

國立臺南大學 102 學年度 學士班二年級轉學生招生考試 英文 試題卷

注意
事項

- 一、請核對准考證與答案卡號碼是否相同。
- 二、選擇題每題 2 分共 50 題，每題都有 (A)、(B)、(C)、(D) 4 個選項，請選出 1 個最適當的答案，然後在答案卡上同一題號相對位置方格內，用 2B 軟心鉛筆畫記。如須塗改，務必用橡皮擦拭乾淨，不得用立可白塗拭，否則不為電腦接受時應自行負責。答錯不倒扣。
- 三、考完後將「答案卡」及「試題卷」一併繳回。

I. Vocabulary: (20%)

1. Bigger than any dam of its kind ever built, the Aswan High Dam of Egypt is equipped to generate 10 billion kilowatts of power.
(A) create (B) improve (C) produce (D) develop
2. Albert was once a thriving community centered on a cotton gin that no longer exists.
(A) lively (B) fading (C) flourishing (D) friendly
3. The notion has been gaining ground that land is not just a commodity but a limited resource to be treated with respect.
(A) room and board (B) possession (C) reservation (D) inconvenience
4. The warranty is good for one year after the date of the purchase of the product.
(A) license (B) declaration (C) agreement (D) written guarantee
5. American young people find the transition into adulthood easy to face.
(A) transfer (B) change (C) delivery (D) transfusion
6. Many expert systems are just coming out of a testing phase and are poised to make a big splash in the marketplace.
(A) shower (B) hit (C) scatter (D) light
7. Ants are a prey to many enemies.
(A) food (B) victim (C) meal (D) bait
8. Dick is a very discourteous boy.
(A) untruthful (B) impolite (C) uneasy (D) cautious
9. Despite continuing problems of regional disparity in cultural outlook, Canada has survived as a nation.
(A) independence (B) differences (C) similarity (D) originality
10. She suggested that I spend time with these five and disregard the rest.
(A) ignore (B) destroy (C) delete (D) remove

II. Structure: (30%)

11. She is studying medical science now but she _____ a lawyer.
(A) would be (B) used to be (C) formerly were (D) had been
12. The committee elected him president _____ his work of many years.
(A) to appreciate (B) in appreciating
(C) in appreciation of (D) by appreciation of
13. Although he might have looked young, _____.
(A) he was sure old (B) he was really rather old
(C) age was creeping upon him (D) age was becoming old
14. The inventions seemed futile first, but they turned out _____.
(A) to be applications in many places (B) to apply in a wide range
(C) to have a wide range of application (D) applied for several purposes
15. My hair style is not in vogue, but I am used to _____ my hair long.
(A) having (B) wearing (C) growing (D) reserving
16. Having worked sedulously for several months, Joe _____.
(A) decided finally to take a trip (B) decided to take a trip finally
(C) decided to finally take a trip (D) finally decided to take a trip
17. If economic conditions do not improve, _____.
(A) unrest will be prevailing (B) lack-of rest will prevail
(C) unrest will be widely spread out (D) there will be widespread unrest
18. Many wealthy families built their houses on the sites _____.
(A) on earlier Roman villas (B) of earlier Roman villas
(C) in which Roman villas have been (D) where Roman villas formerly domiciled
19. I am surprised the administration approved the protest march. It usually frowns
_____ such demonstrations.
(A) with (B) for (C) on (D) to
20. You did not hear us come in last night. That's good. We tried _____.
(A) to be not (B) not to be (C) not be (D) be not
21. My father did not go to New York; the doctor suggested that he _____ there.
(A) not to go (B) won't go (C) not go (D) not going
22. I must go there earlier. John has suggested that I _____ an hour before the discussion
begins.
(A) go (B) shall go (C) will go (D) would go
23. He insisted that John _____ it.
(A) do (B) does (C) did (D) would do
24. I would have told him the answer had it been possible, but I _____ so busy then.
(A) had been (B) were (C) was (D) would be
25. Professor Black had us _____ compositions every Friday.
(A) to write (B) written (C) write (D) wrote

III. Fill in the Proper Words (40%)

Biotechnology is one of the big hopes among both politicians and stockholders. It is ___26___ to provide more jobs, promote more growth, create better harvests, and ___27___ the Earth many insect-killing chemicals ___28___ the bargain. But while genetic science produces new headline almost daily, the ___29___ material that this new science employs is slipping away. ___30___ astonishing speed, the plants and animals that genetic ___31___ depend upon are going ___32___.

This disappearance affects all of us. It is true ___33___ no one knows exactly how many plants and animals there are on the planet: so far, 1.75 million species have been counted, and it is ___34___ there are far more. ___35___ before we can accurately say how many species exist, people are ___36___ them. As many as 130 species per day may be disappearing.

A ___37___ of 12 professors has sounded the ___38___. It has made an unusually – for scientists – clear statement of its findings: the destruction of species due to human settlements and ___39___ of landscapes and ecosystems has already reached such ___40___ that restoring a complex system of species might take millions of years if this “terrible ___41___” is not stopped within a few decades.

The ___42___ results are not yet available, but the consequences will be ___43___. In just a few more decades, the tropical rain forests could be completely destroyed. A similar fate may ___44___ the coral reefs, although here part of the ___45___ will also be laid on amateur divers seeking pleasure underwater.

- | | | | |
|----------------------|--------------------|------------------|---------------------|
| 26. (A) supposed | (B) proposed | (C) obliged | (D) depended |
| 27. (A) provide | (B) spare | (C) install | (D) furnish |
| 28. (A) in | (B) for | (C) as | (D) to |
| 29. (A) raw | (B) primitive | (C) original | (D) innovative |
| 30. (A) On | (B) In | (C) For | (D) With |
| 31. (A) technicians | (B) mechanics | (C) engineers | (D) operators |
| 32. (A) dominant | (B) hostile | (C) extinct | (D) prevalent |
| 33. (A) when | (B) that | (C) if | (D) for |
| 34. (A) justified | (B) estimated | (C) diagnosed | (D) identified |
| 35. (A) And | (B) But | (C) So | (D) Hence |
| 36. (A) decomposing | (B) dispatching | (C) degenerating | (D) destroying |
| 37. (A) collision | (B) corruption | (C) conjunction | (D) commission |
| 38. (A) alarm | (B) trumpet | (C) bell | (D) blast |
| 39. (A) eruption | (B) disturbance | (C) explosion | (D) turbulence |
| 40. (A) expectations | (B) specifications | (C) proportions | (D) generalizations |
| 41. (A) approach | (B) monopoly | (C) trend | (D) attitude |
| 42. (A) detailed | (B) enormous | (C) permanent | (D) adverse |
| 43. (A) marginal | (B) reciprocal | (C) dramatic | (D) negligible |
| 44. (A) undergo | (B) withstand | (C) encounter | (D) await |
| 45. (A) accusation | (B) criticism | (C) reproach | (D) blame |

IV. Reading Comprehension (10%)

Special Education's Best Intentions

The American public's growing recognition of the educational rights of handicapped children heightened in the 1975 enactment of the Education for All Handicapped Children Act, Public Law 94-142. Once the need to provide quality education for all students was clearly established as a matter of public record, it also became a need that would demand immediate action on the part of parents and educators; the issue at hand shifted from a question of whether it should be done to how it could be done.

It is natural in the midst of such change to turn to experts for guidance about how to face the challenges that lie ahead. In the years following the passage of PL 94-142, educators attempted to develop methods for identifying the needs of handicapped students. These methods would allow for the development of educational programs designed to serve their individual needs.

Of course developing a system for helping students whose needs are out of the ordinary has been a necessary step in helping those students get into the world of public education. Putting handicapped students into a regular education classroom without careful assessment of their needs would unquestionably lead to frustration on all sides. The need to determine the level of each student's skills clearly indicates the need for some type of testing program, and demands that some people be trained to administer and interpret those tests. The entire process is obviously a crucial element in meeting the educational needs of handicapped children.

However, the challenge of efficiently offering help to massive numbers of students inevitably has resulted in the evolution of a bureaucratic network with all of the disadvantages inherent in such a system. The means for attempting such a big task involves the use of a standard process of evaluation and diagnosis that will enable the experts to assess not only each child's present levels of performance educationally, but ultimately to make judgments about the child's potential for classroom performance in the future.

It is in this respect that the bureaucratic nature of the special education program falters in meeting the needs of the individual child. Since such a system has to handle large volumes of work, it becomes difficult in practice to maintain a focus on evaluation as the necessary means to the worthwhile end of providing children with new educational opportunities. Too often it becomes an end in itself, a source of a convenient label which in turn is used to predict where a child's limits will lie. It is a tragedy of our educational system that the machinelike efficiency of our program has achieved most of its goals without addressing the needs of students as individuals. However, few real live children fall neatly into the categories that represent the conclusion of the process. Once their

futures have been charted by the system, it becomes increasingly difficult for them to prove that they have potential beyond that which has been predicted by the experts.

There is no question about the fact that the special education bureaucracy serves a useful purpose in helping students to find the classrooms and programs most suited to their needs. At the same time, it often appears to be a tendency for any bureaucratic system to become so absorbed with its own structure, so convinced of the infallibility of the experts it employs, that it fails to devote adequate attention to each person it attempts to serve. Because special education involves so many thousands of unique students, it seems almost impossible to find a balance between the efficiency that benefits everyone and the personal attention that is a crucial part of the process. Yet with children's lives at stake, it is critical that we never give up the effort to do so.

46. In 1975 after the enactment of Public Law 94-142, educators _____.
(A) recognized the need to provide special education for handicapped children
(B) began to cooperate with parents in formulating education programs for handicapped children
(C) began to turn their attention to how to provide quality education for handicapped children
(D) took immediate action to take care of the need of handicapped children
47. To successfully put handicapped children into regular classroom, it is important to _____.
(A) provide some kind of training to prepare them for it
(B) find out their need and skill levels
(C) design the right entrance examinations to assess their capacity
(D) teach them with a special kind of curriculum
48. The author remarks that the present education system is flawed because it fails to _____.
(A) work out a systematic evaluation system
(B) meet the needs of students as individuals
(C) predict where students' limits lie
(D) focus on evaluation as an end in itself.
49. From the last sentence of Paragraph 5 we learn that the evaluation and diagnosis system _____.
(A) actually limits the student's potential for further development
(B) can usually provide an accurate picture of the student's capacity
(C) can generally identify the difficulties the student may have in study
(D) discourages the student from going beyond his potential capacity
50. According to the author, the needs of individual students are diverse _____.
(A) so it is impossible to meet them all
(B) so teachers should teach towards the average
(C) so educators can do nothing in this respect
(D) yet it is important to meet them to the greatest extent