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39. The "more amazing feat" referenced in the first sentence is

- (A) crossing Antarctica
- (B) abandoning *Endurance*
- (C) saving all crew members
- (D) withstanding severe cold

40. The author's main purpose in this passage is

- (A) to inform readers about Shackleton's great achievement in the expedition
- (B) to persuade readers that Shackleton should be accountable for the shipwreck
- (C) to instruct readers how to preserve life when abandoning boats in an expedition
- (D) to entertain readers with stories about wildlife in Antarctica

41. The author's tone is

- (A) sarcastic
- (B) admiring
- (C) suspicious
- (D) pessimistic

42. According to the passage, which of the following statement is NOT true?

- (A) Shackleton sent out a team to cross the deserted island to seek help.
- (B) Shackleton abandoned *Endurance* when the ice crushed the boat.
- (C) After abandoning the ship, Shackleton and his crews took lifeboats to a nearby island.
- (D) Shackleton saved all of his crews with his great courage and excellent leadership skills.

Passage 6

The multimillion-dollar undertaking, led by the NASA Goddard Space Flight Center in Greenbelt, Maryland, brings together an interdisciplinary team of scientists from around the world to study how organic molecules are created in interstellar clouds and delivered to planets as they form.

The research will focus on the role of comets. Many scientists believe there is increasing evidence that comets supplied at least part of the raw material for the origin of life on Earth. The theory is changing the way scientists think about life in the universe and raises the possibility of alien worlds.

Astronomers believe that stars, planets, and comets form in a massive chain reaction that begins when a cloud of interstellar material collapses under its own gravity. Some of the material forms the star—like our sun—and some of it is disseminated as a disk around the nascent star.

Some material in this disk later aggregates and forms planets. Close to the sun, where it's warm, leftover debris turns into asteroids. In the outer regions, where it's cold, icy chunks of rock and dust turn into comets. It is generally believed that organic molecules, which contain carbon atoms and are present in all life forms known to

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science, are trapped in large amounts in both interstellar clouds and comets.

"We have extremely definite evidence from our radio observations that there's quite an array of organic molecules in interstellar space," said Bill Irvine, a professor of astronomy at the University of Massachusetts in Amherst, who is measuring radio waves from celestial objects as part of the research effort.

There's other evidence that comets contain organic material. When European spacecraft analyzed dust particles from the Halley comet in 1986, it turned out to be some of the most organic-rich material measured in the solar system. Meteorites that have hit Earth contain a whole suite of molecules, including amino acids, which play an important role in terrestrial biology.

43. What is the best title for the passage?

- (A) Life in Comets Is Possible
- (B) Comets Make Life on Earth Possible
- (C) Types of Organic Materials in Comets
- (D) The Formation of Comets

44. According to the passage, which of the following statement is NOT mentioned?

- (A) Researchers found organic molecules in interstellar space.
- (B) The dust particles of the Halley comet contained organic materials.
- (C) Life on Earth began in water within which amino acids were found.
- (D) Comets are the chunks of rock and dust formed by the collapse of interstellar materials.

45. In paragraph 4, the word "aggregate" is closest in meaning to

- (A) aggravate
- (B) debilitate
- (C) accumulate
- (D) disseminate

V. Composition: 30%

By using the following passage as the first paragraph, develop a complete essay of approximately 400 words and provide an appropriate title for it. (Please include the paragraph provided in your essay.)

The very nature of contemporary media news dissemination, interpretation, contextualization, and commentary inevitably becomes multicultural education that contributes to group generalizations or, worse, the formation or reinforcement of group stereotypes. Thus, how schools can best help students learn to develop and sensitively use group generalizations, while mitigating the possibility that these generalizations will harden into stereotypes has become a multi-faceted issue.

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