

國立清華大學外國語文學系
一百零二學年度大學甄選入學英文讀寫能力測驗試題

There are three articles in this exam. Please Read the three passages below and answer the following essay questions. Each question should be written above 120 words. You are encouraged to combine your life experiences/ observations with the given articles! Do not borrow phrases from the original passages but try to compose the answers in your own words. The test is 90-minute long. Good luck!

Passage A:

Why Estonia Has Started Teaching Its First-Graders To Code

[By Parmy Olson, Forbes, Sept. 6, 2012.]

Estonia, a small country with a population of 1.3 million people, punches above its own weight when it comes to advancements in tech. It was the birthplace of Skype, one of the first countries to have a government that was fully e-enabled, and now it has launched a nationwide scheme to teach school kids from the age of seven to 19, how to write code. The idea isn't to start churning out app developers of the future, but people who have smarter relationships with technology, computers and the Web.

There are 550 schools in this Eastern European country, and as the new term starts this month around 20 of them will take part in the pilot program. It's called ProgeTiiger (pronounced, "proga-tiger"), and is a public private partnership that's getting about 70,000 euros from the government till the end of this year. The money goes to course material for participating schools, whose teachers will also get specialized training. A Finnish IT company called Tieto is advising the program.

This is the brainchild of Ave Lauringson, who found herself talking to a friend about teaching school kids to code in December 2011, while driving cross-country. "In Estonia, kids are walking around with Pampers and iPads, so we see that there has to be some logical movement with tech," says Lauringson, who acts as project manager for ProgeTiiger.

She knows it's unusual for a nationwide school system to teach kids about coding at this young an age. "It's a unique project. [Other countries] want to start programming in secondary school, but they don't dare to start in the first grade."

So why start so early? "We want to change thinking that computers and programs are just things as they are. There is an opportunity to create something, and be a smart user of technology," she says. Lauringson started the project not long after completing

three years of maternity leave, and has a son in kindergarden. “He is four years old, and I am thinking of ways to start [him] programming,” she says.

For the youngest students, the new courses won’t be strictly focused on learning programming languages like Java, Perl and C++. Rather they’ll ease kids into the necessary skills for coding like logic, which has the benefit of some overlap with subjects like math and potentially, robotics.

ProgeTiiger is a project of Estonia’s Tiger Leap Foundation, a 16-year-old, government-sponsored organization that promotes technology and science in schools. It completed one of its first tasks, to get all the country’s schools connected to the internet, within four years make Estonia the first country in Europe that had a permanent DSL connection in every school.

“We have only 1.3 million people, so it’s very easy for us to develop these kinds of projects,” says Lauringson. “Estonia is like a little model country to start new projects like this.” She adds a note of caution though: “We dare, but we don’t know what’s going to happen.”

Questions: Estonian government envisions the future for their people to be makers (creators) rather than consumers (simply buying and using a wide variety of high-tech devices). In Taiwan, it is not uncommon to see people follow the latest trend to buy the newest smart phones, iPads, or digital cameras. What do you think of this piece of news in Estonia? (20%) Do you think we should develop these types of projects in Taiwan? (20%)

Passage B: Harry Potter’s Ethical Paradigms: Augustine, Kant, and Feminist Moral Theory [By Shira Wolosky, from *Children's Literature* 40.1 (2012): 191-217]

The Expelliarmus Disarming Spell, learned from Snape in *Chamber of Secrets*, is the spell Harry uses against Voldemort during their duel in the graveyard in *Goblet of Fire*; then also against the attack by the Death Eaters at the start of *Deathly Hallows*; and, of course, in the final duel with Voldemort. Lupin, however, is “aghast” that Harry, escaping with his life from Privet Drive, disarms his attackers rather than directly attacking them in turn. He warns Harry against making the Expelliarmus “your signature move.” But Harry protests: “I won’t blast people out of my way just because they’re there. That’s Voldemort’s job” (*Hallows* 71). Voldemort, in his reduction of persons to instrumental use, is willing to destroy them if they block or are in the way of whatever his purposes of domination dictate. These are actions and moral positions

Harry refuses.

Note: Voldemort represents ultimate evil in *Harry Potter*. Snape and Lupin are both professors in Hogwarts and they help Harry along the way.

Questions: In the passage, the author suggests that Voldemort reduces people to “instrumental use” while Harry Potter refuses such “moral positions.” Please write a short paragraph to explain (1) what does “instrumental use” mean? (15%) (2) what are the “moral positions” that Harry **adopts** as suggested at the end of the paragraph? (15%)

Passage C: “More and More”

[By Margaret Atwood (1939-)]

More and more frequently the edges
of me dissolve and I become
a wish to assimilate the world, including
you, if possible through the skin
like a cool plant's tricks with oxygen
and live by a harmless green burning.

I would not consume
you or ever
finish, you would still be there
surrounding me, complete
as the air.

Unfortunately I don't have leaves.
Instead I have eyes
and teeth and other non-green
things which rule out osmosis.

So be careful, I mean it,
I give you fair warning:

This kind of hunger draws
everything into its own
space; nor can we

talk it all over, have a calm
rational discussion.

There is no reason for this, only
a starved dog's logic about bones.

Questions: Please roughly paraphrase the poem by turning it into a love letter.
(30%)