

國立臺灣大學 113 學年度碩士班招生考試試題

題號：8

科目：英文(A)

Part I. Vocabulary (20%)

1. The diplomat's negotiation skills were pivotal in _____ a consensus among the warring factions.
(A) brokering (B) disrupting (C) manufacturing (D) playing
2. Her ability to remain calm and composed under pressure was truly _____.
(A) commendable (B) reprehensible (C) deplorable (D) pioneering
3. The policy to impose new taxes sparked _____ among the citizens, leading to widespread protests.
(A) apathy (B) dissent (C) acquiescence (D) compliance
4. The CEO's announcement to downsize the company was met with _____ from employees who feared losing their jobs.
(A) acclamation (B) approbation (C) consternation (D) deportation
5. His _____ approach to problem-solving often yielded innovative solutions that others hadn't considered.
(A) orthodox (B) avant-garde (C) conventional (D) traditional
6. The scarf is a perfect _____ to her outfit.
(A) complexion (B) compliment (C) completion (D) complement
7. The speaker's _____ arguments were met with skepticism from the audience, who demanded concrete evidence.
(A) meticulous (B) courageous (C) salacious (D) fallacious
8. The orchestra's performance was _____, leaving the audience in awe of their musical prowess.
(A) ephemeral (B) prodigious (C) unremarkable (D) mediocre
9. As the new virus can be transmitted in the form of small liquid particles when people cough, sneeze, or speak, it is very difficult to _____ the spread of the disease in crowded places.
(A) refrain (B) contain (C) sustain (D) maintain
10. To _____ conversations about mental health and improve the psychological wellbeing of students, National Taiwan University passed a proposal for mental health leave last fall.
(A) decasualize (B) desensitize (C) destigmatize (D) decriminalize

Part II. Grammar and sentence pattern (20%)

11. The weather was terrible, so Sarah decided to _____ her plans and stay indoors.
(A) cancel (B) cancelled (C) cancelling (D) cancels
12. I can't believe how much the company's profits _____ last year.
(A) have increased (B) increasing (C) increased (D) increase
13. If he _____ the train, he would have missed the important meeting.
(A) missed (B) would have missed (C) had missed (D) would miss

見背面

14. The director presented the annual report, _____ emphasized the center's achievements over the past year.
(A) who (B) whom (C) which (D) that
15. It's high time we _____ for the event; we don't want to be late.
(A) leave (B) left (C) have left (D) leaving
16. By next year, she _____ for this company for ten years.
(A) will be working (B) would have worked (C) will have been working (D) would have been working
17. I'm looking forward to _____ you at the conference next week.
(A) met (B) meet (C) meeting (D) be meeting
18. Which of the following is correct?
(A) So far the manager has interviewed fifty applicants, one of whom has a doctorate degree.
(B) Teenagers spend an average of four hours a day on their smart phones, the majority of whom are spent on social media.
(C) Over a thousand people, most of which were female, participated in the marathon.
(D) On the shelf are over twenty mugs, all of which is designed by the most famous artist in town.
19. Which of the following is NOT correct?
(A) Ten dollars is too much to pay for a coffee.
(B) Each of the contestants is on the stage waiting.
(C) Mathematics has been difficult for me since I was a child.
(D) Neither the teacher nor the students wants to leave the house.
20. Which of the following expression is more correct?
(A) Singing at the top of his voice, the song irritated everybody at the party.
(B) Stuffed with chestnuts, Peter served the turkey to his family and friends.
(C) A decision was finally reached after reviewing all of the facts available.
(D) They failed the experiment, not having studied the lab manual carefully.

Part III. Cloze test (32%)

Generative Artificial Intelligence is a type of artificial intelligence technology that uses machine learning to create new things. Related developments in AI assistance and Human-Robot Collaboration are ___21. ___ trends for the future. National Taiwan University has adopted a positive attitude towards these trends and encourages faculty members to consider generative AI tools (such as ChatGPT) as an opportunity to enhance teaching. In response to the development of new tools, teachers can make ___22. ___ adjustments to classroom teaching, and designing content and assessments that better reflect the uniqueness and objectives of their courses. At the same time, students should also understand the ___23. ___ of using AI tools, and learn how to use these tools to facilitate their learning. [excerpt from the *Guidance for Use of Generative AI Tools for Teaching and Learning*, Center for Teaching and Learning Development x Digital Learning Center at NTU]

21. (A) incompatible (B) inevitable (C) inconsequential (D) instructive
22. (A) timely (B) temporary (C) tertiary (D) trustworthy
23. (A) limitations (B) language (C) loss (D) linkages

Transitional justice scenarios are where a society is moving from war to peace or from authoritarianism to ___24. ___. A key goal of transitional justice is to balance atoning for past ___25. ___ of human rights with creating the conditions for social and political stability in the future, and this requires avoiding forms of “victor’s justice” whereby one system of ___26. ___ is simply replaced with another. Questions related to transitional justice, then, are not merely about justice, but about justice and prudence: not merely whom to punish and by what authority, but to what ends. These ends are achieved primarily via the recognition of wrongdoings and victims, and the ___27. ___ of civic trust. It is questionable, therefore, whether the emphasis on legality and punishment should be the primary mechanism of transitional justice, or that more emphasis should be placed on education, identities, and culture. [excerpt taken and adapted from *Language policy and transitional justice: rights and reconciliation* by Gareth Price, *Journal of Language Policy*]

24. (A) democracy (B) prosperity (C) modernity (D) security
25. (A) accomplishments (B) accusations (C) abuses (D) arrangements
26. (A) suppression (B) depression (C) compression (D) oppression
27. (A) rebuilding (B) reallocation (C) retribution (D) reimbursement

Abalone tops the list of the most ___28. ___ seafood in Chinese cuisine, and fresh South African abalone are always the first choice for feasts in Cantonese restaurants, where one fresh abalone alone can cost up to HK\$2,000 (about 8000NTD). In recent years, the overfishing and smuggling of wild abalone has pushed this ___29. ___ species of the South African coast towards extinction.

“The South African wild abalone are heavier, and they are better than the farmed Japanese and Australian ones in terms of fresh flavor and texture,” said Lau, general manager of Ah Yat Abalones restaurant in Hong Kong. “Our fresh South African abalone are all imported through ___30. ___ channels. The smuggled ones are usually dried and rare in Hong Kong.”

The illicit abalone trade has been gathering significant attention from ___31. ___ combating wildlife trafficking, who believe the profitable contraband market of abalone is linked to the black market of ivory and rhino horns – both of which are driven by high demand from the Chinese market. [excerpt taken and adapted from *How SA’s abalone ends up on China’s plates* by Crystal Chow, *Oxpeckers*]

28. (A) economic (B) ecological (C) elegant (D) exquisite
29. (A) pandemic (B) pacific (C) epidemic (D) endemic
30. (A) robust (B) intellectual (C) exploratory (D) legitimate
31. (A) conservationists (B) geologists (C) zoologists (D) archeologists

On November 11, 2019, volunteers planted 11 million trees in Turkey as part of a government-backed ___32. ___ called Breath for the Future. In one northern city, the tree-planting campaign set the Guinness World Record for the most saplings planted in one hour in a single location: 303,150. “By planting millions of young trees, the nation is working to foster a new, ___33. ___ green Turkey,” Turkey’s president, Recep Tayyip Erdoğan, said when he kicked off the project in Ankara.

Less than three months later, up to 90 percent of the saplings were ___34. ___, the Guardian reported. The trees were planted at the wrong time and there wasn’t enough rainfall to support the saplings, the head of the country’s agriculture and forestry trade union told the paper.

In the past two decades, mass tree-planting campaigns like this one have gained popularity as a salve for many of our modern ___35. ___, from climate change to the extinction crisis. Companies and billionaires love these campaigns. So do politicians. Really, what’s not to like about trees? They suck up carbon emissions naturally while providing resources for wildlife and humans — and they’re even nice to look at. It sounds like a win-win-win.

There’s just one problem: These campaigns often don’t work, and sometimes they can even fuel deforestation. In one recent study in the journal *Nature*, for example, researchers examined long-term restoration efforts in northern India, a country that has invested huge amounts of money into planting over the last 50 years. The authors found “no evidence” that planting offered

見背面

substantial climate benefits or supported the livelihoods of local communities. The study is among the most comprehensive analyses of restoration projects to date, but it's just one example in a litany of failed campaigns that call into question the value of big tree-planting campaigns. Often, the allure of bold targets ___ 36. ___ the challenges involved in seeing them through, and the underlying forces that destroy ecosystems in the first place.

Instead of focusing on planting huge numbers of trees, we should focus on growing trees for the long haul, protecting and restoring ecosystems beyond just forests, and empowering the local communities that are best positioned to care for them. *[excerpt taken and adapted from The surprising downsides to planting trillions of trees by Benji Jones, Vox]*

32. (A) instance (B) indoctrination (C) inception (D) initiative
 33. (A) lush (B) flush (C) rush (D) plush
 34. (A) sold (B) grown (C) stolen (D) dead
 35. (A) joys (B) woes (C) discoveries (D) extravagancies
 36. (A) obscure (B) obtain (C) obstruct (D) observe

Part IV: Reading comprehension (28%)

Passage A: Questions 37-39

National Taiwan University (NTU) students who face sexual harassment from supervisory teachers can now more effectively end their supervisory relationships, after the university amended regulations on November 20, 2023.

NTU said that before the regulations were changed, if a student raised a complaint regarding sexual harassment or abuse from a supervisor, the complaint was processed by the gender equity committee, which would coordinate with the supervisor's department to find a replacement. Now, students are able to directly end the relationship themselves, if their complaint is upheld by the gender equity committee.

If a supervisory relationship is ended by a student on this basis, the relevant department will be required to coordinate with both parties to determine how the student's research results will be shared. The new regulations said this must happen within one month of the relationship ending.

The changes come after reported cases of sexual harassment and abuse exploded in Taiwan in June amid a nationwide "Me Too" movement. Cases reported involved university staff and students, including some at NTU.

The university said that the new regulations were created with input from the graduate student association, the academic affairs office, the gender equity committee, the legal affairs office, and the NTU President. It said the changes reflect students' and teachers' efforts to improve the campus environment. *[excerpt taken and adapted from National Taiwan University updates teacher-student sexual harassment guidelines by Jono Thomson, Taiwan News]*

37. What change was made by National Taiwan University regarding supervisory relationships following sexual harassment complaints?

- (A) Students can file complaints directly to the president.
 (B) The gender equity committee no longer oversees complaints.
 (C) Students can now independently end supervisory relationships if their complaint is upheld.
 (D) The university removed the graduate student association's involvement in the process.

38. What will happen to a student's research results if they terminate their supervisory relationship due to upheld sexual harassment complaints?

- (A) The department will continue to supervise the research independently.
 (B) Both parties must reach an agreement on sharing the research within a month.
 (C) The department will suspend the research until further notice.
 (D) The supervisor's department will handle the research independently.

39. What prompted the changes in regulations at National Taiwan University?

- (A) A surge in reported cases of sexual harassment and abuse nationwide.
- (B) Pressure from the government to modify university policies.
- (C) Lack of involvement from the NTU President in addressing complaints.
- (D) Inadequate support from the academic affairs office for victims of harassment.

Passage B: Questions 40-42

'Cancel culture' has recently become the focus of heated public debates and controversies in countries around the world. Driven primarily by Twitter and other social media, cancel culture has become a common phrase referring to practices of publicizing, shaming, and shutting down individuals who are perceived to exhibit offensive, unethical, politically incorrect, or harmful behavior.

Besides social media, the phenomenon of cancel culture has also penetrated universities through events such as speaker cancellations and campaigns in college campuses that demand the 'cancelling' of artworks, monuments or buildings associated with racism, colonialism, and sexism. These events have raised debates on campuses around the world concerning the ethical issues around the morality and motivations of cancel culture as well as the political implications of cancel culture, especially in relation to free speech. On the one hand, there are those who argue that calling out discriminatory behavior is a good thing because it helps the vulnerable deal with perpetrators. On the other hand, there are also those who criticize cancel culture for stifling free speech and open debate, suggesting that cancel culture ends up being a kind of a performative spectacle that enables those doing the calling out to feel morally superior. These critics question whether the practice of 'cancelling' really succeeds in addressing very real, structural, and pressing issues of social injustice.

The phenomenon of cancel culture is much more complex than a binary scheme between those who argue for or against it. One way of seeing this phenomenon is to situate it in the broader terrain of 'culture wars' and how to teach this issue in schools. In other words, a key question for educators to reflect on is: How can the phenomenon of cancel culture be engaged pedagogically in ways that identify and challenge social inequalities, rather than getting stuck on cancelling individuals, leading to a toxic culture often filled with dogmatism and disillusion? The intention is not to dismiss the transformative possibilities of cancel culture in the fight against injustice. What may be the fundamental issue in debates around cancel culture is not so much the threat to free speech, but rather the ethical willingness for taking a restorative approach – an approach that does not reproduce the ostracization and social exclusion of perpetrators but considers how to reconnect people in their collective efforts towards co-creating a better world.

[excerpt taken and adapted from The phenomenon of cancel culture through the social media: pedagogical implications for teacher education by Michalinos Zembylas, Journal of Pedagogy, Culture, & Society]

40. What is the primary mode through which 'cancel culture' operates, as described in the article?

- (A) Television news
- (B) Social media platforms
- (C) Printed newspapers
- (D) Radio broadcasts

41. What major debate does 'cancel culture' provoke, as mentioned in the article?

- (A) The economic impact on social media platforms
- (B) The impact on academic funding for universities
- (C) Its effects on free speech and social justice
- (D) The role of technology in modern culture and society

見背面

42. What does the article propose as an alternative approach regarding 'cancel culture' debates?
- (A) Emphasizing the importance of social media influencers in shaping public opinion.
 - (B) Encouraging a broader dialogue on cancel culture without addressing social inequalities.
 - (C) Focusing solely on punishing individuals rather than addressing systemic issues.
 - (D) Engaging pedagogically to challenge social inequalities without perpetuating a toxic culture of exclusion.

Passage C: Questions 43-46

We all know the word argument. By argument, we usually mean that people have some kind of quarrel. People take opposing positions about something and then each proceeds to try to convince the other(s) that they are right. When arguments are heated, participants aim to demolish all objections and perhaps even the people who make them.

This kind of antagonistic positioning is not what we mean when we talk about academic argument. When an argument is academic, we generally mean something much more reasoned. Something which proceeds logically. Something which produces supporting evidence for both claims and conclusions.

But academic argument can – and often does – proceed with the same kind of conquer and destroy mindset as the non-academic argument. An academic writer may see the purpose of their argument as converting others to their point of view. They think that they have to “prove” their thesis by anticipating and rejecting all possibilities other than the one they are advancing. They aim for a rhetorical knockout. You often see the helmets-on-lances-at-the-ready academic stance on social media, but it’s also very live at conferences. You know, the conference questioner from hell. The what-about-this and haven’t-you-read leading to the how-could-you-possibly-think-that. This is the resolutely declarative writer, itching for the duel at dawn, refusing to acknowledge that other positions are possible.

The victory-oriented argumentative position stands in contrast to another possibility – that of the explanatory, consensus building stance. Explanatory argument writing starts from the position that scholarly communication is a conversation. The purpose of academic argument is to create a dialogue which recognizes different perspectives, which invites and supports further understanding. The writer of an explanatory argument seeks to make something intelligible, to make something meaningful and comprehensible. They want to converse, not convert. The explanatory argument is a yes-and, not a yes-but.

Explanatory writers begin without hubris. They do not assume that they know it all. They are open to new ideas and perspectives, even when they are writing something that they feel relatively confident about, and comfortable with. The explanatory writer has generally engaged in deep reading and has an understanding of the nuances of their field and topic. They are aware of how much more there is to know, while also maintaining the possibility of saying something. They accept that it is always possible to interpret phenomena differently, that scholarly knowledge is collectively produced and not the result of one person’s work and that it is best to be modest about contributions.

While they can be authoritative, explanatory argument writers are less conquering heroes than scholarly colleagues writing to make sense of data and sources. Rather than writing to be invincible, less combative writers hope to encourage additional contributions to a conversation. Instead of position-taking, they see their task as becoming more informed themselves, as well as offering their readers deeper engagement with a topic. *[excerpt taken and adapted from writing argument – it’s not (always) a contest by Pat Thomson, patter]*

43. What distinguishes academic argument from non-academic argument?
- (A) A focus on defeating opponents
 - (B) An emphasis on logical reasoning and supporting evidence
 - (C) A goal to engage in quarrels and heated discussions
 - (D) A pursuit of converting others to a specific viewpoint

44. How does the explanatory argument differ from the victory-oriented argumentative position?
- (A) It focuses on rhetorical knockout and proving a singular thesis.
 - (B) It seeks to demolish objections and opposing viewpoints.

(C) It encourages scholarly dialogue and acknowledges nuances.

(D) It aims to convert others to the writer's point of view.

45. Which word below has a similar meaning to 'hubris'?

(A) arrogance

(B) shame

(C) humility

(D) dedication

46. According to the article, which of the following is NOT likely what a conference questioner from hell would say?

(A) Haven't you read the publications of Dr. Lee? You clearly do not know this topic well.

(B) This is ridiculous. How could you possibly claim your results are true based on that data?

(C) I disagree with everything you have said. There is only one answer to this question. Period.

(D) Your perspective is insightful. I've never thought about that. Can you tell me a bit more?

Passage D: Questions 47-50

On September 18, 2021, the privately funded spaceflight Inspiration4 splashed down safely in the Atlantic after a successful three days orbiting Earth. Amid breathless press coverage of the event, journalists struggled to find the right words—and not just because the spectacle of spaceflight often defies description. Rather, no one seemed sure of what to call the Inspiration4 crew. Onboard Inspiration4 were four people, none of whom are a professional astronaut in the traditional sense. Whether they're called "amateur astronauts," "civilian crew," "space tourists" or just plain old "astronauts," though, it seemed like everyone agreed on the takeaway message of Inspiration4: the fact that these four individuals had left Earth on a privately funded flight meant that a new era had begun, one in which "anyone" could go to space. But is that really what the flight of Inspiration4 means?

The recent rash of billionaire-funded launches has raised the idea that spaceflights that are funded and crewed privately are making space more "accessible." In the case of Inspiration4 and other recent private spaceflights, it is true that they are providing access to space in the most literal sense of "access": they have ferried people who are not part of any state astronaut corps to space. But for most people, the word "accessible" doesn't just mean being able to go somewhere; something being "accessible" suggests that it has become attainable to people for whom it might not have been otherwise, specifically by breaking barriers to their participation.

Looking at the billionaire-funded civilian flights thus far—not just Inspiration4 but also the recent flights of Jeff Bezos and Richard Branson—one notes that the crews have been drawn largely from a demographic that faces few barriers: wealthy, able-bodied, cisgender white men. As for the civilian astronauts who aren't billionaires, they tend to be people who are eminently qualified to go to space already. For example, Sian Proctor, the accomplished geoscientist and educator who piloted the Inspiration4 mission, was previously a finalist for NASA's astronaut corps. Wally Funk, who finally reached space at the age of 82 alongside Bezos, had excelled at the battery of tests administered to astronaut candidates during the Mercury program in the 1960s. At the time, however, astronauts were also required to have been military test pilots, which effectively barred women from the job. Even Chris Sembroski, who received his seat on Inspiration4 as a gift from an unnamed friend who had originally won it in Inspiration4's charity raffle for St. Jude Children's Research Hospital, would have an advantage in becoming an astronaut through the traditional route: he served in the U.S. Air Force and graduated with a degree in professional aeronautics from Embry-Riddle University after leaving active-duty military service. Of the Inspiration4 crew, only Hayley Arceneaux, the 29-year old physicians' assistant and cancer survivor who flew as the mission's medical officer, would not have qualified under NASA's current requirements because of her prosthesis.

The narrative that billionaire-funded spaceflight is making space more accessible is not true beyond these specific, individual cases, however. If one argues that state-run astronaut selection processes are gatekeeping access to space, then billionaires selecting crews (including themselves) only substitutes an even less transparent arbiter of access in place of a national space agency. In a larger sense, today's billionaires not only inherited but continue to actively create a world rife with inequity—including barriers of

見背面

racism, sexism and ableism that have long barred people like Funk, Proctor and Arceneaux from the astronaut corps. A world with billionaires in it—or orbiting it—is not an equitable one by definition.

For space to become more accessible in a meaningful sense, we must embrace a broader definition of who can become an astronaut—without requiring that access to space be mediated by people with extreme privilege. There are glimmers of hope: in the past year, the European Space Agency (ESA) took a step in that direction by issuing an open call for people with disabilities to participate in the Parastronaut Feasibility Project, an effort to study the potential inclusion of people with physical disabilities in astronaut selection. ESA's move is an incremental one, but it sets an important precedent for creating a more capacious future vision of who can go to space—one that certainly pushes the bar for what people can demand of public space agencies such as NASA, which, unlike private companies, answer to the public. But ultimately, making progress toward an astronaut corps that looks more like humanity as a whole isn't just about picking outstanding individuals and making sure those individuals can have an amazing experience. As my fellow astronomer Chanda Prescod-Weinstein has argued, the barriers to people's full participation in space (from Earth or above it) are fundamentally a resource distribution problem. As she writes, "philanthropy isn't the solution to inequality, and we don't actually face a choice between basic human needs and exciting journeys into the universe." [excerpt taken and adapted from *Don't Count on Billionaires to Get Humanity into Space* by Lucianne Walkowicz, *Scientific American*]

47. What was the main takeaway message of the Inspiration4 spaceflight?

- (A) Space tourism is now universally accessible to everyone.
- (B) Private-funded flights represent a new era in space exploration.
- (C) Anyone can become an astronaut regardless of qualifications.
- (D) Traditional astronauts no longer have a role in space exploration.

48. What significant step has the European Space Agency (ESA) taken to broaden astronaut selection?

- (A) Implementing a lottery system for selecting astronauts.
- (B) Issuing an open call for astronauts with physical disabilities.
- (C) Providing scholarships for aspiring astronauts from underprivileged backgrounds.
- (D) Focusing on recruiting astronauts exclusively from privileged groups.

49. According to the article, what is the underlying issue that needs to be addressed for space accessibility?

- (A) Emphasizing philanthropy as a solution for inequality in space exploration.
- (B) Ensuring that outstanding individuals have equitable opportunities in space.
- (C) Redistributing resources and challenging barriers in space participation.
- (D) Prioritizing space travel over addressing basic human needs on Earth.

50. According to the article, which statement is NOT true?

- (A) Four people were on Inspiration4.
- (B) Chris Sembroski worked at St. Jude Children's Research Hospital before.
- (C) It was impossible for women to be astronauts in the 1960s.
- (D) Compared to private companies, NASA is more likely to respond to the public's demands.