

南投縣第二屆縣長盃高中學生 英文閱讀測驗暨引導式寫作比賽

測驗試題

本測驗分兩部份，第一部份 閱讀理解測驗 和 第二部份引導式寫作，作答時間 50 分鐘。

第一部份 閱讀理解測驗：共 20 題，每題 2.5 分，滿分 50 分。

說明：本部份包括 [A]–[E] 五段短文，每段短文後有 4 個相關問題，試題本上均提供 (A)、(B)、(C)、(D) 四個選項，請從選項中選出最適合者，標示在答案紙上。

[A]

Born into a salt farmer's family in southern Taiwan's Tainan City in 1941, Lin Yuquan (林玉泉) started his 40-month apprenticeship in traditional religious embroidery (刺繡) at 16. After working in Taipei City for 15 years producing items such as altar hangings and clothing for god statues, he returned home to start his own business—initially subcontracting for larger shops. In 1982, he opened the Guangcai Embroidered Crafts shop.

In the early 1990s, the market for local hand embroidery started to give way to cheap imported machine embroidery. Undeterred by competition due to his firm belief in his trade as a valuable heritage, Lin took part in artisan skills competitions, gave presentations at schools and offered embroidery courses to keep the craft alive.

Lin diversified by expanding from solely religious to decorative items. His store was used as a collaborative educational center to introduce the craft to potential markets. This resulted in his amazing leap into the world of high fashion. Working with Taiwan fashion designer Justin Chou, Lin's embroidery lit up the catwalk at 2016 New York Fashion Week. This breathed new life into the industry as textile creatives in Taiwan and beyond.

In recent years, Lin's daughter and his colleagues took over the business as Lin was in constant demand bringing the craft he loved to a wider audience, something he did right up to his last days in February this year.

In one of his last interviews, Lin's generosity of spirit and love for his calling were **laid bare** when he said, "My greatest happiness is to see the craft passed down. I want my students to become even better than me."

1. In his late teens, Lin Yu-quan was trained to do the work of _____.
(A) needle and thread (B) raise farm crops
(C) harvest sea salt (D) hanging ang clothing
2. In his early fifties, Lin Yu-quan faced declining hand embroider crafts but stuck to his trade because of _____.
(A) his will to win competitions (B) his unique marketing strategy
(C) his strong sense of heritage (D) his awareness of hidden danger
3. The phrase “**laid bare**” in the final paragraph is close in meaning to “_____.”
(A) conceived (B) deceived (C) concealed (D) revealed
4. The writer organizes his writing by using _____.
(A) space order (B) time order
(C) cause and effect (D) compare and contrast

[B]

You are a member of the student council. All the members have been discussing a project to help students use their time wisely. To collect ideas, you are reading a report about a school challenge. It was written by an exchange student who studied in another school.

Commuting Challenge

Students come to my school by bus, by the MRT, by bike, or on foot. When on the bus, I see students mostly playing games on their phones or chatting, even though they could find time for reading or memorizing things. We started this activity hoping for students to put their commuting time into better use. The interested students had to complete a commuting activity chart from March 17th to April 17th. A total of 240 students responded: More than two thirds were second-years; about a quarter were third-years; only 15 first-years participated. **How come so few first-years signed up?** According to the following feedback, there seems to be an answer to this question.

Feedback from Participants

AZ: My MRT is always crowded and I have to stand, so there is no space to open a book or my tablet. I only turned to my pocket MP3 player for audio lesson materials, but they were few and far between.

BY: With this project, I got the highest score ever in an English vocabulary test. It was easy to set small goals to complete in my own way.

CX: I kept a study log to remind me of how I used my time. Unfortunately, most of my first-year classmates didn't seem to know about this challenge.

DW: My friend felt sad for being unable to take part. She lives nearby and walks to school. There should have been other ways to participate.

EV: I spent most of the time on the bus watching YouTube Shorts, and it helped me relax. I felt the time went very fast.

5. One **FACT** about the Commuting Challenge is that _____.
- (A) Fewer than 10% of the participants were first-years.
(B) It was held for two months during the spring.
(C) The majority of students would take naps on buses.
(D) The writer commuted to school by the MRT.
6. In the Commuting Challenge, which is an **OPINION** from the participants?
- (A) On the bus, some students played mobile games.
(B) There were very few audio materials for studying.
(C) Watching videos for fun helped time pass quickly.
(D) It should have included students who walk to school.
7. Which activity in the feedback was **NOT** reported by participants?
- (A) Following YouTubers. (B) Writing on their tablets.
(C) Keeping learning records. (D) Listening to recorded materials.
8. The author's question is answered by _____.
- (A) AZ (B) EV (C) DW (D) CX

[C]

For those who can **stomach it**, working out before breakfast may be more beneficial for health than eating first, according to a study of meal timing and physical activity. Athletes and scientists have long known that meal timing affects performance. However, far less has been known about how meal timing and exercise might affect general health.

To find out, British scientists conducted a study. They first recruited 10 overweight and long-sitting but otherwise healthy young men, whose lifestyles are, for better and

worse, representative of those of most of us. The men's fitness and resting metabolic rates were tested and samples of their blood and fat tissue were taken.

Then, on two separate morning visits to the scientists' lab, each man walked for an hour at an average speed that, in theory should allow his body to rely mainly on fat for fuel. Before one of these workouts, the men skipped breakfast, meaning that they exercised on a completely empty stomach after a long overnight fast. On the other occasion, they ate a rich morning meal about two hours before they started walking. Just before and an hour after each workout, the scientists took additional samples of the men's blood and fat tissue.

Then they compared the samples. There were considerable differences. Most obviously, the men displayed lower blood sugar levels at the start of their workouts when they had skipped breakfast than when they had eaten. As a result, they burned more fat during walks on an empty stomach than when they had eaten first. On the other hand, they burned slightly more calories, on average, during the workout after breakfast than after fasting.

But it was the effects deep within the fat cells that may have been the most significant, the researchers found. Multiple genes behaved differently, depending on whether someone had eaten or not before walking. Many of these genes produce proteins that can improve blood sugar regulation and insulin levels throughout the body and so are associated with improved metabolic health. These genes were much more active when the men had fasted before exercise than when they had breakfasted. These results suggest that to gain the greatest health benefits from exercise, it may be wise to skip eating first.

9. The phrase “**stomach it**” in paragraph 1 is closest in meaning to “_____”.
- (A) digest the meal easily (B) manage without breakfast
(C) decide wisely what to eat (D) eat whatever is offered
10. Why were the 10 people chosen for the experiment?
- (A) Their lifestyles were typical of ordinary people.
(B) They were too heavy for lack of exercise.
(C) They could walk at an average speed.
(D) They were slow in turning foods into energy.
11. What could be concluded from the research?
- (A) A workout after breakfast improves gene performances.
(B) Too much workout often slows stomach digestion rates.
(C) Lifestyle is not as important as morning exercise.
(D) Physical exercise before breakfast is better for health.

12. What is the purpose of the author in writing the essay?
- (A) To inform the readers of the importance of breakfast.
 - (B) To entertain the readers with a scientific report.
 - (C) To persuade the readers to eat after exercise.
 - (D) To explain how to exercise on an empty stomach.

[D]

Children often learn new languages more easily than adults do, but it's unclear why. Some theorize that grasping a language requires absorbing subtle patterns unconsciously and that adults' superior conscious reasoning is to blame. New research suggests that, indeed, grown-ups might just be too smart for their own good.

For a recent study in the *Journal of Experimental Psychology: General*, a group of Belgian adults at the same time read and heard strings of four made-up words (such as “*kieng nief siet hiem*”). Specific *consonants* always appeared at the beginning or end of a word if the word contained a certain *vowel*. Participants next read the sequences aloud quickly. Their ability to avoid mistakes doing so indicated how well they absorbed the consonant-vowel patterns.

But before exposure to the new words, the participants had carried out a separate test: pressing keys to react to letters and numbers. Some got a much faster, more mentally **draining** version of this test. Those who did the difficult version claimed greater mental exhaustion afterward—but performed better on the following language task. The researchers assume that tired learners used less conscious analysis on the word rules: they were free to learn like a child.

For a related paper in the *Proceedings of the National Academy of Sciences USA*, the research team had English-speaking adults listen to streams of *syllables* secretly grouped into three-syllable “words.” Later, they played pairs of three-syllable units; one word in the pair came from the stream, and one was a new combination. The participants guessed which word was familiar, then rated their confidence.

In one participant group, some had first done the original mentally draining test. In another, some had received magnetic pulses to interrupt activity in a brain area that previous research has linked to executive control. In both groups, these measures improved participants' performance on the syllable task when they were unsure about their answers, indicating unconscious analysis of speech.

Neuroscientist Michael Ullman, who was not involved in either paper, likes that both the studies added to mental burden differently and measured different skills. That's really good in science because you've got evidence pointing to the same direction,” he says, adding that he would like to see higher language skills such as grammar studied this way.

13. What is the text mainly about?
- (A) Sharp conscious reasoning can help sound-pattern recognition.
 - (B) Tired adults may learn a language the way children do.
 - (C) Staying reasonable is the key to learning a new language well.
 - (D) Repeated pronunciation practices build up confidence in speaking.
14. Which of the following words is close in meaning to the underlined word “**draining**” in the third paragraph?
- (A) absorbing
 - (B) grasping
 - (C) exposing
 - (D) exhausting
15. How did those who had received magnetic pulses do in the syllable task?
- (A) They depended more upon conscious analysis.
 - (B) They recognized more familiar combinations.
 - (C) They performed their task by overthinking it.
 - (D) They were less able to control emotions.
16. What does Michael Ullman’s remark suggest?
- (A) The research result is not solid until grammar is included.
 - (B) Subconscious mind remains to be explored in science.
 - (C) The findings of the two researches support each other.
 - (D) Conscious recall is to blame for poor language skills.

[E]

“**What would the world be if there were no hunger?**” It’s a question that the late ecologist Donella Meadows asked her students back in the 1970s. They found it hard to answer, she later wrote, because imagining something that isn’t part of real life — and learning how to make it real — is a rare skill. It is taught to artists, writers and engineers, but much less often to scientists. Meadows set out to change that, and helped to create a global movement. ①_____

Systems thinking is key to achieving targets such as zero hunger and better nutrition because it requires considering the way in which food is produced, processed, delivered and consumed, and looking at how those things connect with human health, the environment, economics and society. According to systems thinking, changing the food system — or any other network — requires three things to happen. First, researchers need to identify all the players in that system; second, they must work out how they relate to each other; and third, they need to understand and measure the impact of those relationships on each other and on those outside the system. ②_____

Take nutrition. In its latest UN report on global food security, the number of undernourished people in the world has been rising since 2015, despite great advances in nutrition science. For example, tracking of 150 biochemicals in food has been

important in revealing the relationships between calories, sugar, fat, vitamins and the occurrence of common diseases. But using machine learning and artificial intelligence, some scientists propose that human diets consist of at least 26,000 biochemicals — and that the vast majority are not known. ____③____

A systems approach to creating change is also built on the assumption that everyone in the system has equal power and status — or agency, to use the academic term. But some researchers show that the food system is not an equal one. A good way to make up for such power imbalances is for more universities to do what Meadows did and teach students how to think using a systems approach. More researchers, policymakers and representatives from the food industry must learn to look beyond their direct lines of responsibility and embrace a systems approach. Meadows knew that visions alone don't produce results, but concluded that "we'll never produce results that we can't envision". ____④____

17. The author uses the question in the beginning of the text 1 to _____.
- (A) illustrate the argument (B) emphasize an opinion
(C) introduce the topic (D) predict the ending
18. Look at the four blank spaces, marking ①, ②, ③, ④ that indicate where the following sentence could be added to the above passage.
- "As a result, systems thinking is seen as essential in meeting big challenges."***
- Where would the sentence best fit?
- (A) ① (B) ② (C) ③ (D) ④
19. What can be learned about the field of nutrition?
- (A) Machine learning can solve the nutrition problem
(B) The impact of nutrition cannot be quantified.
(C) The relationships among players have been clarified.
(D) The first goal of systems thinking hasn't been accomplished.
20. The author's attitude toward systems thinking is _____.
- (A) hopeful of getting rid of hunger.
(B) optimistic about tackling challenges.
(C) worried about human imagination.
(D) indifferent to power imbalance.

第二部份 引導式寫作：共 1 大題，滿分 50 分。

[評分] 內容 13 分、組織 13 分、文法 10 分、用字遣詞 10 分、標點符號和大小寫 4 分。

[注意] 請用至少 150 個英語單詞寫作，寫在「測驗答案紙」標示的位置。請不要寫出自己或就讀學校的名字。

[說明] 何謂人生？沒人知道，所以沒有正確的答案。但你可以用比喻的方法來瞭解人生，來定義人生。下面有五個人說出，他們的人生觀。你同意那一個人的說法？請你以個人生活經驗或他人的事例，來印證你的論點。如果這五個定義，你都不滿意，請你自己下定義，並以明確事例來證明。

[1] Life is like a camera. Focus on what's important, capture the good times, develop from the negatives and if things don't work out, just take another shot.

– Ziad K. Abdelnour

[2] Life is like a book. There are good chapters, and there are bad chapters. But when you get to a bad chapter, you don't stop reading the book! If you do...then you never get to find out what happens next!

– Brian Falkner

[3] Life is like a mirror. Smile at it and it smiles back at you.

– Peace Pilgrim

[4] Life is like a piano. White keys are happy moments and the black ones are sad moments. Both keys are played together to give us the sweet music called Life.

– Suzy Kassem

[5] Life is like a video game. When things get harder, and the obstacles get tougher, it just means you leveled up.

– Lilah Pace

—測驗結束—

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參考答案

本測驗分兩部份，第一部份 閱讀理解測驗 和 第二部份引導式寫作，作答時間 50 分鐘。

第一部份 閱讀理解測驗：共 20 題，每題 2.5 分，滿分 50 分。

[A]		[B]		[C]		[D]		[E]	
1	A	5	A	9	B	13	B	17	C
2	C	6	D	10	A	14	D	18	A
3	D	7	B	11	D	15	B	19	D
4	B	8	D	12	C	16	C	20	B

第二部份 引導式寫作測驗：共 1 大題，滿分 50 分。

略