

國立臺北護理學院九十六學年度博士班招生
護 理 系 博 士 班
英 文 試 題

注 意	1.本試題共有三頁。 2.標準答案：DCABB-BDCBA-CBDCD-CACDB-CDABD ABCBC-BDCCC-CCADB-BDCAB-CBACB
-----	--

I. Cloze Test: Choose the best answer that is correct in grammar.

You would love to walk more to shape up and lose weight, but ... you have a great reason 1 you can't just do it now. It's usually not what is going on around us, but 2 is going on in our head that stops us 3 making the changes we want.

And when it comes to 4 eating and exercise habits, we are very good 5 convincing ourselves that it's just not possible, for "whatever reason" to take action. But, we are capable 6 accomplishing much more than we give ourselves credit for. So, could it be time to hold 7 accountable to achieve greater things? Following are eight common weight loss excuses that prevent people from getting started. Do 8 of them resonate with you?

- (1) I have been this way 9 so long; It's difficult to change.
- (2) My lifestyle is not conducive 10 losing weight.
- (3) 11 my stage of life it's not easy to lose weight.
- (4) Now is not good to try and lose weight.
- (5) I don't see how I could ever give 12 chocolate (or whatever).
- (6) I have no time to exercise.
- (7) When I am stressed I turn 13 food.
- (8) I get to the point 14 I just don't care.

If we don't make the above excuses for not taking action to lose weight, you might keep 15

- | | | | |
|---------------|--------------|-----------------|------------------|
| 1. (A) what | (B) how | (C) when | (D) why |
| 2. (A) when | (B) where | (C) what | (D) who |
| 3. (A) from | (B) into | (C) for | (D) to |
| 4. (A) change | (B) changing | (C) be changing | (D) have changed |
| 5. (A) for | (B) at | (C) of | (D) into |
| 6. (A) for | (B) of | (C) at | (D) to |
| 7. (A) you | (B) yours | (C) your own | (D) yourself |
| 8. (A) some | (B) one | (C) any | (D) each |
| 9. (A) in | (B) for | (C) as | (D) till |
| 10. (A) to | (B) for | (C) in | (D) at |
| 11. (A) On | (B) For | (C) At | (D) To |
| 12. (A) off | (B) up | (C) at | (D) for |
| 13. (A) for | (B) over | (C) up | (D) to |
| 14. (A) when | (B) what | (C) where | (D) how |

15. (A) heavy (B) benefit (C) away (D) fit

II. Cloze Test: Choose the best word that matches the context.

People are becoming more 16 of the potential dangers arising from the use of nuclear power and nuclear technology. Radiation is now commonly used in 17 X-rays, in making seeds bloom faster as well as to increase the vitamin D content in milk and to 18 flaws in metal parts. All these help to make our lives more convenient; however, there is also a 19 side to radiation.

Science has long experience with radiation and 20 knowledge of its risks, like the cancers

21 on early radium workers like Madame Cure and the discoverer of X-rays, Wilhelm Roentgen. Nevertheless, disturbingly little is known about how much radiation or what length of 22 is safe for humans.

Equally disturbing is the fact that after radiation affects the 23 structure in human cells, it may take 20-30 years before there is any 24 of cancer or other disease. For this reason, it is difficult to know immediately if we have been exposed to a dangerous 25 of radiation.

Right now, no one, not even scientists, can agree as to what is safe. Professor George Wald, a Nobel Prize 26 and an anti-nuclear activist, says, "Every 27 is an overdose. A little radiation does a little harm; a lot does more harm." 28 of nuclear power, however, argue that low levels of radiation do not 29 cancer. Yet everyone cautions others to 30 radiation whenever possible. This is still the best advice.

- | | | | |
|--------------------|----------------|----------------|-----------------|
| 16. (A) beware | (B) careful | (C) aware | (D) merry |
| 17. (A) medical | (B) solar | (C) cosmic | (D) space |
| 18. (A) exclude | (B) endanger | (C) detect | (D) detach |
| 19. (A) beneficial | (B) charitable | (C) bright | (D) sinister |
| 20. (A) sweet | (B) bitter | (C) lovely | (D) neutral |
| 21. (A) exposed | (B) got | (C) inflicted | (D) stuck |
| 22. (A) minimum | (B) total | (C) width | (D) exposure |
| 23. (A) gene | (B) genus | (C) germ | (D) gem |
| 24. (A) signature | (B) sign | (C) sympathy | (D) signal |
| 25. (A) number | (B) extend | (C) expand | (D) amount |
| 26. (A) winner | (B) inspector | (C) reviewer | (D) beginner |
| 27. (A) radiation | (B) doze | (C) touch | (D) contact |
| 28. (A) Protestors | (B) Guiders | (C) Supporters | (D) Pedestrians |
| 29. (A) reduce | (B) cause | (C) terminate | (D) diffuse |
| 30. (A) maintain | (B) launch | (C) avoid | (D) allocate |

III. Written Expression: Select one of the four underlined parts that is a grammatical error from each of the following sentences.

31. Another specialty at jazz is the use of the drums as full partners in the ensemble.
A B C D

32. Speaking to those national concerns, The Wall Street Journal published an editorial in March 1993

- A B C
- entitling “ The Decline of Self-Restrain.”
D
33. Visitors to Boston can see landmarks of the revolution of walking the Freedom Trail.
A B C D
34. Team-teaching projects can be organized in wide variety of ways, ranging from simple projects
A B C
involving two classes to very complex classes.
D
35. The Internet includes the broadest array and the large amount of information ever assembled on
A B C D
earth.
36. Times Square is the beginning of the theater district—the area when Broadway plays are performed.
A B C D
37. Go to a game at Wrigley Field, home to the Chicago Cubs, or you’ll see one of baseball’s oldest,
A B C D
most traditional stadium.
38. Kangaroos can gather in groups of five to hundreds and hop graceful along at speeds of 12-15
A B C D
miles per hour.
39. One feature of computer telephone systems is the recall device, but this sophisticated technology
A B C
is still far from idealism.
D
40. Since that time that book was translated into many different languages.
A B C D

IV. Reading Comprehension: Read the following passages carefully and answer the related questions.

The life of the Atlantic salmon is typical of all salmon. The young fish descend the streams of their origin and disperse into the rich feeding waters of the cold seas. Growth is rapid, and after three years when they are sexually mature, they seek the streams they left. Beginning in early summer in the longer streams and extending into winter, large numbers of salmon can be observed in their trek upstreams. Often they must swim against tremendous obstacles, such as falls and rapids. How the right river system and precise nest site are identified is not known, but considerable research indicates that the fish’s olfactory sense plays an important role in locating both.

In headwater branches of rivers, salmon select suitable sites over gravel, where temperatures ranges from 0°C to 6°C. Here the females excavate a nest by creating currents with tail fin vibrations that loosen the gravel. A clean depression results. A male and one female or more will repeat a courtship vibration over the depression; as a result a large extrusion of egg and sperm settles into the gravel, thus protecting the eggs from predators and from being washed downstresm. A female may release upward of 10,000 eggs through a series of such spawnings. The parents then abandon the site

and return to the sea. It would appear that the adaptation necessary for the spawners to reach distant nurseries is a small triumph of evolution, in which the salmon can store sufficient energy for the spawning journey although they eat little or nothing during it.

41. According to this passage, the life of all salmons resembles

- (A) the spawning of trout.
(B) the life of the Atlantic salmon.
(C) a life-and-death cycle of salt fish.
(D) an unavoidable fate to search its parents.

42. How long do all the salmons search for their birthplace?

- (A) one season
(B) only in summer
(C) merely in winter
(D) almost the whole year

43. What is the probable means they use for locating the way back to their birthplace?

- (A) their memory
(B) their intuition
(C) their olfactory organ
(D) we don’t know

44. From the passage we can infer that

- (A) the spawning site for salmons is cold.
(B) the spawning journey is smooth.
(C) the salmons stay at the spawning place after they lay eggs.
(D) the salmons eat a lot of food during their journey.

45. What is the best title for this passage?

- (A) The Trip of Salmon
(B) Small Triumph of Evolution
(C) The Great Salmons
(D) The Spawning Journey

While Cinderella may have valued beauty over comfort, it isn’t likely that she would have punished her feet by wearing glass slippers. To be sure, only the modern versions of the popular fairy tale make any mention whatsoever of glass slippers, and their presence in the story as most people know it is the result of a translator’s error.

In the earliest French versions, Cinderella wore pantoufles en vair, “slippers of white squirrel fur.” These were the versions that the French writer Charles Perrault used when he wrote his version of *Cinderella* in 1697. By that time the word vair had long since vanished from use, and Perrault confused it with verre, pronounced the same, but meaning “glass.” In all subsequent English translations of Perrault’s reworking of the tale, the error has been retained.

There are actually over 500 extent versions of Cinderella-like tales in dozens of languages, and

the earliest date back to T'ang-Dynasty China. In all these versions, the key to the beautiful girl's fate rests upon a ring or magic slippers. The slippers are sometimes made of gold, silver, or some other rare metal, and sometimes covered with glittering gems—but they are never made of glass.

46. The author thinks that in Cinderella-like tales the beautiful girl's slippers are made of different kinds of material except
- (A) silver.
 - (B) rare metal.
 - (C) glass.
 - (D) animal fur.
47. What makes people misunderstand *Cinderella's* slippers?
- (A) It is the writer's mistake.
 - (B) It is the translator's mistake.
 - (C) The tale itself is confused.
 - (D) The modern cartoons twisted the story.
48. The passage can be considered as
- (A) an argument against the traditional idea about the fairy tale.
 - (B) an explanation of the fairy tale's background.
 - (C) a further study on other fairy tales similar to *Cinderella*.
 - (D) a historical approach to discover the origin of the story.
49. Which of the following statements is incorrect?
- (A) English versions of *Cinderella* stems from French versions.
 - (B) Many English translations originate from Charles Perrault's *Cinderella*.
 - (C) The tales like *Cinderella* appeared only in the Western world.
 - (D) The translator misused the word that had same pronunciation but different spelling.
50. What audience is this article probably written for?
- (A) Children
 - (B) Adults
 - (C) Philosophers
 - (D) College teachers