

科目：英文作文

系組：英國語文學系

年級：二

Write a brief essay on the topic described below. Include an introduction, one or two body paragraphs, and a conclusion. Your essay will be evaluated for clarity, originality, supporting details, effective organization, and accuracy of English.

Nowadays more and more people have become slaves to their smartphones. Mental health experts have coined the term “smartphone slaves” for those undergoing behavioral changes because of their excessive usage of smartphones.

Are you a smartphone slave yourself? Think about how your smartphone has changed and impacted your life, both positively and negatively. Do the advantages outweigh the disadvantages? Think also about what you should do to make yourself become a smart smartphone user.

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科目：英文閱讀

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Read through the passages below and choose the best answer to fill in each blank. (100%; 2 points each)

Super model Kate Moss is so thin that if she (1) to play team sports the only number she could probably wear is 1. Sylvester Stallone's arms are so big that he must have a hard time folding them enough to eat soup. Yet, the media always seem to (2) these unrealistic, supposedly ideal, body images. In a society where studies (3) that individuals who are perceived (4) attractive have more opportunities in life such as better access (5) jobs and promotions, preferential treatment, or higher marks in school, it is no (6) that many North Americans have become (7) with their bodies. Unfortunately, these obsessions can lead (8) rather serious problems

The depiction by the media of muscle-bound athletes or models as male sex objects gives many teenage boys the (9) to mimic them, often driving them to steroid abuse. The physical cost of building bulk is (10). For instance, short-term effects of steroid use (11) abnormal development of sexual organs, acne, hair loss, and aggressiveness. (12) use may cause liver and heart (13), tumors, and cancer of the colon, prostate and kidneys. And what is gained (14) so great a cost? Is there any benefit to men having such physiques? What use is there for the new muscle man in a society where broad shoulders don't (15) one's skills in front of a computer and where machines can handle most tasks (16) physical strength. Many traditionally male occupations that once (17) strong backs and arms (18) a metamorphosis. For example, look at today's soldiers: in order to use today's high-tech weapons, they need to be able to understand the computer systems they are linked (19), rather than have any great brute strength.

(20) young men hope to look bigger, many young women's concerns (21) appearance hinge on (22) thin. The fashion industry and the mass media send out the message that "thin is in." Even women who are not fat often hold a (23) view of their own bodies and think that they need to lose weight. (24) with own bodies has resulted (25) one percent of adolescent and young women in Canada suffering (26) anorexia nervosa. Women who are afflicted starve themselves under the misconception that they are too fat. (27) extreme cases (28) those of singer Karen Carpenter and gymnast Christy Heinrich, the (29) starve themselves to death. Another common affliction is bulimia, in which women eat to excess or binge and then induce vomiting or abuse laxatives. Eating (30) such as bulimia and anorexia nervosa are associated (31) low self-confidence and (32) preoccupation with physical appearance.

A third manifestation of body obsession is found (33) adults: the popularity of plastic surgery. Body-image pressures and low self-(34) lead thousands of healthy North Americans to (35) all kinds of cosmetic surgery, including breast (36) (which many women now want removed for fear

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that silicon can enter the bloodstream), tummy tucks, liposuction, and nose jobs. However, any surgery requiring anesthesia may lead to (37) such as bleeding and infection. (38) concern is that hospital beds (39) for patients (40) serious conditions are (41) occupied (42) people recovering from their latest cosmetic lift.

Numerous factors other than low self-esteem account (43) obsessive cases of bodybuilding, dieting, and plastic surgery. But, no matter what the source of the obsession, individuals should consider the health risks associated with steroid use, extreme dieting and surgical procedures. It is also important to realize that what (44) physical perfection today may very well not be "in" next year. How long will it be before the shapes of Sylvester Stallone and Kate Moss become laughable? (45) the next (46) dictate new standards (47) we will have to (48)? Ultimately, it seems easier and wiser to accept our bodies (49) they are than to try to attain unrealistic (50).

Adapted from "Body Obsession." English On Purpose: Fundamental Skills for Communication. Paul Fournier, ed. Ontario: Prentice Hall Canada, 1997.

1.	(A) was	(B) were	(C) is	(D) will
2.	(A) probable	(B) provide	(C) persuade	(D) promote
3.	(A) are showing	(B) show	(C) have shown	(D) showed
4.	(A) to	(B) as	(C) in	(D) toward
5.	(A) to	(B) in	(C) within	(D) on
6.	(A) need	(B) surprise	(C) curiosity	(D) wonder
7.	(A) reset	(B) obsessed	(C) addicted	(D) accessed
8.	(A) to	(B) against	(C) with	(D) into
9.	(A) imposter	(B) urge	(C) power	(D) usage
10.	(A) tiny	(B) enormous	(C) splendid	(D) charming
11.	(A) including	(B) include	(C) beside	(D) exclude
12.	(A) Prolonged	(B) Extended	(C) Expanded	(D) Lengthened
13.	(A) orders	(B) turmoil	(C) junctures	(D) disorders
14.	(A) with	(B) in	(C) at	(D) of
15.	(A) decrease	(B) insist	(C) increase	(D) degenerate
16.	(A) required	(B) requires	(C) requiring	(D) are required
17.	(A) required	(B) requires	(C) is requiring	(D) will require
18.	(A) is undertaking	(B) have undergone	(C) undertook	(D) undertakes

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19.	(A) as	(B) to	(C) of	(D) with
20.	(A) Whom	(B) Whatever	(C) Why	(D) Whereas
21.	(A) about	(B) against	(C) within	(D) for
22.	(A) are	(B) being	(C) be	(D) is
23.	(A) distorted	(B) biased	(C) different	(D) vulnerable
24.	(A) Dissatisfied	(B) Dissatisfaction	(C) Indifferent	(D) Satisfaction
25.	(A) for	(B) to	(C) in	(D) from
26.	(A) in	(B) into	(C) for	(D) from
27.	(A) For	(B) In	(C) From	(D) At
28.	(A) so	(B) unlike	(C) like	(D) such
29.	(A) victory	(B) visuals	(C) vulnerable	(D) victims
30.	(A) dislikes	(B) disorders	(C) orders	(D) dishonest
31.	(A) as	(B) with	(C) along	(D) of
32.	(A) excessive	(B) extraordinary	(C) excellent	(D) expository
33.	(A) in	(B) between	(C) among	(D) on
34.	(A) esteem	(B) image	(C) centeredness	(D) prestige
35.	(A) undertaking	(B) undergo	(C) underscore	(D) understand
36.	(A) plants	(B) implants	(C) transplants	(D) impression
37.	(A) compassion	(B) complaints	(C) complications	(D) complexities
38.	(A) Another	(B) One	(C) The other	(D) Others
39.	(A) needed	(B) needing	(C) need	(D) needs
40.	(A) in	(B) with	(C) of	(D) for
41.	(A) because	(B) once	(C) otherwise	(D) however
42.	(A) with	(B) by	(C) of	(D) for
43.	(A) of	(B) as	(C) at	(D) for
44.	(A) is considered	(B) consider	(C) was considered	(D) is considering
45.	(A) Will	(B) Should	(C) May	(D) Ought
46.	(A) generator	(B) generation	(C) era	(D) gender
47.	(A) to whom	(B) to which	(C) in which	(D) to that
48.	(A) adjust	(B) apt	(C) adapt	(D) adopt
49.	(A) of	(B) as	(C) to	(D) if
50.	(A) standards	(B) gap	(C) boundary	(D) limitations

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Part 1: Read the passages below, and choose the best answer to complete each blank. In the choice, X means no word is needed. (82%; 2 points for each question)

Passage 1

New York (CNN Business) Elon Musk is demanding that Tesla office workers return to in-person work or leave the company. The policy, disclosed in __1__ emails Musk sent to Tesla's executive staff Tuesday, was first reported by electric vehicle news site Electrek.

"Anyone who wishes to __2__ remote work must be in the office for a minimum (and I mean *minimum*) of 40 hours per week or __3__ Tesla. This is less than we ask __4__ factory workers," Musk wrote, adding that the office must be the employee's __5__ workplace where the other workers they regularly __6__ are based — "not a remote branch office __7__ to the job duties."

Musk said he __8__ personally review any request for __9__ from the policy, but that for the most part, "If you don't show up, we will assume you have resigned."

Tesla did not respond __10__ a request for comment on the policy change, but Musk appeared to confirm it in a tweet of his own early Wednesday when __11__ on Twitter, "Hey Elon...any additional comment __12__ people who think coming into work is an __13__ concept?" Musk replied: "They should pretend to work somewhere else."

The policy is completely __14__ that of the other tech company Musk is attempting to buy, Twitter, which __15__ previously employees can continue to work from home "forever" if they prefer. " __16__ you feel most productive and creative is __17__ you will work and that includes working from home full-time forever," CEO Parag Agrawal wrote in a note to Twitter's nearly 100,000 employees in March, just before Musk's interest __18__ owning the social media platform __19__ disclosed.

At Tesla, however, that won't be the case. It's especially important that senior managers __20__ seen in the office, Musk said, adding that was one of the reasons he essentially __21__ at the Tesla factory in Fremont, California, when the company was struggling to increase production in 2017 and 2018.

"If I had not done that, Tesla would long ago have gone bankrupt," he wrote. "There are of course companies that don't require this, but when was the last time they shipped a great new product? It's been a while." He added, "Tesla has and will create and actually manufacture the most exciting and meaningful products of any company on Earth," he added. "This will not happen by __22__ it in."

1. A. leaking B. leaked C. external D. open
2. A. make B. perform C. do D. take
3. A. depart B. resign C. walk out D. step out on
4. A. for B. from C. X D. of
5. A. primary B. ultra- C. extraordinary D. professional
6. A. are associated B. interact with C. link to D. meeting
7. A. indifferent B. relating C. unrelated D. relevant
8. A. would B. will C. might D. could
9. A. substitution B. exemption C. waiver D. waiving
10. A. X B. with C. to D. by
11. A. asking B. inquiry C. a request D. asked
12. A. on B. with C. regard D. to

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13. A. antiquating B. antiquated C. unusual D. obsoleted
 14. A. at odds with B. in disagreement about C. opposite with D. in contrary with
 15. A. had announced B. was announcing C. has announced D. made announcement
 16. A. However B. Whenever C. Whatever D. Wherever
 17. A. where B. how C. when D. what
 18. A. about B. of C. in D. for
 19. A. has been B. X C. was D. had been
 20. A. are B. were C. be D. being
 21. A. lived B. living C. had lived D. was living
 22. A. working B. phoning C. sitting D. wishing

Passage 2

We usually feel that we see what we are 23 immediately. But this is another illusion 24 by the brain. It takes time to see anything because the brain 25 time to make its 26 decisions. And the time that 27 is again directly related to the number of alternatives 28 the brain. The more alternatives the brain has to consider and 29, the longer it takes the brain to make up its mind, so to speak, and for 30 to occur.

The situation is 31 how quickly you can identify your own car in a parking lot. No matter how well you know your vehicle, and no matter how 32 you are standing to it, the time it will take you to realize "That's mine" will vary with the number of other cars in the park. Only two cars in the park, and you will spot yours in a 33 of a second. Ten cars, and it will take 34 longer. A hundred cars, and you can be quite 35.

In reading, it is 36 that the brain should make use of anything 37 that it already knows—of nonvisual information—in order to reduce the number of alternatives. The rather slow rate 38 which the brain can make decisions can be extremely 39. If the brain has to spend too long 40 among the alternatives, the visual information that the eye makes available to the brain will be gone. That is the explanation of tunnel vision—the brain 41 access to visual information before it has had time to make many decisions about it.

23. A. looking B. looking into C. looking through D. looking at
 24. A. generated B. molding C. formulated D. coining
 25. A. needing B. demanding C. requires D. executes
 26. A. ultimate B. perceptual C. irrevocable D. vigilant
 27. A. is required B. requiring C. necessary D. is postulated
 28. A. encountered B. for C. selected by D. confronting
 29. A. pick B. speculate C. discard D. eradicate
 30. A. something B. seeing C. comprehension D. sighting
 31. A. anecdotal with B. allusive to C. analogous to D. complying with
 32. A. close B. nearby C. adjoining D. alongside

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46. To some extent both these intentions share the same misconceptions and difficulties. A number of

A

contemporary linguists would deny that there is anything wrong with the way most words are spelled; they

B

argue that a good deal of information would be lost if spelling is changed.

C

D

E no error

47. But with textbooks—like the present one, for example—readers should not only be pursuing certain

A

pathways of ideas for their own particular ends, quite independently of the author, they should constantly

B

be on guard for having their expectations entirely controlled by the author's arguments. Critical

C

thinkers always reserve some questions of their own.

D

E no error

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Part I. Choose the appropriate literary terms from the box to fill in the blanks. The same term cannot be used twice. (40%)

allegory, alliteration, allusions, anagram, animation, assonance, ballad, blank verse, catharsis, caesura, chiasmus, conceit, dramatic irony, dramatic monologue, elegy, elision, enjambment, epigram, fable, free verse, hyperbole, images, juxtaposition, metaphors, metonymy, nemesis, ode, omniscient narrator, onomatopoeia, oxymoron, paradox, parody, pastoral, personification, puns, satire, similes, soliloquy, symbols, synecdoche, understatement, unreliable narrator, verbal irony, villanelle

Robert Browning's "Porphyria's Lover" is a(n) (1), in which the speaker addresses a silent listener and reveals much more than he intends.

In Hamlet's most famous speech "To be, or not to be: that is the question," the (2) comes with the colon. The reader has to pause there, and this injects variety into the metre.

Aristotle suggests that tragedy is good for us because it cleanses us of violent and mean emotions in a controlled environment. The concept is called (3).

Christopher Marlowe's "The Passionate Shepherd to His Love" is a(n) (4), which celebrates the simple, idyllic pleasures of country life.

The Pilgrim's Progress is probably the most famous prose (5) in English; its central character is named Christian; he was born in the City of Destruction and sets out for the Celestial City, passes through the Slough of Despond and Vanity Fair, meets men named Pliable and Obstinate, and so on.

The lawyer in Herman Melville's "Bartleby, the Scrivener," the townspeople in William Faulkner's "A Rose for Emily," and the Duke of Ferrara in Robert Browning's poem "My Last Duchess" are all examples of a(n) (6).

In his poem "The Flea," John Donne compares his lover and himself to a flea, composing a (7) that is unexpected, lengthy, and ultimately both convincing and intriguing.

One of the most important social functions of comedy is (8), the ridiculing of any human vice or folly.

(9) is poetry written with unrhymed iambic pentameter lines.

"The apparition of these faces in the crowd,
Petals on a wet, black bough."
The poem uses two very different (10) to evoke visual sensations.

"A **ring-whorled prow** rode in the harbor, ice-clad
outbound, a craft for a prince".
The bold-faced part is an example of (11).

"'Twere wholsomer for me, that winter did
Benight the glory of this place,
And that a grave frost did **forbid**
These trees to laugh, and mock me to my face."
The bold-faced part is an example of (12).

"**Now no matter, child, the name:**
Sorrow's springs are the same.
Nor mouth had, no nor mind, expressed
What heart heard of, ghost guessed . . ."
The bold-faced parts are an example of (13).

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These men clothed their land with incorruptible
Glory when they assumed death's misty cloak.
They are not dead in death; the memory
Lives with us, and their courage brings them back.
The bold-faced part is an example of (14).

"My belly is as cold as I had **swallowed**
snowballs for pills to cool the veins."
The bold-faced part is an example of (16).

"KING: . . . But now, my cousin Hamlet, and my **son-**
HAMLET [Aside]: A little more than **kin** and less than **kind!**
KING: How is it that the clouds still hang on you?
HAMLET: Not so, my lord. I am too much i' the **sun.**"
The bold-faced parts are examples of (18).

"Nature and Nature's laws lay hid in night:
God said, 'Let Newton be!' and all was light."

This short poem turns on two important (20) — one to the "laws" of Sir Isaac Newton, the other to the book of Genesis: "God said, let there be light, and there was light."

"Do not weep, maiden, for **war is kind.**
Because your lover threw wild hands toward the sky
And the frightened steed ran on alone,
Do not weep."
The bold-faced part is an example of (15).

"We twain shall not remeasure
The ways that left us twain . . ."
The run-on lines are an example of (17).

"And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray."
The bold-faced part is an example of (19).

Part II: Choose one of the questions to answer in a well-organized and coherent essay with a complete thesis statement. (30%)

1. Use Oedipus, Hamlet, Othello, Macbeth, King Lear, Brutus, Captain Ahab, or Jay Gatsby as an example to explain what a tragic hero is as Aristotle defines it.
2. Analyze a utopian or anti-utopian work of literature to especially consider (1) how the imaginary world compares with the real world, and (2) what in the real world could give rise to conditions described in the imaginary one.
3. Analyze an important work of literature that contains the five parts of traditional plot structure (or the five stages of drama or narrative). Identify the five parts and explain how such a structure contributes to the development of theme(s) in the work.

Part III. Write a comparative analysis of one of the two pairs of poems on a similar theme. The full text of the poems can be found on the following two pages. (30%)

1. Compare and contrast Herrick's "To the Virgins to Make Much of Time" and Marvell's "To His Coy Mistress," both as carpe diem poems. Consider such aspects as situation and point of view, figurative language, tone, stanza form, and so on.
2. Compare and contrast Shakespeare's sonnet 73 and Elizabeth Browning's sonnet 43, both as love poems though with different rhyme structures. Discuss how the structure of each sonnet relates to the logical progression of its argument.

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PAIR 1

To the Virgins, to Make Much of Time
BY ROBERT HERRICK

Gather ye rose-buds while ye may,
Old Time is still a-flying;
And this same flower that smiles today
Tomorrow will be dying.

The glorious lamp of heaven, the sun,
The higher he's a-getting,
The sooner will his race be run,
And nearer he's to setting.

That age is best which is the first,
When youth and blood are warmer;
But being spent, the worse, and worst
Times still succeed the former.

Then be not coy, but use your time,
And while ye may, go marry;
For having lost but once your prime,
You may forever tarry.

To His Coy Mistress
BY ANDREW MARVELL

Had we but world enough and time,
This coyness, lady, were no crime.
We would sit down, and think which way
To walk, and pass our long love's day.
Thou by the Indian Ganges' side
Shouldst rubies find; I by the tide
Of Humber would complain. I would
Love you ten years before the flood,
And you should, if you please, refuse
Till the conversion of the Jews.

My vegetable love should grow
Vaster than empires and more slow;
An hundred years should go to praise
Thine eyes, and on thy forehead gaze;
Two hundred to adore each breast,
But thirty thousand to the rest;
An age at least to every part,
And the last age should show your heart.
For, lady, you deserve this state,
Nor would I love at lower rate.

But at my back I always hear
Time's wingèd chariot hurrying near;
And yonder all before us lie
Deserts of vast eternity.
Thy beauty shall no more be found;
Nor, in thy marble vault, shall sound
My echoing song; then worms shall try
That long-preserved virginity,
And your quaint honour turn to dust,
And into ashes all my lust;
The grave's a fine and private place,
But none, I think, do there embrace.

Now therefore, while the youthful hue
Sits on thy skin like morning dew,
And while thy willing soul transpires
At every pore with instant fires,
Now let us sport us while we may,
And now, like amorous birds of prey,
Rather at once our time devour
Than languish in his slow-chapped power.
Let us roll all our strength and all
Our sweetness up into one ball,
And tear our pleasures with rough strife
Through the iron gates of life:
Thus, though we cannot make our sun
Stand still, yet we will make him run.

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PAIR 2

Sonnets from the Portuguese 43:

How do I love thee? Let me count the ways

BY ELIZABETH BARRETT BROWNING

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right;
I love thee purely, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.

Sonnet 73:

That time of year thou mayst in me behold

BY WILLIAM SHAKESPEARE

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou see'st the twilight of such day
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must expire,
Consum'd with that which it was nourish'd by.
This thou perceiv'st, which makes thy love more strong,
To love that well which thou must leave ere long.

※ 注意：1. 考生須在「彌封答案卷」上作答。

2. 本試題紙空白部份可當稿紙使用，試題須隨答案卷繳回。

3. 考生於作答時可否使用計算機、法典、字典或其他資料或工具，以簡章之規定為準。

科目：英文作文

系組：英國語文學系

年級：三

Write a brief essay on the topic described below. Include an introduction, one or two body paragraphs, and a conclusion. Your essay will be evaluated for clarity, originality, supporting details, effective organization, and accuracy of English.

Topic: The Covid-19 pandemic has led to many significant changes in the way we live, learn, and work. Please discuss how Covid-19 has changed the landscape of teaching and learning, particularly how college students in Taiwan can adjust to the “new normal” in higher education. In your essay, you need to provide sufficient examples and explanations to support your opinions and claims.

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科目：英文閱讀

系組：英國語文學系

年級：三

Directions

The reading exam is composed of 3 sections. In the first section, fill in the blanks with the appropriate words from the choices provided. In the second section, choose the heading that matches the paragraph. In the final section, decide if the information in the statement is true, false, or not given.

Section I: Fill in each blank with the correct words from the choices provided below. Each blank is worth 2 points.

Choices for blanks 1-10

admittedly	attention	agenda	according to	authoritarian
but	access	haunted	hold	trample

A.

Uncertainty, anxiety, and fear 1. children and teenagers in Afghanistan as they waited to see what Taliban rule would bring for them. Women, in particular, dreaded the return of the 2. regime that adopted measures to 3. their rights two decades ago. Unfortunately, these doubts and worries were validated by the Taliban's decision to hold girls' education hostage. 4., such a decision can be seen as a triumph of the hardliners to push their conservative 5.. However, other factors are worthy of consideration

B.

Afghan girls' education has come to the global media's 6. ever since the Taliban impeded their rights to education and freedom of speech in the 1990s. Putting the education of Afghan girls on 7. in 2022 is indeed an assertion of Taliban's oppressive ideology, 8. the educational statistics seem to suggest there is more than that.

C.

Even though girls in Afghanistan have historically fallen far behind boys in 9. to education, the figures do not reflect an urgent rush to provide it. 10. UNESCO, the number of girls in higher education had increased from 5,000 in 2001 to approximately 90,000 in 2018. 16% of schools accepted girls only but they were short of female teachers, especially in rural areas where families wanted their daughters to study with women. Only 36% of secondary school teachers were female and these tended to be concentrated in urban areas.

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科目：英文閱讀

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年級：三

Choices for blanks 11-20

assaulted	regardless of	top	froze	climate
unveiled	poverty	strain	minority	contributed

D.

Conservative attitudes **11.** _____ to high drop-out rate at 62% for girls. In addition, sexual harassment has been serious and unresolved issue. Both boys and girls were reported to be sexually **12.** _____ by teachers, social workers and other students. The Covid-19 pandemic placed considerable **13.** _____ on people's budget as well as the education sector as a whole. Thus, the statistics in education **14.** _____ other possible factors leading to the withdrawal of girls' education.

E.

The Taliban takeover is predicted to place severe pressure on the Afghan economy. 90% of the population might be driven to **15.** _____ and starvation. The international community **16.** _____ Afghanistan's overseas assets and halted assistance, which was of the main reasons that brought on the financial collapse. In such a harsh economic **17.** _____, many families struggle to make ends meet. They not only face food shortages but also have no prospects for employment. Education is definitely not a **18.** _____ priority for them, particularly those who live in rural areas. It is apparent that only a **19.** _____ of the population can afford to send girls to school **20.** _____ the Taliban's actions.

Choices for blanks 21-30

rowed back	enforcing	oppressive	voiced	sanctions
outweighs	ease	gatekeepers	advancing	asserted

F.

The Taliban considers themselves the **21.** _____ of morality and such conservatism makes life extremely challenging for women and girls in Afghanistan. What is worse, the minister of higher education, part of an all-male government, has **22.** _____ that education is of no value to girls. The Taliban has also **23.** _____ concerns about morality: men teaching females students, **24.** _____ dress code, and keeping students segregated. Clearly, Islamism **25.** _____ educational qualifications.

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科目：英文閱讀

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G

The Taliban operates in an internationally isolated bubble of religiosity. Thus, banning girls from receiving education and holding an 26. _____ attitude towards women in general are in line with its conservative agenda. If they cling to the status quo, there will soon be no female presence in at schools or universities. However, it is important to note that the survival have been ensured by the negotiations and deals they made. Through numerous media campaigns and social media commentary, they must have come to understand 27. _____ girls' education in Afghanistan is a priority for the international community.

H

The Taliban may 28. _____ restrictions on female education with concessions from the international community around financial 29. _____. Thus far, keeping girls' secondary schools closed appears to have had the opposite effect as Washington has 30. _____ on plans to progress to US diplomatic representation for the Taliban government. One suspects these are all moves and stratagems on a bigger chessboard.

Section II: Choose the correct heading (I-V) for the paragraphs (A-H). Each heading is worth 5 points.

- I. Taliban thinking
- II. Education for girls – whose priority?
- III. Economic disaster – struggling to survive
- IV. Possible moves from the Taliban government
- V. Behind the decision to put girls' education on hold

<u>31.</u> _____	paragraph A
<u>32.</u> _____	paragraph B-D
<u>33.</u> _____	paragraph E
<u>34.</u> _____	paragraph F-G
<u>35.</u> _____	paragraph H

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科目：英文閱讀

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Section III: Five statements about the article are given. Decide if the information in each statement is true, false, or not given. Each answer is worth 3 points.

True	The statement matches the information in the article.
False	The statement contradicts the information in the article.
Not given	The information is not found in the passage.

36. _____	Conservatism is not the only reason why the Taliban government decided to hold girls' education hostage.
37. _____	The educational figures show the urgency to offer education to Afghan girls.
38. _____	The U.S government contributes to the financial collapse of Afghanistan.
39. _____	Through movements and comments on social media, the Taliban has realized that the international community considers education of Afghan girls important.
40. _____	Restrictions on female education might be eased in Afghanistan.

Adapted from

<https://theconversation.com/the-taliban-is-holding-girls-education-hostage-in-afghanistan-the-question-is-why-179976>

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