COVID-19.

Part 2.

During the past few decades, a group of second-language (L2) acquisition researchers have attempted to account for L2 ultimate attainment in terms of input processing problems. Among these scholars, Sorace (2004) posited that advanced L2 learners’ real-time processing of L2 input (such as spoken words) is often less rapid and less automatic than first-language (L1) speakers; consequently, L2 learners’ ability to access and coordinate multiple sources of knowledge from different domains may be **computationally costly**. In this regard, when the meaning of a word or grammatical form requires computing information from different linguistic (sub)domains (e.g., syntax, morphology or semantics), near-native speakers may not efficiently access all the required information for real-time interpretation. According to Liu (2009), this reduced efficiency in real-time processing may not significantly disrupt advanced L2 learners’ comprehension; but it may exert a negative impact on the retention of the comprehended information. In a similar vein, Juffs and Harrington (1995) and Hernandez *et al* (1994) both observed that highly advanced L2 learners performed as well as native speakers in rejecting ungrammatical L2 sentences, but with much longer response time. These

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scholars thus concluded that although near-native speakers are able to develop a fully amalgamated processing system to reduce cross-linguistic disparities, they were still unable to consistently understand L2 sentences using L2-specific processing strategies. Liu (2009) and Juffs and Harrington (1995) therefore both maintained that processing efficiency, rather than grammatical competence, is the source of difficulty that distinguishes a native speaker from a near-native speaker.

To further explore if L2 learners, who are situated in an input-rich environment, are able to acquire a native-like processing system in the L2, McDonald (1987) recruited English-Dutch and Dutch-English bilinguals who learned the L2 at different ages, and had various amounts of exposure to the L2. McDonald found that both beginning and intermediate L2 learners, who had not yet had sufficient exposure to the L2, still utilized L1-based processing strategies while comprehending L2 sentences. As a result, these L2 learners still suffered from L1 interference. However, McDonald observed that both early and late L2 learners in the *long* exposure group resembled native speakers in terms of the linguistic cues they drew on when comprehending L2 sentences. McDonald concluded that L2 learners, irrespective of their onset age of learning the L2, are able to completely master L2 processing strategies given sufficient L2 exposure.

McDonald's view is not without challenge. Bassetti (2004) posited that when learning an L2 with a mature (L1) processing system already in place, adult L2 learners would need to merge the knowledge systems of their two languages. The more comprehensively the L1 and L2 systems are integrated, the more likely the resulting hybrid knowledge system can be consistently drawn upon to reduce the disparities in the decision space in L2 processing. However, Bassetti argued that the above scenario is extremely difficult, if not impossible, for L2 learners; even if it is possible, a full merger of L1 and L2 knowledge systems is **not equivalent to two monolinguals housed in a single brain**. Consequently, bilinguals would always exhibit subtle, non-native intuition and judgment in both their L1 and L2. Following the above view, complete native-likeness is not possible in L2 acquisition.

Hitherto, researchers still differ in their views on the ultimate (grammatical) attainment in L2 acquisition. The inconclusive finding is attributed to the nature of the participants examined in existing studies. Birdsong (2009) contended that to make a strong case for L2 ultimate attainment, one needs to draw on empirical evidence from *the most advanced* L2 learners whose language development (in the L2) has reached the highest attainable state. Otherwise, one can always argue that L2 learners' competence or performance may be subject to change given more exposure, time, and practice. Notwithstanding Birdsong's suggestion, researchers continue to use various lenient or methodologically convenient criteria recruiting the so-called "advanced L2 learners," with some using achievement tests (such as scores from final exams) and others using placement tests. The results of these tests can only shed light on L2 learners' achievement in some limited language *subdomains*, rather than their *overall* proficiency profile. Without using stringent standardized "proficiency" tests (such as TOEFL, IELTS, or TOEIC), existing studies might have collected data from L2 learners whose L2 development is still *in progress*, rather than genuinely advanced L2 learners whose L2 has reached a **plateau**. Longitudinal data collected from the latter L2 learner population are warranted in order to shed more light on the developmental trajectory that L2 learners

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take and the upper limit that they can reach. Hitherto, much remains unknown about the attainability of a native-like processing system in L2 acquisition.

41. What is this passage **mainly** about?
- (A) Major cognitive factors underlying language disorder
 - (B) The developmental trajectory for L1 users
 - (C) The interaction between environment and learning outcome
 - (D) An overview of the debate on the best attainable state in L2 acquisition
 - (E) A critique of the research ethics in existing studies
42. According to the passage, which of the following statements is **NOT** true?
- (A) Some researchers have not employed rigid participant screening criteria, as a result of which the collected data might not shed light on the best attainable state in L2 acquisition.
 - (B) Although scholars differ in their views on whether a natively-like processing system can be attained, they generally agree that L2 learners are less efficient in processing language input.
 - (C) Researchers unequivocally believe that the onset age of learning the L2 is the most prominent determinant for L2 acquisition outcomes.
 - (D) Methodological issue is considered as an explanatory account for the mixed findings in existing studies.
 - (E) Mastering L2-specific processing strategies is vital for understanding L2 sentences.
43. In the context of the passage, the word “**plateau**” most closely corresponds to which of the following words?
- (A) ceiling
 - (B) obstacle
 - (C) cut-off
 - (D) segment
 - (E) closure
44. Which of the following is **NOT** mentioned in the passage as a possible outcome due to deficient or non-native language processing issues?
- (A) Interference from L1 processing strategies
 - (B) Attrition in cognitive and memory skills
 - (C) Partial mastery of L2 rules or processing strategies
 - (D) Problems in encoding or retaining the comprehended information
 - (E) Efficiency in coordinating different sources of information in real-time processing
45. According to McDonald’s study, which of the following factors plays a more prominent role: “onset age of learning the L2” or “amount of exposure”?
- (A) They exerted comparable and significant effects on L2 learners’ learning outcomes.
 - (B) The age factor played a more prominent role in determining learners’ attainment.
 - (C) The exposure factor seemed to be able to override the effect imposed by the age factor.
 - (D) No conclusion can be made based on the findings of the study.
 - (E) Both factors were insignificant and negligible.
46. What figurative language does the author apply in the statement “[it] is not equivalent to two monolinguals housed in a single brain”?
- (A) personification
 - (B) sarcasm
 - (C) understatement
 - (D) metaphor
 - (E) irony

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47. Which of the following statements can be inferred from the passage?
- (A) All the views in this passage are strictly based on theoretical deduction without any empirical evidence.
 - (B) Before the methodological issue can be resolved, a clearer picture regarding the best attainable state in the L2 cannot be obtained.
 - (C) Whether future research can produce fruitful insights depends crucially on analytical innovation.
 - (D) Results from achievement tests provide a valid and complete picture of L2 learners' overall proficiency profile.
 - (E) All existing studies have seriously considered Birdsong's suggestion.
48. Which of the following phrases can be used to replace the phrase "**computationally costly**" without significantly changing the meaning of the original statement?
- (A) compositionally resilient
 - (B) incredibly expensive
 - (C) spiritually inspiring
 - (D) emotionally involved
 - (E) cognitively demanding
49. According to this passage, which of the following protocols is characteristic of the L2 ultimate attainment research?
- (A) Naturalistic observation data
 - (B) Multiple monitoring technique
 - (C) Cross-sectional one-shot study
 - (D) Random sampling technique
 - (E) Advanced learner approach
50. Which statement can be added to the end of this passage without disrupting its flow?
- (A) To further advance our understanding of L2 ultimate attainment, more methodologically appropriate research is needed.
 - (B) Differential success and failure can co-exist in a learner's language system.
 - (C) Thanks to the advance in instructional technology, the discrepancy between native and near-native speakers' competence can be minimized.
 - (D) Non-native language system is often characterized by either divergence or indeterminateness at the performance level.
 - (E) Native-likeness may be confined to tasks that tap L2 learning of grammar, lexis, and phonology.