

# 中國醫藥大學111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、除准考證、應考文具及一般手錶外；行動電話、穿戴式裝置及其他物品均須放在臨時置物區。請務必確認行動電話已取出電池或關機，行動電話及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、請確認抽屜中、桌椅下、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 9 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、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.

- The pandemic has \_\_\_\_ a global health emergency and brought disaster to humans.  
(A) triggered (B) pacified (C) administered (D) persuaded
- A hospital near Taipei has initiated a study to \_\_\_\_ the effectiveness of a third dose of a Covid-19 vaccine.  
(A) reside (B) explore (C) pamper (D) grieve
- This movie is touching on \_\_\_\_ that would have been taboo in this country before.  
(A) symptoms (B) splashes (C) patches (D) themes
- Heavy snow \_\_\_\_ western Germany and broke records in some areas this weekend, Kenyan News reported.  
(A) pummeled (B) duplicated (C) contracted (D) deployed
- The first major military \_\_\_\_ of the virus occurred on a cruise early last year.  
(A) factor (B) pulse (C) outbreak (D) gourmet
- In medieval times, when chivalry was prized, the virtue of \_\_\_\_ was often found to be beautifully portrayed in the form of a knight with a sword.  
(A) fortitude (B) multitude (C) platitude (D) turpitude
- Unfortunately, students are \_\_\_\_ about the racial prejudice on campus.  
(A) compressed (B) complacent (C) complimentary (D) complementary
- Although the \_\_\_\_ situation is usually several hours old, it is very valuable for indicating the general weather patterns the pilot must reckon with.  
(A) semantic (B) dogmatic (C) synoptic (D) syntactic
- I stayed beside the attacker, keeping a \_\_\_\_ eye on him in case he decided to try anything.  
(A) dairy (B) bulky (C) wary (D) progressive
- I read the New York Times regularly and find the incorrect reports and information rather annoying and \_\_\_\_.  
(A) retiring (B) potential (C) divine (D) irksome

**II. Grammar and Structure** (Questions 11-20): Choose the **BEST** answer to complete each sentence.

- If the science of a body of work is solid, it deserves publication \_\_\_\_ who produced it.  
(A) regardless of (B) in lieu of  
(C) in place of (D) in progress of
- There may be a new roof on this deserted land, but time is certainly not healing all wounds \_\_\_\_ of Hurricane Cabana.  
(A) in the wake (B) in parallel (C) on a par (D) on behalf
- When it comes to medical intervention for spinal cord repair, stem cells have taken \_\_\_\_.  
(A) level crossing (B) tenor clef (C) center stage (D) en route

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14. This medical discovery in antibody levels and variant cross-neutralization has made the \_\_\_\_ page of the local newspaper.  
(A) cautious (B) predictable (C) front (D) transparent
15. "Eat less" means consume less food, which \_\_\_\_ eating smaller portions and avoiding frequent between-meal snacks.  
(A) scrubs off (B) stands against (C) puts off (D) translates into
16. Janice wrote her first song \_\_\_\_.  
(A) while she worked a porter in a bookstore in New York.  
(B) while working as a porter in a bookstore in New York.  
(C) while worked as a porter in a bookstore in New York.  
(D) while she was worked as a porter in a bookstore in New York.
17. You have broken the law; \_\_\_\_, you must be punished.  
(A) amidst (B) since (C) because (D) therefore
18. Can you tell me the reason \_\_\_\_ you did not turn in your assignment on time?  
(A) how (B) why (C) what (D) who
19. The owner does not allow people \_\_\_\_ in the house.  
(A) smoke (B) smoked (C) to smoke (D) to smoking
20. I think I am an interesting person and am usually eager to learn, but I just have little idea of what the speaker is talking about. I am totally \_\_\_\_\_. Can we leave now?  
(A) bore (B) bored (C) boring (D) to bore

**III. Cloze (Questions 21-40):** Choose the **BEST** answer for each blank in the passages.

In real-life learning situations, knowledge is seldom 21 into different subjects. For example, what we know about a particular river, we know it 22 and we don't partition this knowledge in our minds by subjects. In this regard, an integrated school curriculum makes our learning more meaningful. This is not to say that organizing our teaching or learning by subjects should not 23 at all. To enrich the learning of each subject, instructors should create ample opportunities for students to draw on the knowledge from different 24. 25 interdisciplinary projects, learners will have a better chance to integrate and apply the knowledge from different domains to address various issues in their life.

26, our instructors will design and implement an interdisciplinary science program for our students. In terms of content, this particular 6-week program will focus on falling objects and projectile motion. This topic is essential to the study of Newtonian Mechanics as it 27 the motion of all thrown or falling objects on or around our planet. It is a topic that is relevant to students' everyday 28. An understanding of gravitational forces is required as well as the basic concept that a force acting in one direction will not affect an object 29 perpendicular to it. Other concepts and themes to be explored include motion in a plane, forces, inertia, momentum, orbits,

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Newton's Laws of Motion and trajectory of a projectile. Students will be 30 that by the end of the program, each group of 4-5 students will be expected to design and 31 a machine that will throw a basketball from the free throw line through the hoop. Some class time will be devoted to 32 students for this final project, but much work will need to be performed outside of class as well. Students will have to research all possible problems in order to design and improve their machines. At the end of this program, students will be able to 33 the scientific knowledge and skills related to falling objects and projectile motion. 34, students will be able to do an interdisciplinary project, which consists of designing and constructing a machine with their team members. It is also hoped that students are able to give a detailed explanation of how their machine works and how they have 35 their knowledge and skills related to falling objects and projectile motion.

- |                           |                    |                  |                     |
|---------------------------|--------------------|------------------|---------------------|
| 21. (A) compartmentalized | (B) revoked        |                  |                     |
| (C) stabilized            | (D) scheduled      |                  |                     |
| 22. (A) holistically      | (B) conspicuously  | (C) persistently | (D) curiously       |
| 23. (A) delineate         | (B) occur          | (C) collapse     | (D) allude          |
| 24. (A) packs             | (B) gestures       | (C) penalties    | (D) disciplines     |
| 25. (A) At                | (B) Through        | (C) Off          | (D) Around          |
| 26. (A) In this vein      | (B) Coincidentally | (C) Rather       | (D) Notwithstanding |
| 27. (A) puts off          | (B) fires away     | (C) deals with   | (D) veers off       |
| 28. (A) eccentricity      | (B) investment     | (C) bliss        | (D) experience      |
| 29. (A) imparting         | (B) shining        | (C) trimming     | (D) moving          |
| 30. (A) informed          | (B) ridiculed      | (C) marked       | (D) distinguished   |
| 31. (A) penetrate         | (B) roast          | (C) construct    | (D) sweep           |
| 32. (A) tighten           | (B) prepare        | (C) detour       | (D) denote          |
| 33. (A) bide              | (B) acquire        | (C) compel       | (D) misplace        |
| 34. (A) Practically       | (B) Regretfully    | (C) Ironically   | (D) Surprisingly    |
| 35. (A) endured           | (B) furnished      | (C) suggested    | (D) incorporated    |

36 his diagnosis, Mike's wife Veronica had made a full-time job of seeking treatment options for her husband. And as of last summer, when Mike's doctors said they had nothing else to offer him, Veronica knew they'd have to widen their search. She ventured 37 the world of experimental therapies, treatments that haven't been proven but are promising enough to be tested in people enrolled in clinical trials.

She canvassed experts, called up cancer centers, and spent hours doing research online, 38 she learned about immunotherapy, a new approach to cancer that oncologists are calling the most promising in decades—and probably ever. Veronica read of an ongoing Duke University trial of a drug called pembrolizumab that is approved and used to treat melanoma and was showing early promise against cancers in other parts of the body too. It's the same drug that just a few months later would send former President Jimmy Carter's melanoma, which had spread to his brain, into remission

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seemingly overnight. In August 2015, Mike learned he'd been accepted into a trial for that same drug.

In principle, immunotherapy is simple. It's a way to trigger the immune system's ability to seek out and destroy invaders. That's how the body fights off bacteria and viruses. But it doesn't do that with cancer, which occurs when healthy cells 39 to outsmart those built-in defenses. That's where immunotherapy comes in. "Instead of using 40 forces, like a scalpel or radiation beams, it takes advantage of the body's own natural immune reaction against cancer," says Dr. Steven Rosenberg, an immunotherapy pioneer and chief of surgery and head of tumor immunology at the National Cancer Institute (NCI). These strategies don't target cancer itself but work on the body's ability to fight it. These therapies, administered in pill or IV form, trigger the immune system to fight cancer cells while keeping healthy cells intact. For someone as frail as Mike, that was an especially appealing prospect.

36. (A) Since (B) Because (C) Yet (D) When  
37. (A) although (B) into (C) backwards (D) during  
38. (A) how (B) why (C) whose (D) where  
39. (A) loose (B) dignify (C) indent (D) mutate  
40. (A) spooky (B) acoustic (C) external (D) prophetic

**IV. Reading** (Questions 41-50): Choose the **BEST** answer for each question.

**Passage 1**

Repeated reading is a pedagogy originally developed to improve first-language (L1) learners' reading deficiency problems, in particular issues related to reading fluency and comprehension. In a typical repeated reading session, students are led to attend to both the phonological and visual information of a text by listening to the oral reading of the teacher while the students are comprehending the text. In repeated reading of the same text, unfamiliar vocabulary or grammatical structure is revisited in context. This listening-while-reading technique, according to the dual-modality input theories, can significantly enhance the depth of language learning and foster elaborate memory traces of unfamiliar language forms (such as sound and spelling). In addition, repeated reading of the same text, according to Bill VanPatten's input processing principle, could endow second language (L2) learners with an optimal processing environment for language forms. Specifically, Bill VanPatten **stipulated** that there exists a universal tendency for bilinguals to process (language) input mainly for meaning. However, if L2 learners only process language input for meaning without attending to language forms, they will never acquire any new words or novel grammatical structures. VanPatten also noted that L2 learners may attend to unfamiliar or novel language forms, and acquire them if and only after they understand the message(s) that the forms encode. This sequential view of input processing account suggests that in initial reading of a text, it is extremely difficult for L2 learners to perform any form-based processing of new vocabulary or grammar. This suggests that any one-shot pedagogical reading teaching practice cannot effectively serve as the fulcrum for promoting L2 acquisition; only later (in the following exposure to the same

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text) are readers' attentional resources freed up for analyzing unfamiliar or novel language forms in comprehensible contexts. The above account offers a possible theoretical foundation for repeated reading.

It is important to note that repeated reading pedagogy involves rereading the same text several times and that such a repetitive exposure may dampen learners' motivation to attend to the language forms. Stephan Krashen (2004), a famous linguist, proposed that optimal form-based processing of novel vocabulary or grammar only occurs when learners are led to read several comprehensible texts revolving around the same topic, and, ideally, texts constructed by the same author. In reading texts of the above nature, readers are led to familiarize themselves with the writing style and expression of a given author while accumulating the background knowledge (meaning) of the topic at focus. Thus, in each subsequent reading, the readers' background knowledge is enhanced; importantly, readers are given a contextually- and conceptually-constrained context to revisit the form and usage of unfamiliar vocabulary or grammar. Krashen coined the above approach "narrow reading", which involves deep reading in a given topic. Narrow reading thus diverges from repeated reading in terms of 'the context' in which the target vocabulary or structure is (re)visited: same passage vs. different but related passages.

Apparently, the major and clearest advantage of narrow reading is that it is, in comparison with repeated reading of the same text, potentially more motivating from the perspective of learners' reading experience. Krashen even goes so far as to claim that narrow reading—the combination of contextualized deep reading and guided phonological reading—really has a chance of leading learners to go beyond "reading for meaning" and to further achieve "reading for learning." Granted, whether narrow input is unambiguously effective in all cases warrants further empirical validation. I optimistically believe that the positive effects of the narrow reading approach can be expected.

41. What is the best title for this passage?

- (A) An Introduction to the Dual-modality Input Theory
- (B) A Developmental Account of L2 Phonological Development
- (C) A Review of Two Reading Pedagogical Practices
- (D) A Linguistic Approach to L2 Motivation Enhancement

42. Which of the following is **not** true about the repeated reading approach?

- (A) Learners' rereading of the same text will not have any impact on their reading interest.
- (B) Reading a passage several times helps learners get a better understanding of the topic at focus.
- (C) Repeated reading provides a possible platform for L2 vocabulary learning.
- (D) VanPatten's input processing principle is one of the theoretical tenets for repeated reading.

43. The word "stipulate" in Paragraph 1 is closest in meaning to:

- (A) perpetuate
- (B) staple
- (C) specify
- (D) manipulate

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44. Which of the following is **not** true about the narrow reading approach?
- (A) It's also known as the deep reading approach.
  - (B) It is a response to the insufficiency of the repeated reading approach.
  - (C) Readers may find their reading experience more motivating while performing narrow reading.
  - (D) Narrow reading has been unambiguously proven for its pedagogical potency in all cases.
45. Which of the following word best describes the author's attitude toward the narrow reading approach?
- (A) cynical                      (B) obsessive                      (C) sarcastic                      (D) hopeful

**Passage 2**

With every whiff you take as you walk by a bakery, a cloud of chemicals comes swirling up your nose. Identifying the smell as freshly baked bread is a complicated process. But, compared to the other senses, the sense of smell was often underappreciated. Recently, scientists studying olfaction have shed new light on how our sense of smell works and provided compelling evidence that it's more sophisticated than previously thought.

In a recent survey of 7,000 young people around the world, about half of those between the age of 16 and 30 said that they would rather lose their sense of smell than give up access to technology like laptops or cell phones. So, what do we know about the sense of smell?

***The Nose Knows***

Smell begins at the back of nose, where millions of sensory neurons lie in a strip of tissue called the olfactory epithelium. The tips of these cells contain proteins called receptors that bind odor molecules. The receptors are like locks and the keys to open these locks are the odor molecules that float past, explains Leslie Vosshall, a scientist who studies olfaction at Rockefeller University.

People have about 450 different types of olfactory receptors. Each receptor can be activated by many different odor molecules, and each odor molecule can activate several different types of receptors. However, the forces that bind receptors and odor molecules can vary greatly in strength, so that some interactions are better "fits" than others.

"Think of a lock that can be opened by 10 different keys. Two of the keys are a perfect fit and open the door easily. The other eight don't fit as well, and it takes more jiggling to get the door open," explains Vosshall.

The complexity of receptors and their interactions with odor molecules are what allow us to detect a wide variety of smells. And what we think of as a single smell is actually a combination of many odor molecules acting on a variety of receptors, creating an **intricate** neural code that we can identify as the scent of a rose or freshly-cut grass.

### *Odors in the Brain*

This neural code begins with the nose's sensory neurons. Once an odor molecule binds to a receptor, it initiates an electrical signal that travels from the sensory neurons to the olfactory bulb, a structure at the base of the forebrain that relays the signal to other brain areas for additional processing.

One of these areas is the piriform cortex, a collection of neurons located just behind the olfactory bulb that works to identify the smell. Smell information also goes to the thalamus, a structure that serves as a relay station for all of the sensory information coming into the brain. The thalamus transmits some of this smell information to the orbitofrontal cortex, where it can then be integrated with taste information. What we often attribute to the sense of taste is actually the result of this sensory integration.

“The olfactory system is critical when we're appreciating the foods and beverages we consume,” says Monell Chemical Senses Center scientist Charles Wysocki. This coupling of smell and taste explains why foods seem lackluster with a head cold.

You've probably experienced that a scent can also conjure up emotions and even specific memories, like when a whiff of cologne at a department store reminds you of your favorite uncle who wears the same scent. This happens because the thalamus sends smell information to the hippocampus and amygdala, key brain regions involved in learning and memory.

### *A Better Smeller*

Although scientists used to think that the human nose could identify about 10,000 different smells, Vosshall and her colleagues have recently shown that people can identify far more scents. Starting with 128 different odor molecules, they made random mixtures of 10, 20, and 30 odor molecules, so many that the smell produced was unrecognizable to participants. The researchers then presented people with three vials, two of which contained identical mixtures while the third contained a different concoction, and asked them to pick out the smell that didn't belong.

Predictably, the more overlap there was between two types of mixtures, the harder they were to tell apart. After calculating how many of the mixtures the majority of people could tell apart, the researchers were able to predict how people would fare if presented with every possible mixture that could be created from the 128 different odor molecules. They used this data to estimate that the average person can detect at least one trillion different smells, a far cry from the previous estimate of 10,000.

The one trillion is probably an underestimation of the true number of smells we can detect, said Vosshall, because there are far more than 128 different types of odor molecules in the world.

No longer should humans be considered poor smellers. In fact, many recent studies have shown that our noses can outperform our eyes and ears, which can discriminate between several million colors and about half a million tones.



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46. Which of the following statement is true?
- (A) The view that our noses may play a more important role than our ears and eyes has never been empirically established by any research.
  - (B) All young people would undoubtedly prefer losing access to cellphones over losing their sense of smell.
  - (C) Humans can detect different scents because we have a variety of odor receptors, through which signals of the sensory neurons are transmitted to the base of the forebrain and then to other parts of the brain.
  - (D) We can compare odor molecules to a lock, and (odor) receptors can be referred to as keys that are used to open the lock.
47. The word “intricate” in Paragraph 6 could be best replaced by which of the following?
- (A) modest                      (B) complex                      (C) uniform                      (D) straightforward
48. According to the passage, the experiment suggests that an average person can identify more than \_\_\_\_\_ smells.
- (A) half a million              (B) one million                      (C) several million              (D) one trillion
49. What is the best title for this passage?
- (A) Making Sense of Scents: Smell and the Brain
  - (B) The Controversy over the Role of the Odor Molecule
  - (C) We Are What We Eat
  - (D) A Comparison among Different Senses
50. Which of the following can be added to the end of this passage and serve as a concluding remark?
- (A) Dogs have about two times as many olfactory receptors, compared to humans.
  - (B) Traditional medicine provides a way to develop our sense of smell.
  - (C) Our senses are operated by our subliminal awareness.
  - (D) It's time to give our sense of smell the recognition it deserves.