

# 國立中山大學 104 學年度碩士暨碩士專班招生考試試題

科目名稱：英文作文與閱讀【外文系碩士班甲組、乙組】

題號：412001

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## Part One: English Composition ( 60% )

**Write a critical essay (at least 500 words) on the subject of the problem of media power.**

The mass media, such as newspapers, television, movies, and the internet, have exerted more and more influences on the modern world over a century. Both individual opinions and public consensus have been more or less “shaped” by the selected information framed by various groups and institutions in the mass media. The danger, however, lies in the elusive nature of media framing. How do we identify the media frames? Do we accept them without critical thinking? Are we able to resist them? Please discuss.

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## Part Two: Reading Comprehension (40%)

Choose ONE best answer for each question.

### I. Vocabulary and Cloze Test (20%)

Chris Kyle was the deadliest sniper in US military history, responsible for 160 confirmed kills during four tours of duty. 1 in Iraq called him the Devil of Ramadi, a monster in the shadows to be hated and feared. Comrades and supporters saw him as 2, a talismanic presence in the “war on terror”.

Clint Eastwood, the director of *American Sniper*, stands squarely in the second camp. His gripping, incurious film gives the 3 of having not so much been directed as dictated. It stares so fixedly down the rifle sight that it is finally guilty of tunnel vision.

Is it possible to relish a drama but resent the way that it's told? *American Sniper* (adapted from Kyle's autobiography) offers a heartfelt salute to US muscle, a Green Berets for the war in Iraq; ringing with 4 fervour and bullish male bonding. It's lean, tough and tightly paced, darting from the rooftops of Falluja down through the ruined streets where the yellow dust swirls. But the film leaves a mass of 5 on either side of the frame.

Bradley Cooper plays Kyle, a reformed tearaway, 6 by 9/11 and determined to defend “the greatest country on Earth.” He's as broad as a barn and as clear-sighted as an eagle. He deals death from a distance and he makes the town safe for his men. Time and again Kyle heads back into the inferno, chasing a Syrian marksman (Sammy Sheik) who may just be his equal. Time and again he comes home with his blood pressure through the roof. His wife (Sienna Miller) has had enough of him; she's 7 divorce. So he sits in the garden with a thousand-yard stare. He is staring at the barbecue and seeing Iraq.

In one early scene, Kyle's father tells him that the world is divided into three types: sheep, wolves and sheepdogs. Kyle sees himself as a sheepdog, a noble 8 of the weak and the innocent, and it is clear that Eastwood does too. But is the world that simple? A different film (a better film) might have asked the wolves what they think, or at least 9 why the sheep behave as they do.

*American Sniper* has no interest in that. The sole 10 it makes is to acknowledge that the dog is sometimes traumatised by its heroic job of fending off wolves. This means it is therefore all the more deserving of a pat on the head, or a Silver Star medal, or a marble statue in its honour. In the absence of a monument, *American Sniper* does the job just as well.

~*The Guardian*, 2014

- |                        |                    |                          |                         |
|------------------------|--------------------|--------------------------|-------------------------|
| 1. (A) Insurgents      | (B) Hacktivists    | (C) Ideologues           | (D) Allies              |
| 2. (A) Steve Jobs      | (B) Pope Francis   | (C) an American Hercules | (D) William Shakespeare |
| 3. (A) declaration     | (B) result         | (C) acknowledgement      | (D) impression          |
| 4. (A) communal        | (B) pretentious    | (C) plausible            | (D) patriotic           |
| 5. (A) casualties      | (B) flexibility    | (C) capacities           | (D) commodities         |
| 6. (A) incensed        | (B) pleased        | (C) frightened           | (D) manipulated         |
| 7. (A) dismissing      | (B) contemplating  | (C) consolidating        | (D) performing          |
| 8. (A) promotor        | (B) predator       | (C) protector            | (D) sufferer            |
| 9. (A) reversed        | (B) wondered       | (C) disinterested        | (D) abandoned           |
| 10. (A) discrimination | (B) responsibility | (C) concession           | (D) denial              |

### II. Reading Comprehension (20%)

A. We know surprisingly little about what low-dose radiation does to organisms and ecosystems. Four years after the disaster in Fukushima, scientists are beginning to get some answers

Until a reactor at the Chernobyl nuclear power plant exploded on April 26, 1986, spreading the equivalent of 400 Hiroshima bombs of fallout across the entire Northern Hemisphere, scientists knew next to nothing about the effects of radiation on vegetation and wild animals. The catastrophe created a living laboratory, particularly in the 1,100 square miles around the site, known as the exclusion zone.

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In 1994 Ronald Chesser and Robert Baker, both professors of biology at Texas Tech University, were among the first American scientists allowed full access to the zone. "It was a screaming place—really radioactive," Baker recalls. "We caught a bunch of voles, and they looked as healthy as weeds. We became fascinated with that." When Baker and Chesser sequenced the voles' DNA, they did not find abnormal mutation rates. They also noticed wolves, lynx and other once rare species roaming around the zone as if it were an atomic wildlife refuge. The Chernobyl Forum, founded in 2003 by a group of United Nations agencies, issued a report on the disaster's 20th anniversary that confirmed this view, stating that "environmental conditions have had a positive impact on the biota" in the zone, transforming it into "a unique sanctuary for biodiversity."

Five years after Baker and Chesser combed the zone for voles, Timothy A. Mousseau visited Chernobyl to count birds and found contradicting evidence. Mousseau, a professor of biology at the University of South Carolina, and his collaborator Anders Pape Møller, now research director at the Laboratory of Ecology, Systematics and Evolution at Paris-Sud University, looked in particular at *Hirundo rustica*, the common barn swallow. They found far fewer barn swallows in the zone, and those that remained suffered from reduced life spans, diminished fertility (in males), smaller brains, tumors, partial albinism—a genetic mutation—and a higher incidence of cataracts. In more than 60 papers published over the past 13 years, Mousseau and Møller have shown that exposure to low-level radiation has had a negative impact on the zone's entire biosphere, from microbes to mammals, from bugs to birds. Mousseau and Møller have their critics, including Baker, who argued in a 2006 American Scientist article co-authored with Chesser that the zone "has effectively become a preserve" and that Mousseau and Møller's "incredible conclusions were supported only by circumstantial evidence." But their research and the outcome of the debate about the effects of low-grade radiation have the potential to inform everything from how we respond to nuclear disasters to nuclear energy policy in general.

Almost everything we know about the health effects of ionizing radiation comes from an ongoing study of atomic bomb survivors known as the Life Span Study, or LSS. Safety standards for radiation exposures are based on the LSS. Yet the LSS leaves big questions about the effects of low-dose radiation exposure—exactly the conditions that exist in Chernobyl—unanswered. Most scientists agree that there is no such thing as a "safe" dose of radiation, no matter how small. And the small doses are the ones we understand the least. The LSS does not tell us much about doses below 100 millisieverts (mSv), and it tells us nothing about radioactive ecosystems. For instance, how much radiation does it take to cause genetic mutations, and are these mutations heritable? What are the mechanisms and genetic bio-markers for radiation-induced diseases such as cancer?

The triple meltdown at the Fukushima Daiichi nuclear power plant in March 2011 created another living lab where Mousseau and Møller could study low doses of radiation, replicating their Chernobyl research and allowing them "much higher confidence that the impacts we're seeing are related to radiation and not some other factor," Mousseau says. Fukushima's 310-square-mile exclusion zone is smaller than Chernobyl's but **identical** in other ways. Both zones contain abandoned farmland, forests and urban areas where radiation levels vary by orders of magnitude over short distances. And they would almost certainly gain access to Fukushima more quickly than scientists could get into Soviet-run Chernobyl. In short, Fukushima presented an opportunity to settle a debate. ~*Scientific American*, 2015

11. Which statement best reflects the author's opinion in this article?

- (A) Nuclear power should be banned globally.
- (B) It is evident that low-dose radiation would result in radiation-induced diseases such as cancer.
- (C) The disasters of the Chernobyl nuclear power plant and the Fukushima Daiichi nuclear power plant were created for the purpose of radiation studies.
- (D) Our understanding about the impact of low-dose radiation is still limited.

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12. Baker and Chesser's study concluded that \_\_\_\_\_.
- (A) radiation only has a negative impact on the mammals in the exclusion zone of the Chernobyl disaster.
  - (B) they were the pioneer researchers of the Chernobyl nuclear power plant explosion.
  - (C) no abnormal mutations were found in voles who lived in the exclusion zone of the Chernobyl disaster.
  - (D) the Chernobyl Forum's research findings were accurate.
13. Which of the following is **TRUE** about Mousseau and Møller's research findings?
- (A) Their findings correspond with Baker and Chesser's.
  - (B) Their findings had no contribution to the nuclear energy policy.
  - (C) Their findings were criticized due to the lack of direct evidence.
  - (D) Their findings finally settled the debate of the impacts of low-level radiation on ecosystems.
14. Which of the following is **INCORRECT** about the Life Span Study (LSS)?
- (A) It is used as the basis of the safety standards for radiation exposures.
  - (B) It provides no information about radioactive ecosystems.
  - (C) It suggested that a small dose of radiation can cause genetic mutations.
  - (D) It traces atomic bomb survivors' health condition.
15. The word "identical" in paragraph 6 means \_\_\_\_\_.
- (A) duplicate            (B) comparable            (C) distinctive            (D) revealing

**B.** Vygotsky proposed two related mechanisms to account for the emergence of psychological processes from social activity. The first is imitation and the second is the zone of proximal development. Imitation is understood not as mindless copying of patterns of associated with behaviorist psychology but as a uniquely human form of cultural transmission "aimed at the future" and which creates something new "out of saying or doing 'the same thing.'" Human imitation, as distinct from animal mimicry not only replicates the observed model but, unlike mimicry, it incorporates the intentions of the person producing the model. Thus, through imitation, learners build up repertoires of resources for future performances, but these need not be precise replicas of the original model.

James Mark Baldwin, an early American social scientist distinguishes two types of imitation: imitative suggestion and persistent imitation. Through the former, an individual gradually moves closer to a given model over a series of trials resulting in a "faithful replication of the model." Through the latter, an individual reconstructs "the model in new ways" enabling the person to "preadapt" to future performances. The difference in outcome can be ascribed to the fact that in imitative suggestion the target is the original model, while in persistent imitation the target is the individual's imitation of the original model, which may or may not be fully accurate. In the case of language learning, imitative suggestion would be more likely to occur when frequent exemplars of the model are available and are attended to either for internally motivated reasons (e.g., attaining target-like performance) or are pushed by someone else. This is particularly **pertinent** in traditional educational settings which value precision of imitation over transformation of a model. Persistent imitation would be a more likely process when learners either do not have robust access to exemplars of the original model, for whatever reason fail to pay attention even if exemplars are available, or intentionally choose to ignore the original model because of perceived communicative needs.

The difference between imitative suggestion and persistent imitation has potentially interesting implications for the role of recasts in learning. As the literature documents, learners at time repeat recasts accurately, at other times they do not, and at still other times they fail to repeat the recast at all. Vygotsky argues that development is a collaborative process in which individuals move from what they are incapable of to what they are able to do through imitation. This transition takes place in the ZPD-the collaborative activity where "imitation is the source of the instruction's influence on development" (Vygotsky, 1987, pp. 211-212).

~James P. Lantolf, 2012

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16. Which of the following is **CORRECT** about Vygotsky's idea of human imitation?
- (A) Through imitation, human beings construct biological form of communication.
  - (B) Intentionality of human imitation differentiates the action from simple mimicry.
  - (C) The key of successful human imitation relies on constant repetition and precise parroting.
  - (D) Human and animals imitate in the same way.
17. Imitative suggestion involves \_\_\_\_\_.
- (A) trails and construction of the original model
  - (B) preadapted performance of the original model
  - (C) direct translation of the original model
  - (D) loyal and precise replication of the original model
18. It can be inferred that in language learning, persistent imitation tends to occur \_\_\_\_\_.
- (A) when learners decide to modify the given model for perceived communicative needs
  - (B) when instructors provide frequent error corrections and feedback
  - (C) when abundant examples of the original model are offered
  - (D) when learners become mature and are motivated to learn
19. The word "**pertinent**" in paragraph 2 means \_\_\_\_\_.
- (A) relevant
  - (B) unpredictable
  - (C) imaginable
  - (D) extraneous
20. Which of the following information **IS NOT** provided in this article?
- (A) The difference between imitative suggestion and persistent imitation
  - (B) How ZDP can be measured
  - (C) The relationship between ZDP and imitation.
  - (D) How ZDP can be used to explain learners' unstable performance of recasts in learning