

系別：各學系二、三年級

科目：英文

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I Multiple-choice Questions: Please select the most appropriate answer to each question below (40%)

1. Passengers are required to \_\_\_\_ their flight numbers at least 24 hours in advance.  
(A) confirm (B) concur (C) conduct (D) concord
2. Substantial penalties will be \_\_\_\_ whenever a customer withdraws a time deposit from his or her account prior to the maturity date.  
(A) asked (B) changed (C) charged (D) fired
3. The electricity company is not liable for damage caused by natural disasters \_\_\_\_ its control.  
(A) beyond (B) above (C) outside (D) around
4. Any unsatisfied item must be returned within 30 days and \_\_\_\_ by the original receipt from this store.  
(A) altered (B) adjusted (C) accompanied (D) aggregated
5. To modernize the communications system, our system will be upgraded to handle ten extensions lines, with a built-in answering machine, conference calls and \_\_\_\_ features.  
(A) dialing-speed (B) dial-speed (C) speed-dialing (D) speed-dial.
6. The Governor of the National Bank is appointed by the President \_\_\_\_ the advice of the board of the Economic Promotion Committee.  
(A) on (B) with (C) by (D) for
7. More and more companies that have imposed \_\_\_\_ on smoking are attempting to help their employees kick the habit.  
(A) restrictions (B) retention (C) restoration (D) reward
8. In order to avoid making mistakes, the manager has his colleagues \_\_\_\_ the statistics.  
(A) checked (B) to check (C) check (D) who check
9. Advertisers use all kinds of \_\_\_\_ to get your attention and your dollars.  
(A) formula (B) process (C) strategies (D) arrangement
10. Please use the \_\_\_\_ envelop for your reply.  
(A) is enclosed (B) enclose (C) enclosing (D) enclosed
11. All full-time employees are \_\_\_\_ to participate in the health plan, which takes effect on the first day of this month.  
(A) eligible (B) elevated (C) elicited (D) elected
12. Stocks usually benefit \_\_\_\_ the January effect, which causes the price of these stocks to rise between November and January.  
(A) of (B) in (C) for (D) from
13. A charity foundation was \_\_\_\_ to help the homeless and the unemployed.  
(A) caught on (B) went over (D) filled out (D) set up
14. Ms. Smith of Peace Employment Consultants has left her answering machine \_\_\_\_ for people who might phone to enquire about various jobs.  
(A) turning out (B) switched on (C) switch out (D) turned in
15. Shares can be \_\_\_\_ only with the agreement of other shareholders and cannot be offered for sale to the general public.  
(A) transferred (B) transformed (C) transmitted (D) transfused
16. Many things can happen and make the actual outcome different from \_\_\_\_ was budgeted.  
(A) which (B) what (C) that (D) whether

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17. The \_\_\_\_\_ of a city, such as roads, telephone networks, water, gas and electricity supply, has an important impact on local economical development.  
 (A) infrastructure (B) environment (C) policy (D) construction
18. The products need to be tested for their safety \_\_\_\_\_ durability.  
 (A) but (B) as well as (C) or (D) yet
19. All the companies cannot afford to make costly advertising mistakes \_\_\_\_\_ they want to be competitive and profitable.  
 (A) if (B) why (C) how (D) that
20. Using the checklist is an \_\_\_\_\_ way to make plans.  
 (A) effective (B) effected (B) affective (D) affective

**II Cloze test: Please fill in the most appropriate word in the blank (20%)**

In his classic book, *The Interpretation of Dreams*, published in 1900, Sigmund Freud identified wish fulfillment as the origin of many dreams. For example, a student who is concerned about taking an important exam may dream \_\_\_\_\_ the exam, or, more likely, some type of symbol for the exam will appear in a dream. Since thoughts must be \_\_\_\_\_ concrete images, dreams are \_\_\_\_\_ in pictures rather than in words. Freud advanced the notion of dream symbols, that is, images with deep symbolic meaning. In the case of the exam, it might be expressed as an obstacle or a hurdle in a race. In Freud's view, dreams have much in common \_\_\_\_\_ daydreams. There is a wish that is \_\_\_\_\_ or repressed in some way, and forces that oppose it. In the case of dreams while sleeping, they offer a compromise, that is, a way for the wish to be expressed safely.

\_\_\_\_\_ Freud, dreams can be viewed as a way to reveal the unconscious. To that end, there are two levels to every dream, \_\_\_\_\_ the manifest content, which is obvious and direct, and the latent content, which is symbolic. To return to the example \_\_\_\_\_ the student's dream, the manifest content would be the hurdle in the race, but the latent content would be the exam that is in the dreamer's subconscious. Because some wishes and desires are too disturbing or too socially inappropriate to surface from the unconscious to the conscious mind, the symbols that are employed may make the wish difficult to \_\_\_\_\_. The student may actually want to cheat in order to succeed on the exam, but in a dream, \_\_\_\_\_ a friend's book may be a more acceptable way to express that desire. In a sense, the dream serves to protect the mind from a conflict in the unconscious.

21. (A) off (B) about (C) in (D) into
22. (A) translated into (B) transformed to (C) transferred into (D) translated from
23. (A) seen (B) drawn (C) expressed (D) thought
24. (A) to (B) for (C) with (D) to be
25. (A) depressed (B) allowed (C) expressed (D) forbidden
26. (A) Based on (B) According to (C) From that (D) According that

- 27. (A) concluded (B) concluding (C) included (D) including
- 28. (A) for (B) of (C) about (D) in
- 29. (A) expose (B) see (C) know (D) show
- 30. (A) lending (B) lend (C) borrowing (D) borrow

**III Reading Comprehension 1: Read the article below and answer the questions that follow (20%).**

**The Gender Gap in Reading**

**Are parents responsible?**

Post published by Elaine Reese Ph.D. on Aug 03, 2013 in Psychology Today

Girls are better readers than boys. Study after study reveals that girls are more advanced in their reading skills in just about every way, at just about every age, and in just about every country around the world (Mullis et al., 2007).

Moreover, girls appear to enjoy reading more than boys, a preference that could serve to widen the reading gap even further (Hughes-Hassell & Rodge, 2007). It makes sense that when you're good at something, you like doing it, and if you like doing something, you spend more time doing that thing, whether it is reading, swimming, or playing the piano. And when you do more of something, you tend to get better at it.

Why? Is this gender gap due to some inherent difference between boys and girls? Or is it due to some way that parents are supporting their daughters' reading more than their sons'?

Until recently, there was very little indication that parents were acting differently in their support of reading with daughters and sons. The research on shared book-reading with young children consistently failed to find gender differences in the way parents were reading books with sons and daughters, either in terms of frequency or quality. Nor was there evidence in the early school years to suggest that parents were somehow providing more support to their young daughters' beginning reading efforts compared to their sons'.

Yet a new study indicates just that: Economists Michael Baker and Kevin Milligan showed that parents of young children born in the millennium in the U.S., the U.K., and Canada spend more time in reading and early literacy activities with their preschool daughters than sons. For instance, in the U.S., parents reported spending an average of 3 minutes longer in each book-reading session with daughters than with sons. This difference sounds tiny, but if book-reading occurs on a daily basis, that small daily difference adds up to over 100 extra hours of book-reading that girls receive per year. This differential investment in girls over boys began in *the first year of life*, so girls may have received up to 500 extra hours of book-reading than boys by the time they enter school. Because we know from other research that time parents spend with their children reading books and teaching letters and words is strongly linked to children's later reading achievement (Sénéchal & Lefevre, 2002), it is likely that this differential parental investment in girls over boys goes a long way toward explaining the reading gap.

- 31. What does the research on shared book-reading with children tell us?
  - a. The role of gender differences is not discovered in this research.
  - b. Girls have better reading skills, because girls are proved to be more

- intelligent than boys.
  - c. Gender differences play a significant role in girls' reading abilities.
  - d. Parents provide girls with more support for training their reading skills.
32. Why do parents in the U.S. spend more time reading with daughters?
- a. Because girls like reading more than boys.
  - b. Because they feel reading is important to girls more than to boys.
  - c. Because the research indicates that boys cannot read better than girls, it is useless to train boys' reading skills.
  - d. It is not mentioned in this article.
33. Please choose the correct statement regarding the article you just read.
- a. The author is challenging the common belief that gender is the most important reason that influences reading abilities.
  - b. In Canada, parents will force children to do more reading.
  - c. In the U.S., parents do not read with children.
  - d. Girls dislike reading more than boys.
34. Please choose the wrong statement regarding the article you just read.
- a. Encourage parents to spend more time reading with boys can improve their reading skills.
  - b. Teach boys letters and words can make them enjoy reading more.
  - c. Boys will read more on their own.
  - d. Girls seem to receive more pre-school reading than boys.
35. What is this article about?
- a. It is about gender inequality.
  - b. It talks about why girls like reading more than boys.
  - c. It discusses how parents train their children's reading skills.
  - d. It discusses some general issues about reading skills.

**III Reading Comprehension 2: Read the article below and answer the questions that follow (20%).**

**University of Baltimore to Offer Course on Marvel Movies**

"Media Genres: Media Marvels" will show how Marvel's films have shed insight on modern culture

Published by Jack Linshi in TIME, September, 23, 2014

American colleges already offer beer studies and video game scholarships, but the University of Baltimore is adding the latest addition to a growing list of liberal arts perks: a class on Marvel movies.

The course, offered in the spring, will focus on how films like Iron Man, Thor, Captain America and Guardians of the Galaxy shed insight on modern culture, according to a press release. The course will analyze how the history of heroism and adventure has translated into Marvel Studios' big-screen franchises, as well as why viewers are so drawn to its films.

"One thing we'll do is dive into the impact of the Guardians of the Galaxy film, which proved two things: Mainstream movie audiences are not remotely tired of superhero movies; and Marvel Studios can now release a sci-fi adventure that actually features talking trees and raccoons," said Arnold T. Blumberg, who will teach the course, in a press release. "It's not that they're getting away with it—they've created a universe

in which fans completely accept these developments, and they're ready for even more."

This will not be the first time that a piece of recent filmmaking gets collegiate treatment—Rutgers and Harvard both famously offered courses on David Simon's acclaimed HBO show—coincidentally set in Baltimore—The Wire.

Blumberg stresses that academic study in this course would be focused on the phenomenon of Marvel's success itself—the studio's stream of blockbusters, which, given that Marvel has mapped out its schedule until 2028 and assigned release dates through 2019, shows no signs of stopping.

"This series not only provides action-packed entertainment but also profound statements about the nature of heroism, the great responsibilities that come with wielding great power, our willingness to trade freedom for security, and much more," Blumberg said.

36. What do Marvel movies and the HBO show, The Wire, have in common, according to this article?
- They all represent the importance of heroism to audience.
  - Blumberg is planning to open courses for both Marvel movies and The Wire.
  - Although The Wire was just a show, there was also a course on it.
  - It is not mentioned in this article.
37. Which of the following topics may NOT be included in this course?
- The development of Marvel Studio
  - What roles tree and raccoons play in nature
  - Sci-fic research
  - Why audiences like marvel movies so much
38. Which statement is NOT true about Marvel movies and this course?
- The Guardians of The Galaxy proves that people still have great interest in Marvel's superhero movies.
  - More Marvel movies have already been planned well into the future.
  - This course will put emphasis on the relationship between modern cultures and movies.
  - Blumberg is the professor who will be teaching this course, and The Wire.
39. If audiences want to have deeper analysis of what is behind Marvel movies, what issues can they discuss, according to this article? Please choose the one that is NOT mentioned in the article.
- How much money these movies have made.
  - The responsibility of having and using strong power.
  - Freedom and security.
  - The role of heroism.
40. Which of the following statements about this article is true?
- Blumberg feels that heroism is relevant to modern culture.
  - Those sci-fic things in Marvel movies may come true in the future.
  - This article implies that Marvel movies such as the Guardians of The Galaxy are concerned of environmental problems.
  - This article discusses a course on Marvel which has been offered at a university.