

科目：英文測驗

系所組：跨文化研究所翻譯學碩士班

I. Précis (60%)

Instructions: For each of the following two articles: (1) Write a short English title for each. (2) Summarize each article in no more than 250 words in English.

Use your own words to express the main ideas and relevant details, and keep the general writing style of the original. Avoid using the same language and sentence structure. No points will be given for sentences copied from the original text. Do not list points; your summary should read like a coherent short article.

Article 1:

At dinner recently, I idly asked a junior at a top magnet school how many of his classmates use artificial intelligence to cheat. He guessed it was about 60 percent. A subsequent poll of college professors and high school teachers I conducted on X generated similar results: Most thought at least 40 percent of their students were submitting at least some work from AI chatbots.

AI cheating will most likely first become a problem at schools filled with high-income students who have the most access to, and familiarity with, the emerging technology. If his estimate is even halfway correct, his classmates might be the bellwether of a coming cheating wave that will challenge all schools, particularly colleges, which might face an existential threat if they can't adapt.

The more rampant the use of AI chatbots becomes, the more it threatens the value of a college diploma as a signal to employers that you are diligent, smart and ready for white-collar employment. The less economic value a diploma provides, the less willing parents and taxpayers will be to spend helping students get one.

Many academics will bristle at the notion that the purpose of college is to provide a job credential. But practically speaking, that's where the money comes from to pay professors' salaries. Between 1929 and 2013, educational institutions' share of gross domestic product quintupled, not because parents and taxpayers wanted students to "learn to think", but because college graduates earn a hefty wage premium.

AI chatbots threaten that premium in two ways. First, it is radically devaluing many of the skills that colleges taught, such as the ability to research a topic and turn those facts into competent prose. Schools are starting to talk about how to teach kids new skills, such as writing useful prompts for the chatbot, but it's not clear that they're best positioned for that task. If you were starting from scratch to make the population AI-literate, you would probably not choose an institution with its roots in the medieval era, nor one staffed by tenure-track professors, who have a median age of 49.

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Of course, there's never been a direct line between classwork and on-the-job skills. But a college diploma also signaled that you were a certain kind of person: able to get into a selective college and hardworking enough to complete four years of coursework. That's where AI cheating becomes a problem. If employers were to suspect your professors were really grading a chatbot, they would discount the signal and offer less of a wage premium for having a diploma.

One can imagine two types of schools that are hardened against this risk. One leans into AI, requiring students to use it for everything — and expecting them to do more and better work. The appeal is that students will become skilled at using a technology that's making inroads into the workplace. The downside is that even if professors are sufficiently AI-savvy, students may miss some of the deeper learning that's available only through old-school labor.

Schools that want to impart those old-school skills might have to go in the other direction, as some professors are already doing, moving toward in-class exams written out longhand, oral presentations and graded class participation. But this approach, too, has downsides. Grading this kind of work is labor-intensive for professors, who are already stretched thin. Some skills, such as researching and writing a term paper, can't be taught this way. And this approach doesn't provide the new-school facility with AI that students will eventually need when they hit the workplace.

It's an unattractive dilemma, and I don't envy academics for the choice they face. I say only that their profession will have to make them, because AI is coming, like it or not. And it will not help us cheat that reality.

(Condensed from an article by Megan McArdle
published online on September 30, 2024 in *The Washington Post*)

Article 2:

There are many ways of framing the scale of the dislocation in the L.A. fires in January. As the ferocious ring of five wildfires roared across the region in a multi-day blaze that began January 7, some 180,000 residents were forced to evacuate their homes. At least 10 people lost their lives and officials expect more deaths to come to light before the multiple infernos are tamed.

There are bigger—far bigger—factors at play in the disaster, factors that have less to do with local politics and institutional preparedness and more to do with the existential matter of a planet grown sickly from climate change. Here is the reality: The very metabolism of the Earth has been thrown off by an atmosphere choking on greenhouse gasses, and it will take more than political bickering to set things right. Another reality: Fixing the problem first requires understanding—and, even more fundamentally, accepting—the science. Only then can we implement policies and put in place protocols that help us both reduce the likelihood of more such crises and minimize the death and destruction when they ultimately do occur.

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Wildfires are hardly the only sign of our warming world. Everywhere, the planet showed signs of heat swoon last year, with record high levels of water vapor, methane, and carbon dioxide in the atmosphere; record low expanses of sea ice around Antarctica; and record oceanic temperatures in the North Atlantic, Indian, and western Pacific Oceans. High sea surface temperatures always lead to accelerated evaporation. Not only does water vapor itself have a greenhouse effect, it also leads to extreme rainfall events, and 2024 saw plenty of them.

Human health worldwide was affected by the soaring temperatures. When the body cannot cool itself off sufficiently, symptoms of heat stress—including nausea, vomiting, loss of coordination, shortness of breath, dizziness and more—can occur. Nothing in the short term is going to ensure Southern California does not see a repeat of this devastation, though the construction of more million-gallon water tanks can help prevent the hydrants from running dry again. The industrial-era greenhouse gas output that created the conditions that fed the fires was centuries in the making and it will, ultimately, be generations in the fixing.

If there was any good news in the Copernicus report it is that a single year that exceeds pre-industrial temperatures by 1.5°C or more is not the end of the story. The Paris agreement considers the 1.5°C threshold breached only if that is the average temperature increase over a 20-year stretch. And so, as the Los Angeles blaze rages, as fire-ravaged communities take stock of the destruction, as families mourn—as we collectively struggle and grieve and pick up the pieces—the disaster is at once a warning and an admonition: There is still time for aggressive climate action to lower emissions and bring temperatures to heel in the process. The future is in our hands. Swift and decisive action can still alter the trajectory of our future climate.

(Condensed from an article by Jeffrey Kluger
published online on January 10, 2025 in *Time*)

II. Cloze Test (40%)

Instructions: Supply the missing word or string of words in the body of the following editorial essay. Make sure that they make sense, are grammatically correct, relevant, and conform to proper collocation. There are **fourteen (14) items** in all. Items (1) to (10) and (A) to (D) are each worth two and five points, respectively.

OPINION MARA GAY Dec. 2, 2024

Helping Students Find Their Way to College

Source: <https://www.nytimes.com/2024/12/02/opinion/communities-fund-one-goal.html>

Nomar Leonardo Melo Cabral was weeks into his first semester in college when an unexpected bill from Stony Brook University _____(1)_____ in his inbox.

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Mr. Melo Cabral, 19, is the first in his family to attend college in the United States, and he _____ (A) _____. Instead, he called on a resource many young people in his position don't have: an advocate from OneGoal New York, a mentorship program that has been working with him since high school. "I was thinking, 'I have a bill. It's all over,'" he recalled. An adviser from OneGoal _____ (2) _____ him resolve the issue with the college so he could focus again on his classes. "I realized, 'I have someone to help me,'" he said.

He is one of 15,000 students across the country _____ (B) _____, a Chicago-based nonprofit group that helps students from low-income backgrounds prepare for college and navigate an admissions _____ (3) _____ that is stressful for even the _____ (4) _____ families in the United States.

After the Supreme Court's decision last year to ban affirmative action in college admissions, OneGoal is an especially timely and vital balm. A vast majority of OneGoal students are _____ (5) _____ for free or reduced lunch; 94 percent identify as a member of a racial minority group. Americans who are committed to fairness and equity and who want to help such students will have to find creative ways of doing so.

The OneGoal program begins in the junior year of high school. Students form a cohort within their existing high school and together receive intensive college advising, _____ (6) _____ help with personal essays to the byzantine process of applying for financial aid. OneGoal also tries to build the confidence of its students, who often attend overburdened schools.

"They were busy with a bunch of other kids," Mr. Melo Cabral told me of the guidance counselors at his high school, in the Williamsburg neighborhood of Brooklyn. He said he was able to use what he learned _____ (C) _____ who weren't in the program apply for college. And he said OneGoal provided critical help in applying for financial aid, a process his parents were struggling to _____ (7) _____. "They didn't understand financial aid or how the loan system worked," he said of his parents. "I had to help them understand it."

Given the enormous _____ (8) _____ to attending college, it's not surprising that nearly 90 percent of students from wealthy families do so, while only half of students from low-income families do. OneGoal is aimed at _____ (9) _____ this gap. Giving students from low-income families a fighting chance to attend college is a matter of fairness. But it's also a way to strengthen the middle class, which is essential to American democracy.

Since 2007, over 30,000 students have been _____ (10) _____ served by OneGoal, and tens of thousands more have been helped through local school districts that _____ (D) _____. With your support, this worthy nonprofit can do even more.

END

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