

# 東吳大學 104 學年度大學個人申請入學招生考試試題

第 1 頁，共 4 頁

系級	英文學系	考試時間	70 分鐘
科目	英文文法、閱讀與寫作	本科總分	100 分

## I. Sentence Completion: 60%

Select the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

1. The closer the sun gets to the horizon, \_\_\_\_\_.  
 (A) it is actually larger than it appears (B) the larger it appears than it actually is (C) the larger than it appears it actually is (D) it appears larger than it actually is
2. It was not until World War II \_\_\_\_\_ to develop at a rapid rate.  
 (A) did the aviation industry begin (B) had the aviation industry begun (C) that the aviation industry began (D) that did the aviation industry begin
3. Chocolate is prepared by picking the material beans from the cacao tree, drying them in the sun for five to ten days, and then \_\_\_\_\_ into tiny pieces.  
 (A) to be grounded (B) they are ground (C) ground them (D) grinding them
4. Frederick Douglas was an American civil rights fighter \_\_\_\_\_ for the legal rights of the Black Americans and for the abolition of slavery throughout his life.  
 (A) who struggled (B) struggled (C) whose struggle (D) struggled himself
5. \_\_\_\_\_, marsupials have a special way of raising their young.  
 (A) Unlike other mammals (B) Not alike other mammals (C) They are unlike other mammals (D) Other mammals are not like them
6. Most substances expand when \_\_\_\_\_, but it is a curious fact that water expands when it freezes.  
 (A) they heated (B) heated (C) are heated (D) are they heated
7. The mass production of magnesium during the second World War made \_\_\_\_\_ for the aviation to develop Rapidly.  
 (A) possible (B) it possible (C) it possibly (D) possibly
8. If you have money, you can buy stocks from a \_\_\_\_\_ company.  
 (A) publicly traded (B) publicly trading (C) public traded (D) public trading
9. John's parents knew he \_\_\_\_\_ if he had passed the final exam.  
 (A) graduated (B) could have graduated (C) would graduate (D) was graduating

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10. The president opened the mail which \_\_\_\_\_ that morning.  
(A) had delivered (B) delivered (C) had been delivered (D) had been delivering
11. The fire department ordered that the elevator \_\_\_\_\_.  
(A) was turned off (B) turn off (C) be turned off (D) turned off
12. \_\_\_\_\_ with my cousin, I didn't know him very well.  
(A) Even I grew up (B) Even I grow up (C) Even though I grew up (D) Even though I grow up
13. I went to the dentist's yesterday and had two teeth \_\_\_\_\_.  
(A) pulling (B) to be pulling (C) to be pulled (D) pulled
14. It is far better to teach a man a trade \_\_\_\_\_.  
(A) instead of offering him money (B) more than give him charity (C) without helping him by giving him charity (D) than to offer him charity
15. I will finish this assignment \_\_\_\_\_.  
(A) as possible as I can (B) as soon as I am possible (C) as soon as possible (D) as sooner as possible
16. After reading the email, Bill seemed \_\_\_\_\_.  
(A) that he was very pleased (B) be very pleased (C) being very pleased (D) to be very pleased
17. \_\_\_\_\_ you like it or not, you have to write the report.  
(A) Whether (B) No matter (C) Whatever (D) Whichever
18. We found it of \_\_\_\_\_ importance to revamp the image of the company.  
(A) great (B) very (C) too (D) extremely
19. Dan started his business early and had already earned his first million dollars \_\_\_\_\_ the time he was 25.  
(A) by (B) once (C) from (D) into
20. \_\_\_\_\_ is hard to believe is that he has failed all the courses.  
(A) It (B) What (C) Whatever (D) There
21. No other inventor in history has contributed so much comfort to our daily lives as \_\_\_\_\_ Thomas Alva Edison.  
(A) does (B) has (C) is (D) will
22. This is one of the \_\_\_\_\_ techniques in the electronic industry.  
(A) developed most recently (B) recently developed most (C) most developed recently (D) most recently developed
23. They decided to wait for dawn, \_\_\_\_\_ his two-hour turn at watch.  
(A) each hiker taking (B) every hiker to take (C) each hiker took (D) every hiker took

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24. A bond trader made \_\_\_\_\_ \$ 45,000 a year in 1970.  
 (A) approximate (B) approximately (C) approximation (D) approximative
25. China Steel Corporation, \_\_\_\_\_ at Kaohsiung, was founded in December 1971.  
 (A) that is located (B) where is located (C) located (D) been located
26. \_\_\_\_\_ the demands on them, most of the executive level women are happy with their jobs and their lives.  
 (A) Although (B) Even (C) Despite (D) nevertheless
27. It is \_\_\_\_\_ kitchen that I don't have to do much to keep it clean.  
 (A) so tiny (B) so a tiny (C) such tiny (D) such a tiny
28. Joan recommended \_\_\_\_\_ the client next week.  
 (A) to be going to contact (B) to contact (C) that we will contact (D) contacting
29. There was a man \_\_\_\_\_ for you in the lobby.  
 (A) waiting (B) waited (C) to wait (D) wait
30. It \_\_\_\_\_ me a lot of time to finish the homework yesterday.  
 (A) spent (B) took (C) cost (D) costed

## II. Reading and Writing: 40%

Read the following passage that discusses the negative effects of grading. You have been receiving grades since elementary school or even earlier. Based on the following passage and your personal experience in school, write an essay to discuss how grading influences students' learning.

### The Effects of Grading

Most of the criticisms of grading you'll hear today were laid out forcefully and eloquently anywhere from four to eight decades ago (Crooks, 1933; De Zouche, 1945; Kirschenbaum, Simon, & Napier, 1971; Linder, 1940; Marshall, 1968), and these early essays make for eye-opening reading. They remind us just how long it's been clear there's something wrong with what we're doing as well as just how little progress we've made in acting on that realization.

In the 1980s and '90s, educational psychologists systematically studied the effects of grades. As I've reported elsewhere (Kohn, 1999a, 1999b, 1999c), when students from elementary school to college who are led to focus on grades are compared with those who aren't, the results support three robust conclusions:

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\* *Grades tend to diminish students' interest in whatever they're learning.* A “grading orientation” and a “learning orientation” have been shown to be inversely related and, as far as I can tell, every study that has ever investigated the impact on intrinsic motivation of receiving grades (or instructions that emphasize the importance of getting good grades) has found a negative effect.

\* *Grades create a preference for the easiest possible task.* Impress upon students that what they're doing will count toward their grade, and their response will likely be to avoid taking any unnecessary intellectual risks. They'll choose a shorter book, or a project on a familiar topic, in order to minimize the chance of doing poorly — not because they're “unmotivated” but because they're rational. They're responding to adults who, by telling them the goal is to get a good mark, have sent the message that success matters more than learning.

\* *Grades tend to reduce the quality of students' thinking.* They may skim books for what they'll “need to know.” They're less likely to wonder, say, “How can we be sure that's true?” than to ask “Is this going to be on the test?” In one experiment, students told they'd be graded on how well they learned a social studies lesson had more trouble understanding the main point of the text than did students who were told that no grades would be involved. Even on a measure of rote recall, the graded group remembered fewer facts a week later (Grolnick and Ryan, 1987).

Research on the effects of grading has slowed down in the last couple of decades, but the studies that are still being done reinforce the earlier findings. For example, a grade-oriented environment is associated with increased levels of cheating (Anderman and Murdock, 2007), grades (whether or not accompanied by comments) promote a fear of failure even in high-achieving students (Pulfrey et al., 2011), and the elimination of grades (in favor of a pass/fail system) produces substantial benefits with no apparent disadvantages in medical school (White and Fantone, 2010). More important, no recent research has contradicted the earlier “big three” findings, so those conclusions still stand.

(Retrieved from <http://www.alfiejohn.org/article/case-grades/>)

**【注意：考生不可於文中書寫個人姓名或任何足以識別身分之文字或符號】**