

中國醫藥大學 110 學年度學士後中醫學系入學招生考試 英文 試題

I. Vocabulary and Phrases

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

- (D) 1. Language learners must first have an _____ of some particular language forms before any subsequent processing or intake of the forms can take place.
(A) artefact (B) originality (C) identity (D) apprehension
- (B) 2. The raw scores _____ from the vocabulary tests were analyzed by using a non-parametric statistical test.
(A) imposed (B) obtained (C) rejuvenated (D) diminished
- (D) 3. This patient's cognitive ability is recoverable but considerable rehabilitative _____ is required.
(A) tournament (B) interplay (C) canvas (D) treatment
- (B) 4. Agrammatism is considered to be the grammatical _____ experienced by aphasia patients.
(A) pledge (B) deficit (C) delinquency (D) vogue
- (A) 5. The limited storage space of the brain cannot store the _____ number of sentences that we may ever need to produce.
(A) infinite (B) analogous (C) mandatory (D) gracious
- (B) 6. The view from the top is heady — particularly if you're _____ in one of the Straits Suites, which are at least 50 floors up.
(A) disgorged (B) ensconced (C) alluded (D) deported
- (C) 7. Society is crumbling, with the rich living lives of decadent ease while the majority toil and _____.
(A) perjure (B) volatilize (C) scrimp (D) chaperone
- (A) 8. This is not a polemic about oppressive men and _____ women, but a subtle drama in which neither party is guilty.
(A) put-upon (B) ill-founded (C) figurative (D) quartile
- (A) 9. Smugglers exploit refugees by charging _____ fees to smuggle them across European borders, hiding them in trucks and containers, where they are at high risk of abuse, injury, sickness, detection, and even death.
(A) exorbitant (B) nonchalant (C) senile (D) tranquil
- (C) 10. Some voters find themselves in a _____ when they dislike all of the candidates.
(A) mandate (B) patriarchy (C) quandary (D) dogma

II. Grammar and Structure

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

- (D) 11. Broca's aphasia is typically described _____ laborious speech, little intonational variation, and difficulties in putting words in order.
(A) is having (B) as is (C) as well as (D) as having

- (A) 12. In _____ papers starting in the 90's Michael and his colleagues demonstrated that aphasia patients are less efficient in processing rapid or brief spoken stimuli.
 (A) a collection of (B) order to (C) short of (D) the power of
- (D) 13. Genes can _____ different forms called alleles.
 (A) keep order (B) turn down (C) take note of (D) come in
- (C) 14. Insights into attention deployment may be obtained by attending to what have been _____ key events in real-time input processing.
 (A) established (B) establishing (C) established as (D) establish
- (C) 15. The reviewers' challenges need to be embraced because it is indeed imperative to base learning theories _____ empirical evidence.
 (A) off (B) to (C) on (D) at
- (A) 16. He wants to throw off the dutiful restraint _____ he's staked his life — as the injured son of an angry father, and as the patient husband of a demanding, irrational woman.
 (A) on which (B) against that (C) with that (D) at which
- (C) 17. For years, Asian Americans were among _____ likely of any racial or ethnic group to vote or to join community or advocacy groups.
 (A) the few (B) the little (C) the least (D) the better
- (B) 18. For over a decade, U.S. military and counterterrorism officials have warned that Africa was poised to become the next frontier _____ international terrorist organizations.
 (A) out (B) for (C) on (D) at
- (D) 19. The coronavirus-denier movement, _____ in part by wild conspiracy theories, has grown from criticizing coronavirus lockdown measures and hygiene rules to targeting the state, its leaders, businesses, the news media and globalism.
 (A) to fuel (B) fuels (C) has fueled (D) fueled
- (D) 20. When the New York Police Department acquired a robotic dog last year, officials heralded the _____ device as a futuristic tool that could go places that were too dangerous to send officers.
 (A) fourth-legs (B) four-legging (C) fourth-leg (D) four-legged

III. Cloze

Questions 21-32: Choose the **BEST** answer for each blank in the passages.

Specific Language Impairment (SLI) (21) a clinical condition that language users are constrained in their ability to comprehend, process, and produce a language despite the absence of obvious problems in intelligence, cognitive development, motor function, neurology, etc. (22) many children can acquire their first language effortlessly, this is not the case for some children. A recent survey shows that SLI affects approximately 8% of the first-language population. Notably, SLI appears to be more common in males than females. To depict this language deficiency more precisely, scientists (23) SLI patients to normally developing language users. Leonard (1998) posits that SLI children can differ from normally developing children in five ways: a) delay in cognitive and linguistic

development; b) plateau in language attainment; c) profile difference; d) high frequency of error; and e) qualitative difference. To begin with, because of cognitive and linguistic delay, children with SLI start learning later than their peers; they also (24) at much a slower rate of development; in this regard, the gap between them and their peers becomes more manifest over time. As for plateau, in addition to suffering from delayed protracted development, SLI patients may never attain full (25) of the language even after years of learning. In regard to profile difference, a SLI patient may be identical to a normally developing child in one aspect but may be disparate in another. As for frequency of error, SLI patients sometimes make the same (26) of errors as normally developing peers, but with a much greater variety of variants. Finally, SLI patients often produce language errors that are qualitatively different from the ones in normally developing children.

- (D) 21. (A) cancels out (B) calls off (C) lifts up (D) refers to
 (C) 22. (A) After (B) Before (C) Although (D) For instance
 (D) 23. (A) notarize (B) neutralize (C) raise (D) compare
 (A) 24. (A) proceed (B) dilute (C) blur (D) encompass
 (C) 25. (A) compartment (B) impasse (C) mastery (D) propensity
 (B) 26. (A) caveats (B) types (C) badges (D) mergers

The persistent and universal belief in an afterlife is a very odd phenomenon. It is (27) the rational part of the brain makes man unique in his awareness that the one inevitable event in his life is death, while at a deeper level of consciousness the more intuitive part of the brain cannot reconcile itself to the fact of the inescapable extinction of oneself and those to whom one is attached. The individual therefore postulates the existence of the (28), as an entity which will live on after his physical decay. It almost looks as if for half a million years the two parts of the brain (29) irreconcilably at war with each other, each refusing to accept the conclusions of the other. As Erwin Panofsky pointed out, “There is (30) any sphere of human experience where rationally incompatible beliefs so easily coexist, and where pre-logical, one might almost say metalogical feelings so stubbornly survive in periods of advanced civilization as in our attitudes towards the dead.” A final twist to the (31) is that the concept of rationality developed in the West in the eighteenth century concurrently with the concept of individualism. (32), the probability of personal extinction became at the same time more logically compelling and more emotionally unacceptable. The intellectual and psychological tension has actually intensified in the last 200 years.

- (C) 27. (A) similarly (B) secularly (C) as if (D) no matter
 (B) 28. (A) dictator (B) soul (C) magician (D) villain
 (A) 29. (A) have been (B) has been (C) have (D) had
 (A) 30. (A) hardly (B) often (C) always (D) frequently
 (B) 31. (A) batch (B) paradox (C) observatory (D) caucus
 (D) 32. (A) In contrast (B) In absence (C) In luck (D) In consequence

IV. Discourse Structure

Questions 33-40: Choose the **BEST** answer from the box below for each blank in the passages.

- (A) It can create rhythm and structure; can be weighty or breathless; can hold a sentence back or flick it forward “like a stone skipping across water.”
- (B) A historian and a philosopher of science, she is indeed a witty, elegant writer with no nonsense about her.
- (C) Fortunately, this modest little powerhouse has found its defender.
- (D) Her message is that punctuation is not about limits; it’s about making language richer.

Pity the poor semicolon, punctuation’s wallflower, wrongfully maligned and too seldom asked to dance. (33). Cecelia Watson, in *Semicolon: The Past, Present, and Future of a Misunderstood Mark*, sweeps away the myths that have sidelined the semicolon — it’s *not* snooty, *not* rulebound — and demonstrates what impressive chops it has. (34).

Forget the “rules,” she says; just listen. In example after example — from the majesty of Melville to the brutal Glasgow slang of Irvine Welsh’s “Trainspotting” — the semicolon is a miracle of prosody. (35). A semicolon can be like a sigh. In a stunning passage from “The Big Sleep,” Raymond Chandler’s semicolon is a small hiccup of heartbreak.

Great writers, Watson says, break the rules that would dole out semicolons as if they were “a controlled substance.” (36). **Ans:** 33. (C) 34. (B) 35. (A) 36. (D)

- (A) Being a linguistically deficient learner, I often needed more time and help than my peers in comprehending the concepts presented by my teachers.
- (B) Born two months premature, I weighed only 35 ounces — a little more than a venti-size Starbucks coffee — and was diagnosed by the doctor as having suffered slight brain damage that might debilitate my future language development.
- (C) Because of these amazing instructors, I did not view my limitations as an end to my learning.
- (D) What helped me overcome my language barriers and become a successful language learner in spite of this physiological deficit carried from birth?

(37). As predicted by the doctor, I experienced exasperating language delays and problems in decoding speech sounds during the first year of my life. Unlike other babies, language did not come naturally to me; my language learning experience involved serious effort. I nonetheless attained native-like proficiency in my first language, Mandarin, became a highly proficient speaker of my second language, English, and am currently a speech pathologist. (38). Some might say that this incredible feat was made possible thanks to the brain’s ability to reorganize and restructure itself. The fortune of encountering several inspiring mentors, however, is the main reason in how I overcame the biological and mental barriers in my own personal growth over the years. These inspiring mentors have taught me a number of teaching philosophies, which are quite instrumental in shaping my own teaching. Among these important philosophies, I have come to realize that instruction needs to be continuously developed, nurtured and evaluated by teachers and students, experts and novices, and by peers.

(39). In spite of this comprehension issue, I was fortunate enough to come across several teachers whose patience, creativity, and, most importantly, adaptation of their teaching structures allowed me

to access each concept in a supporting environment. (40). Instead, I saw alternatives that enabled me to accomplish the particular goal of learning. Thus, in my own personal growth as a teacher over the years, I have worked very hard to understand my students' individual learning styles, accommodate their instructional/learning needs, deliver my courses at their levels, and teach by illustration and analogy.

Ans: 37. (B) 38. (D) 39. (A) 40. (C)

V. Reading

Questions 41-50: Choose the **BEST** answer to each question below according to what is stated and implied in the following passages.

Student motivation has repeatedly been identified as one of the most prominent factors affecting students' ultimate learning outcomes. According to Ushida (2005), motivation is both a condition for, and a result of, effective instruction. Many empirical cognitive studies have shown that lack of motivation for learning may be overcome by providing students with a sense of competition (Gardner, 2011). Competition not only **implicates** "winner takes all" but also allows students who lag in certain areas to sense the imbalance between themselves and others, and then to compete with their peers to achieve "equal" status. In a competitive practice activity, students are usually in an alert state and are therefore more sensitive to the permissible conversation turns/junctures, which in turn prepares them to be better able to communicate in synchronous or "real-time" conversation (Warschauer & Healey, 1998). Such oral participation or communication skills are important in any collaborative classroom group work or whole-class conversation. In this vein, Hung, Young, and Lin (2013) found that learners are more motivated to participate in a classroom activity when the activity is competitive in nature; more importantly, a competitive activity was found to have the potential to minimize the achievement gap for disadvantage students and to facilitate the motivation of students at different developmental stages.

In traditional classroom settings where behavior management strategies are employed, learner motivation tends to be low as students are generally aware that it is the instructor who holds the power to allocate rewards. As such, these strategies do not reach their full potential as they rely mainly on extrinsic motivation, i.e., the instructor holds the balance of power, leaving learners with less control over rewards. In contrast, a behavior management strategy that targets intrinsic motivation — where learners hold the balance of power and more control over rewards — would in turn realize greater potential (Dincer, Yesilyurt, & Takkac, 2012). Note, however, that behavior management methods that target intrinsic motivation are difficult to be implemented in traditional classroom settings, because students generally vary from each other in terms of their internal/intrinsic drives for language learning. Inter-learner variation in intrinsic motivation also suggests that a thorough learner motivation analysis is warranted before the design and implementation of a behavior management method; in this regard, it would involve far too much administration for one instructor to handle. Even if such a learning motivation analysis is possible, instructors are not likely to effectively attend to the needs of each individual. However, Web 2.0 behavior management system — a technology-mediated system — may potentially tackle the aforementioned power issues and reduce the inter-learner variation in intrinsic motivation.

- (D) 41. Which statement best describes the gist of this passage?
- (A) It revisits the outdated pedagogical practices beyond the classroom setting.
 - (B) It examines a teacher's dilemma between managing classroom order and reducing learners' anxiety.
 - (C) It invites teachers to provide additional scaffolds focusing on high achievers.
 - (D) It addresses the effects of motivation on learning and discusses various issues when applying different classroom management protocols.
- (B) 42. According to the article, which statement is **NOT** true?
- (A) Competitive activities may enhance students' motivation and participation.
 - (B) Traditional classroom management methods that target intrinsic motivation can unequivocally enhance all students' learning potential.
 - (C) Technology-mediated classroom management may redistribute the power relationship in a classroom.
 - (D) Individual difference in intrinsic motivation is an issue for traditional classroom management.
- (A) 43. Which of the following is closest in meaning to the word "**implicate**" in the passage?
- (A) entail (B) restrict (C) retract (D) curtail
- (B) 44. How do you describe the author's attitude toward technology-mediated classroom management?
- (A) suspicious (B) optimistic (C) distrustful (D) cynical
- (A) 45. Which statement can be added to the end of this passage without disrupting the flow of this passage?
- (A) In this study, an online Web 2.0 behavior management system called *SirWilliam* will be employed as a means to address the aforementioned classroom problems.
 - (B) The use of a technology-mediated behavior management system will impose a negative impact on learner affect.
 - (C) Stemming from these studies, a number of remedial instructional programs have been developed to address these problems.
 - (D) Although the traditional behavior management system encourages repetition, there is usually no record of students' repetition unless an assistant is appointed to record such actions.

Posthuman or post-human is a concept originating in the fields of science fiction, futurology, contemporary art, and philosophy that means a person or entity that exists in a state beyond being human. The concept addresses questions of ethics and justice, language and trans-species communication, social systems, and the intellectual aspirations of interdisciplinarity.

In critical theory, the posthuman is a speculative being that represents or seeks to re-conceive the human. It is the object of posthumanist criticism, which critically questions humanism, a branch of humanist philosophy which claims that human nature is a universal state from which the human being emerges; human nature is autonomous, rational, capable of free will, and unified in itself as the apex

of existence. Thus, the posthuman position recognizes imperfectability and disunity within oneself, and understands the world through heterogeneous perspectives while seeking to maintain intellectual rigor and dedication to objective observations. Key to this posthuman practice is the ability to fluidly change perspectives and manifest oneself through different identities. The posthuman, for critical theorists of the subject, has an emergent ontology rather than a stable one; in other words, the posthuman is not a singular, defined individual, but rather one who can “become” or embody different identities and understand the world from multiple, heterogeneous perspectives.

Critical discourses surrounding posthumanism are not homogeneous, but in fact present a series of often contradictory ideas, and the term itself is contested, with one of the foremost authors associated with posthumanism, Manuel de Landa, decrying the term as “very silly.” Covering the ideas of, for example, Robert Pepperell’s *The Posthuman Condition* and Hayles’s *How We Became Posthuman* under a single term is distinctly problematic due to these contradictions.

The posthuman is roughly synonymous with the “cyborg” of *A Cyborg Manifesto* by Donna Haraway. Haraway’s conception of the cyborg is an ironic take on traditional conceptions of the cyborg that inverts the traditional trope of the cyborg whose presence questions the salient line between humans and robots. Haraway’s cyborg is in many ways the “beta” version of the posthuman, as her cyborg theory prompted the issue to be taken up in critical theory. Following Haraway, Hayles, whose work grounds much of the critical posthuman discourse, asserts that liberal humanism — which separates the mind from the body and thus portrays the body as a “shell” or vehicle for the mind — becomes increasingly complicated in the late 20th and 21st centuries because information technology puts the human body in question. Hayles maintains that we must be conscious of information technology advancements while understanding information as “disembodied,” that is, something which cannot fundamentally replace the human body but can only be incorporated into it and human life practices.

The idea of post-posthumanism (post-cyborgism) has recently been introduced. This body of work outlines the after-effects of long-term adaptation to cyborg technologies and their subsequent removal. For instance, what happens after years of constantly wearing computer-mediating eyeglass technologies and subsequently removing them; what happens after decades of long-term adaptation to virtual worlds followed by a return to “reality.”

Posthuman political and natural rights have been framed on a spectrum with animal rights and human rights. Posthumanism broadens the scope of what it means to be a valued life form and to be treated as such (in contrast to certain life forms being seen as less-than and being taken advantage of or killed off); it “calls for a more inclusive definition of life, and a greater moral-ethical response, and responsibility, to non-human life forms in the age of species blurring and species mixing....[I]t interrogates the hierarchic ordering — and subsequently exploitation and even eradication — of life forms.”

- (B) 46. According to the passage, which statement is **NOT** true?
- (A) Posthuman as a concept is derived from various sources such as science fiction, futurology, and philosophy.
 - (B) The posthuman concept exclusively concerns issues about human outer-space exploitation.
 - (C) The posthuman position sees the world through heterogeneous perspectives rather than a fixed and stable one.
 - (D) A posthuman is not a singular, defined individual.
- (D) 47. According to the passage, which of the following is considered as another term of “posthuman”?
- (A) entity (B) identity (C) beta (D) cybog
- (B) 48. According to the passage, which statement is **NOT** true?
- (A) Scholars have different, sometimes even contradictory, ideas about posthumanism.
 - (B) Hayles’s *How We Became Posthuman* follows the traditional humanism in asserting a clear division of body and mind.
 - (C) Posthumanism deals with the after-effects of long-term adaptation to cyborg technologies and their later removal.
 - (D) Donna Haraway reverses the traditional trope of the cyborg by blurring the line between humans and robots.
- (A) 49. According to the passage, which statement is **NOT** true?
- (A) Posthumanism conforms to the view that certain life forms are less valued and thus could be killed off for human benefits.
 - (B) Posthumanism calls for a greater responsibility to non-human life forms.
 - (C) Posthumanism broadens the scope of valued life forms to include non-human life forms.
 - (D) Posthumanism fights for the natural rights of animals.
- (C) 50. What is this passage mainly about?
- (A) Well-known scholarly disputes over posthuman mistakes
 - (B) Quarrels and debates about the mystery of non-human life forms
 - (C) Ideas and concerns of the posthuman and posthumanism
 - (D) Prejudices and misconceptions about posthumanism

英文

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110年中國醫學士後中醫英文試題分析與詳解

試題分佈

今年中國醫的英文試題和往年一樣，仍然是50題有倒扣的選擇題，但有一個最明顯的不同：選項由已經行之多年的5選1改變為4選1。題目的平均難度也要比去年稍簡單一些。這兩項因素加在一起，研判今年中國醫的錄取分數可能會比去年提高一些。

題型與題數分配仍然大同小異：字彙10題（1-10）、文法10題（11-20）、克漏字兩篇12題（21-32，比去年多一篇）、Discourse Structure兩篇8題（33-40，各篇填入的句子亦由5句縮減為4句），以及閱讀測驗兩篇10題（41-50）。

中國醫連續幾年在英文試題中大量出現屬於「語言學習」領域的文章，今年亦然。10題字彙中有5題、10題文法中有4題，採用的句子都是有關學習方面、尤其是語言學習。兩篇克漏字中有一篇、兩篇Discourse Structure中有一篇、兩篇閱讀測驗當中也有一篇，主題都是語言學習。所以今年這整套英文試題，大約有半數都屬於語言學習的領域。由此研判，今年中國醫的出題教授仍是同一人，很可能是出身TESL（英語教學）背景。讀者若有打算在明年報考中國醫，可以上網找一些TESL方面的期刊論文來看看、習慣一下這種文字。我們在今年高點建國課程中也會找一些這方面的文章當做補充閱讀的材料。

講義命中事實分析

要做講義命中事實分析，比較有意義的是字彙命中了哪幾題，這還包括克漏字與閱讀測驗中考出來的字彙題。文法題考出的文法觀念當然涵蓋在講義裏面，命中自不待言。Discourse Structure與閱讀測驗（除了字彙題之外）則無所謂命中不命中，考生靠的是平日的閱讀與解題訓練。以下分析這一次考試中本班講義命中的字彙題。

第一大題：字彙題命中部分

1. Language learners must first have an _____ of some particular language forms before any subsequent processing or intake of the forms can take place.
 (A) artefact (B) originality (C) identity (D) apprehension

答案：(D) apprehension

命中情況：直接命中

出處：高點建國字彙第(一)回講義第118頁

prehens, pris: seize

apprehension (n.) 理解力，逮捕，擔憂

【衍】apprehend (v.) 逮捕，理解，擔憂

apprehensive (a.) 憂慮的，敏悟的

The new employee is a person of dull apprehension.The officer was cited for the successful apprehension of the criminal.

2. The raw scores _____ from the vocabulary tests were analyzed by using a non-parametric statistical test.
 (A) imposed (B) obtained (C) rejuvenated (D) diminished

答案：(B) obtained

命中情況：三重命中

出處一：高點建國字彙第(一)回講義第117頁

obtain (v.) 取得，獲得

You have to obtain the teacher's permission before you can leave early.

出處二：高點建國字彙第(一)回講義第224頁

derive = gain, obtain (v.) 取得

de/rive

away/river

The charity derives all its money from private donors.

這家慈善機關，所有的錢來自於私人捐助。

出處三：高點建國字彙第(一)回講義第257頁

obtain = get, secure (v.) 取得

ob/tain

toward/hold

Reading is the best way to obtain knowledge.

閱讀是獲得知識的最佳途徑。

3. This patient's cognitive ability is recoverable but considerable rehabilitative _____ is required.
 (A) tournament (B) interplay (C) canvas (D) treatment

答案：(D) treatment

命中情況：間接命中，見於字彙講義例句

出處：高點建國字彙第(一)回講義第137頁，第154頁

The new treatment obviates the need for surgery.

The treatment is used for the dissolution of kidney stones.

4. Agrammatism is considered to be the grammatical ____ experienced by aphasia patients.
(A) pledge (B) deficit (C) delinquency (D) vogue

答案：(B) deficit

命中情況：直接命中（不同詞類）

出處：高點建國字彙第(一)回講義第245頁

deficient = not enough, lacking, insufficient (a.) 不足，不夠

de/fic(i)/ent

not/do/(a.)

A diet that is deficient in vitamin C can cause scurvy.

飲食中的維生素 C 不足，可能引起敗血症。

5. The limited storage space of the brain cannot store the ____ number of sentences that we may ever need to produce.
(A) infinite (B) analogous (C) mandatory (D) gracious

答案：(A) infinite

命中情況：雙重命中

出處一：高點建國字彙第(一)回講義第4頁

infinite (a.) 無限的，無窮的

【衍】infinity (n.) 無限

With infinite patience, the teacher answered the same question for the fifth time.

出處二：高點建國字彙第(一)回講義第238頁

infinite = boundless (a.) 無限的

in/fin/ite

not/limit/(a.)

The infinite number of stars of the universe is beyond comprehension.

宇宙中無數的星辰令人不可思議。

第三大題：克漏字中字彙題命中部分

24. To begin with, because of cognitive and linguistic delay, children with SLI start learning later than their peers; they also (24) at much a slower rate of development; in this regard, the gap between them and their peers becomes more manifest over time.

(A) proceed (B) dilute (C) blur (D) encompass

答案：(A) proceed

命中情況：直接命中

出處：高點建國字彙第(一)回講義第133頁

ced (ceed, cess): go

proceed (v.) 進行，前進

Proceed to the next window when you have finished here.

25.

As for plateau, in addition to suffering from delayed protracted development, SLI patients may never attain full (25) of the language even after years of learning.

(A) compartment (B) impasse (C) mastery (D) propensity

答案：(C) mastery

命中情況：直接命中（詞類不同）

出處：高點建國字彙第(一)回講義第283頁

sovereign = master (n.) 主宰，統治者

super/reign

over/rule

The king is the sovereign of the whole nation.

國王是全國的主宰。

31.

A final twist to the (31) is that the concept of rationality developed in the West in the eighteenth century concurrently with the concept of individualism.

(A) batch (B) paradox (C) observatory (D) caucus

答案：(B) paradox

命中情況：雙重命中

出處一：高點建國字彙第(一)回講義第147頁

doct: teach

paradox (n.) (背後可能有道理的) 矛盾

【衍】paradoxical (a.) 矛盾的

There's a simple explanation behind the apparent paradox of simultaneous unemployment and skilled-labor shortage.

出處二：高點建國字彙第(一)回講義第251頁

dict: speak

contradiction = paradox (n.) 矛盾

contra/dict/ion

against/speak/(n.)

The militants see no contradiction in using violence to bring about a religious state.
這些好戰份子採用暴力手段想要建立宗教國家，卻看不出這是自相矛盾。

32.

(32), the probability of personal extinction became at the same time more logically compelling and more emotionally unacceptable.

(A) In contrast (B) In absence (C) In luck (D) In consequence

答案：(D) In consequence

命中情況：直接命中

出處：高點建國字彙第(一)回講義第130頁

consequently (adv.) 因此，所以

【衍】consequence (n.) 後果，結果

You have more money; consequently, you should pay.

第五大題：閱讀測驗中字彙題命中部分

43. Which of the following is closest in meaning to the word “implicate” in the passage?

(A) entail (B) restrict (C) retract (D) curtail

答案：(A) entail

命中情況：直接命中加間接命中

出處一：高點建國字彙第(一)回講義第90頁

implicate (v.) 牽連

【衍】implication (n.) 暗示，牽連

The evidence implicates several government officials in this case.

出處二：高點建國字彙講義185頁（見於例句）

Age entails the inevitable attrition of the edges of the teeth.

爭議題

中國醫後醫英文試題幾乎每年都有爭議，而且往往因為出題不當，是題目本身有問題。但是，儘管考生不斷提出申訴，校方幾乎是一概不受理。當然，學校與考生，這兩方是居於

絕對不平等地位，要求校方知錯能改，近乎緣木求魚。

今年中國醫的英文試題，水平還不錯，至少沒有什麼離譜的出題錯誤。明顯的錯誤大概就是克漏字中的這道字彙題。

第24題：

To begin with, because of cognitive and linguistic delay, children with SLI start learning later than their peers; they also (24) at much a slower rate of development; in this regard, the gap between them and their peers becomes more manifest over time.

(A) proceed (B) dilute (C) blur (D) encompass

答案(A) proceed

說明：題目有誤。空格下文應該是at “a much slower” rate of development，原文誤植為at “much a slower” rate of development，造成文意不可解，考生無法判斷，本題應該送分。

重點題解

中國醫的Discourse Structure題型，一向對許多考生造成不小的困擾。今年考出來的兩篇，要屬第一篇比較難一點，底下就拿這篇來解說一下。

IV. Discourse Structure

Questions 33-40: Choose the **BEST** answer from the box below for each blank in the passages.

- | |
|---|
| <p>(A) It can create rhythm and structure; can be weighty or breathless; can hold a sentence back or flick it forward “like a stone skipping across water.”</p> <p>(B) A historian and a philosopher of science, she is indeed a witty, elegant writer with no nonsense about her.</p> <p>(C) Fortunately, this modest little powerhouse has found its defender.</p> <p>(D) Her message is that punctuation is not about limits; it’s about making language richer.</p> |
| <p>(A) 它可以創造出韻律與結構、可以沈重也可以急促、可以阻攔句子也可以拋擲句子向前「如石片打水漂」。</p> <p>(B) 既是歷史學家又是科學哲學家，她確實是機智、優雅的作家，絕對不會胡來。</p> <p>(C) 幸好，這個渾身是勁卻又客客氣氣的小傢伙找到了能夠為它辯護的人。</p> <p>(D) 她要傳達的訊息是：標點符號的目的不在於設限、而在於豐富語言。</p> |

Pity the poor semicolon, punctuation’s wallflower, wrongfully maligned and too seldom asked to dance. (33). Cecelia Watson, in *Semicolon: The Past, Present, and Future of a Misunderstood Mark*, sweeps away the myths that have sidelined the semicolon — it’s not snooty, not rulebound — and demonstrates what impressive chops it has. (34).

Forget the “rules,” she says; just listen. In example after example — from the majesty of Melville to the brutal Glasgow slang of Irvine Welsh’s “Trainspotting” — the semicolon is a miracle of prosody. (35). A semicolon can be like a sigh. In a stunning passage from “The Big Sleep,” Raymond Chandler’s semicolon is a small hiccup of heartbreak.

Great writers, Watson says, break the rules that would dole out semicolons as if they were “a controlled substance.” (36).

請同情一下可憐的分號。它在標點符號中是舞會上的壁花，遭到不公的誣蔑、又很少有人來邀舞。(33)。Cecelia Watson在「分號：一個飽受誤解符號的現在、過去與未來」一書中掃除了一些造成分號淪為配角的迷思—它並不驕傲、也不死板—而且證明它擁有了了不起的專長。(34)。

別管什麼「規則」了，她說，只要仔細聽就好了。例子不勝枚舉—從Melville[白鯨記作者]的莊嚴巍峨，乃至於Irvine Welsh在「猜火車」中野蠻的格拉斯高土語—在在都可以看出分號在遣詞用字時的神奇功效。(35)。分號有時候就像一聲輕嘆。[偵探小說名家]Raymond Chandler在「長睡」裏有一段極其精采的文字，裏面的分號像是輕輕的打嗝、表現出心碎的聲音。

Watson表示，偉大的作家敢於打破這條規則：規則說分號要慎用，仿佛它是「管制物品」。(36)。

題解：

改為4句填空之後，Discourse Structure的難度大幅降低。

答題時可以先把4個要填的句子看一遍，然後開始看文章。不一定要照文中的順序來選填。4個空格之中總有幾個在上下文中提供了比較清楚的線索，因而比較好做，那就先挑出來做。原本是4選1，做完一題就把那句劃掉、成為3選1。然後是2選1。好做的題目做完了，剩下來的難題也會變容易。

先看一下4句，會發現其中有兩句（B與D）有代名詞she與her存在，表示這兩句的上文應該提到一個女人（代名詞需要先行詞）。第1個空格（33）的上文並沒有這樣一個女人，所以答案B與D都可排除，剩下A與C。在這兩個選項之中如果選擇C「幸好，這個渾身是勁卻又客客氣氣的小傢伙找到了能夠為它辯護的人」，裏面的this modest little powerhouse指的就是上文的the poor semicolon，而its defender說的就是下文的Cecelia Watson（她所說的話正是為分號辯護），上下文正好銜接，故選C。

做這種題型，一旦選定答案就把它從選項中劃掉。劃掉C之後就剩下ABD。接下來，空格34比較不好做：放入選項A與B似乎都通順。沒關係，先找容易點的來做。如果亂猜，不但這個空格可能出錯，接下來別的空格會一路錯下去，所以不能勉強，不會做就先空著。

跳過去先看空格35，它的上文說「分號在遣詞用字時的神奇功效」，下文說「分號有時候就像一聲輕嘆。...分號像是輕輕的打嗝、表現出心碎的聲音。」這裏的上下文說的都是分號的功用。選項A「它可以創造出韻律與結構、可以沈重也可以急促、可以阻攔句子也可以拋擲句子向前『如石片打水漂』。」內容正是分號的功用，正好銜接上下文，故選A。劃掉A之後就只剩下BD兩個選項。

再看空格36，上文說「Watson表示，偉大的作家敢於打破這條規則：規則說分號要慎用，仿佛它是『管制物品』。」這裏有個「管制物品」的比喻，如果在空格中填入D「她要傳達的訊息是：標點符號的目的不在於設限、而在於豐富語言。」，那麼代名詞her有上文的Watson做它的先行詞，而且該句的內容就是在解釋上文（「設限」一語正呼應「管制」），故填入D。

最後還剩下B選項與34空格，別無選擇。填入試讀一下，只要沒有明顯的衝突，那麼這個大題就做完了。

做這種題目，就是要「柿子挑軟的吃」。捏到個硬的就先擱下放著，放到後頭就變軟了。