

中國醫藥大學109學年度

學士後中醫學系入學招生考試

英文 試題

考試開始鈴響前，不得翻閱本試題！

★考試開始鈴響前，考生請注意：

- 一、不得將智慧型手錶及運動手環等穿戴式電子裝置攜入試場，違者扣減其該科成績五分。
- 二、請確認手機、電子計算機、手提袋、背包與飲料等，一律置於試場外之臨時置物區。手錶的鬧鈴功能必須關閉。
- 三、就座後，不可擅自離開座位。考試開始鈴響前，不得書寫、劃記、翻閱試題本或作答。
- 四、坐定後，雙手離開桌面，檢查並確認座位標籤與電腦答案卡之准考證號碼是否相同？
- 五、請確認桌椅下與座位旁均無其他非必要用品。如有任何問題請立即舉手反映。

★作答說明：

- 一、本試題（含封面）共 10 頁，如有缺頁或毀損，應立即舉手請監試人員補發。
- 二、選擇題答案請依題號順序劃記於電腦答案卡，在本試題紙上作答者不予計分；電腦答案卡限用 2B 鉛筆劃記，若未按規定劃記，致電腦無法讀取者，考生自行負責。
- 三、選擇題為單選題，共 50 題，每題 2 分，共計 100 分，請選擇最合適的答案。
- 四、本試題必須與電腦答案卡一併繳回，不得攜出試場。

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I. Vocabulary and Phrases

Questions 1-10: Choose the BEST answer to complete each sentence.

1. The most commonly ____ and explicit definition of discourse ability is formulated by an American scholar.
(A) defrosted (B) scraped (C) evacuated (D) quoted (E) annihilated
2. Compared to ____ approaches, this new one provides a better estimate of the dynamics of learning in the existing experimental paradigm.
(A) established (B) reinforced (C) navigated (D) pertained (E) pledged
3. Internalized discourse knowledge may ____ the test-takers to make inferences about the content of a passage.
(A) blunder (B) induce (C) enclose (D) alleviate (E) jeopardize
4. To ____ the consistency of the used measurement, the internal reliability estimates were calculated to examine the homogeneity of the test items.
(A) transmit (B) fantasize (C) appraise (D) patronize (E) rotate
5. This treaty is a ____ commitment with reciprocal obligations and benefits.
(A) protruding (B) temporal (C) judgmental (D) delinquent (E) bilateral
6. The day's activities were so enervating that he was soon in the arms of ____.
(A) Achilles (B) Mars (C) Morpheus (D) Apollo (E) Neptune
7. With the rise of globalization, many rural cities suffered because capital disappeared along with factories and jobs. Revenues shrank, debts mounted, and ____ declined.
(A) argument (B) infrastructure (C) replication (D) fracture (E) referendum
8. Female war correspondents are often mistakenly portrayed as frivolous, slightly hysterical, and sexually promiscuous ____ in pop culture.
(A) holographs (B) grenades (C) stacks (D) itineraries (E) appendages
9. The history of drinking culture in America goes straight through the heart of New York. As with so many constantly changing aspects of the city, that culture has run from ____ to stylish and back again.
(A) abused (B) gritty (C) misleading (D) commodious (E) auxiliary
10. A study published recently shows the effects of climate change across a broad ____ of problems, including heat waves, wildfires, sea level rise, hurricanes, flooding, drought and shortages of clean water.
(A) spectrum (B) atmosphere (C) residue (D) emission (E) suspension

II. Grammar and Structure

Questions 11-20: Choose the BEST answer to complete each sentence.

11. This researcher compared the performance of two groups of Chinese adult readers on a task ____ they were required to add or delete single phonemes or syllables at the beginning of a spoken word.
(A) in which (B) at which (C) as if (D) but that (E) among others

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12. These two modalities are no longer seen as distinct “ways of knowing,” ____ as different manifestations of the same phenomenon.
(A) as of (B) as it were (C) other than (D) but rather (E) instead of
13. Attempts to define reading are usually categorized ____ falling into one of the following three categories: the bottom-up, the top-down, or the interactive model.
(A) of (B) as (C) at (D) off (E) for
14. ____ shall I reveal the secret of this recipe.
(A) Up until now (B) By and large (C) All in all
(D) By far (E) On no account
15. If I ____ this match and done so in a well-ventilated room, it would have lit.
(A) strike (B) stroke (C) had struck (D) struck (E) am striking
16. By studying fossils, paleontologists learn ____ forms of life thrived during various periods of the Earth’s history.
(A) from (B) its (C) whose (D) where (E) what
17. The impact of Thoreau’s “On the Duty of Civil Disobedience” might not have been so far-reaching ____ for Elizabeth Peabody, who dared to publish the controversial essay.
(A) it not having been (B) it is not being (C) is it not being
(D) had it not been (E) have it not been
18. ____ of caffeine can result in restlessness, insomnia, and even delirium.
(A) Consuming in excess (B) To consume excessively
(C) Excessive consumption (D) The consumption excessive
(E) In excessive consuming
19. The University of California, ____ in 1868, is administered by a president and governed by a twenty-four-member board of regents.
(A) founded (B) was founded (C) has been founded
(D) to be founded (E) to have founded
20. A logarithm is ____ in algebra as an exponent.
(A) what it is known (B) know what (C) know what it is
(D) what is known (E) known what it is

III. Cloze

Questions 21-25: Choose the BEST answer for each blank in the passage.

According to Wagner and Torgesen (1987), sound plays a 21 role in the reading process. Readers do not simply rely on the orthographic (spelling) information while making sense of print. Three kinds of phonological events are actively involved in the reading process: (1) phonological awareness, (2) phonological recoding, and (3) phonetic recoding. To begin with, phonological awareness, in a general sense, refers to one’s awareness of and access to the sound structure of a language, ranging from syllables to phonemes. It is important to note that the 22 to acquire and utilize full-fledged phonological awareness at the phonemic level does not develop naturally and requires explicit learning. In contrast, phonological awareness at the syllabic level appears to be a

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natural cognitive achievement that can develop 23. The second type of phonological event that may take place in reading is phonological recoding. While performing phonological recoding, readers translate written scripts into corresponding underlying phonological forms; the inner voice that we “hear” in our mind when reading a dense or formal text is an 24 of this phenomenon. The third type of phonological event in reading is phonetic recoding, which refers to the process of converting written words into actual articulatory forms in running speech. Phonetic recoding enables words to be maintained efficiently in working memory for later, high-order 25.

21. (A) pivotal (B) malicious (C) contagious (D) exposed (E) cursory
22. (A) ability (B) stem (C) obligation (D) partition (E) liability
23. (A) literally (B) reluctantly (C) furiously (D) spontaneously (E) tentatively
24. (A) engagement (B) exemplar (C) emphasis (D) endurance (E) exemption
25. (A) lesion (B) legislation (C) processing (D) suppression (E) permission

IV. Discourse structure

Questions 26-35: Choose the BEST answer from the box below for each blank in the passage.

Part 1.

- (A) In this light, several researchers have proposed various benchmark criteria.
(B) Additionally, it is still an unresolved issue with regard to where the lower bound of near-native variation should be placed on the ordinal scale.
(C) Using a criterion stricter than the one used in Flege, *et al.*, Birdsong (2004) prescribed one standard deviation of the native mean as the cut-off point.
(D) The aforementioned cut-off points provide researchers with operationalized criteria to distinguish native and near-native variations.
(E) Some researchers have suggested that despite having similar grammatical intuition, native and near-native speakers may show different degrees of variation in their grammaticality judgment.

26 Papp (2000) thus urged that “precise criteria for quantifying intuitions underlying the different [language] representations [in native and near-native speakers] are needed in order to allow comparison among studies into the nature of the ultimate second-language (L2) competence” (p. 178).

27 For instance, Urponen (2004) attempted to quantitatively depict native and near-native variations with an ordinal scale, using the 90th percentile of the native speaker mean as the cut-off point differentiating native- and near-native performances. Bongaerts (1999), and Flege, Munro, and MacKay (1995), on the other hand, used two standard deviations of the native speaker mean as the cut-off point separating native and near-native variations. 28 Boxtel, Bongaerts, and Copen (2003), on the other hand, employed the most stringent criterion; L2 learners are considered “non-native” if their average scores are not analogous to the ones of native speakers. 29 However, as seen above, researchers still have not yet reached a consensus on *the* cut-off point that may distinguish the lower bound of native variation and the upper bound of near-native variation. 30 Such a consent is imperative for formulating the theoretical account on near-nativeness.

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Part 2.

- (A) The First Industrial Revolution used water and steam power to mechanize production.
(B) It is characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres.
(C) The speed of current breakthroughs has no historical precedent.
(D) In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before.
(E) Moreover, it is disrupting almost every industry in every country.

We stand on the brink of a technological revolution that will fundamentally alter the way we live, work, and relate to one another. 31 We do not yet know just how it will unfold, but one thing is clear: the response to it must be integrated and comprehensive, involving all stakeholders of the global polity, from the public and private sectors to academia and civil society.

32 The Second used electric power to create mass production. The Third used electronics and information technology to automate production. Now a Fourth Industrial Revolution is building on the Third, the digital revolution that has been occurring since the middle of the last century. 33

There are three reasons why today's transformations represent not merely a prolongation of the Third Industrial Revolution but rather the arrival of a Fourth and distinct one: velocity, scope, and systems impact. The three reasons are briefly addressed below. 34 When compared with previous industrial revolutions, the Fourth is evolving at an exponential rather than a linear pace. 35 And the breadth and depth of these changes herald the transformation of entire systems of production, management, and governance.

V. Reading

Questions 36-50: Choose the **BEST** answer to each question below according to what is stated and implied in the following passages.

Part 1.

Veterans of past epidemics have long warned that American society is trapped in a cycle of panic and neglect. After every crisis—anthrax, SARS, flu, Ebola—attention is paid and investments are made. But after short periods of peacetime, memories fade and budgets dwindle. This trend transcends red and blue administrations. When a new normal sets in, the abnormal once again becomes unimaginable. But there is reason to think that COVID-19 might be a disaster that leads to more radical and lasting change.

The other major epidemics of recent decades either barely affected the U.S. (SARS, MERS, Ebola), were milder than expected (H1N1 flu in 2009), or were mostly limited to specific groups of people (Zika, HIV). The COVID-19 pandemic, by contrast, is affecting everyone directly, changing the nature of their everyday life. That distinguishes it not only from other diseases, but also from the other systemic challenges of our time. When an administration prevaricates on climate change, the effects won't be felt for years, and even then will be hard to parse. It's different when a president says that everyone can get a test, and one day later, everyone cannot. Pandemics are democratizing experiences. People whose privilege and power would normally shield them from a crisis are facing quarantines, testing positive, and losing loved ones.

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After 9/11, the world focused on counterterrorism. After COVID-19, attention may shift to public health. Expect to see a spike in funding for virology and vaccinology, a surge in students applying to public-health programs, and more domestic production of medical supplies. Expect pandemics to top the agenda at the United Nations General Assembly. Anthony Fauci is now a household name. “Regular people finally get what an epidemiologist does,” says Monica Schoch-Spana, a medical anthropologist at the Johns Hopkins Center for Health Security.

Such changes, in themselves, might protect the world from the next inevitable disease. “The countries that had lived through SARS had a public consciousness about this that allowed them to leap into action,” said Ron Klain, the former Ebola czar. For the U.S., and for the world, it’s abundantly, viscerally clear what a pandemic can do.

The lessons that America draws from this experience are hard to predict, especially at a time when online algorithms and partisan broadcasters only serve news that aligns with their audience’s preconceptions. Such dynamics will be pivotal in the coming months, says Ilan Goldenberg, a foreign-policy expert at the Center for a New American Security. “The transitions after World War II or 9/11 were not about a bunch of new ideas,” he says. “The ideas are out there, but the debates will be more acute over the next few months because of the fluidity of the moment and willingness of the American public to accept big, massive changes.”

One could easily conceive of a world in which most of the nation believes that America defeated COVID-19. Despite his many **lapses**, Trump’s approval rating has surged. Imagine that he succeeds in diverting blame for the crisis to China, casting it as the villain and America as the resilient hero. During the second term of his presidency, the U.S. turns further inward and pulls out of NATO and other international alliances, builds actual and figurative walls, and disinvests in other nations. As Generation C—people who are born into a society profoundly altered by COVID-19—grows up, foreign plagues replace communists and terrorists as the new generational threat.

One could also envisage a future in which America learns a different lesson. A communal spirit, ironically born through social distancing, causes people to turn outward, to neighbors both foreign and domestic. The election of November 2020 may become a repudiation of “America first” politics. The nation pivots, as it did after World War II, from isolationism to international cooperation. Buoyed by steady investments and an influx of the brightest minds, the health-care workforce surges. Generation C kids write school essays about growing up to be epidemiologists. Public health becomes the centerpiece of foreign policy. The U.S. leads a new global partnership focused on solving challenges like pandemics and climate change.

36. According to the passage, which of the following statements is **NOT** true?

- (A) Before COVID-19, American society tends to forget about the past epidemics after a period of time.
- (B) H1N1 flu in 2009 impacted the U.S. in a way milder than expected.
- (C) SARS and MERS only barely affected people in the U.S.
- (D) The COVID-19 pandemic affects only the privileged group.
- (E) After COVID-19, people may begin to realize the importance of public health.

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37. According to the passage, which of the following statements is **NOT** true?
- (A) Scientists may find it easier to obtain funding for virology.
 - (B) Research grants may be increased in efforts dedicated to finding vaccine.
 - (C) Anthony Fauci, an epidemiologist, is well-known to American people.
 - (D) More students may want to major in public health.
 - (E) Governments may decrease domestic production of medical supplies.
38. In the context of the passage, the word “**lapses**” most closely corresponds to which of the following words?
- (A) shortages (B) redundancies (C) gaffes (D) priorities (E) measures
39. It is still difficult to predict the lessons that America may learn from the COVID-19 pandemic. Which of the following post-pandemic predictions is **NOT** mentioned?
- (A) The U.S. may turn from isolationism to international cooperation.
 - (B) America may build actual and figurative walls, and may be reluctant to invest in other countries.
 - (C) Social distancing may foster a communal spirit that enables Americans to turn to form an even more stronger bond with foreign nations.
 - (D) Americans may reject “America first” politics in the upcoming election.
 - (E) The health-care workforce may cease to attract clever young people.
40. What is this passage **mainly** about?
- (A) Experts have little faith in the prospect of American society to defeat COVID-19.
 - (B) The COVID-19 pandemic brings challenges to people and may bring the nation to a different path.
 - (C) Public health plays a crucial role in defeating the war with COVID-19.
 - (D) Generation C is the most vulnerable age group of COVID-19 pandemic.
 - (E) Investment in virology and vaccinology is the key to defeat COVID-19.

Part 2.

During the past few decades, a group of second-language (L2) acquisition researchers have attempted to account for L2 ultimate attainment in terms of input processing problems. Among these scholars, Sorace (2004) posited that advanced L2 learners’ real-time processing of L2 input (such as spoken words) is often less rapid and less automatic than first-language (L1) speakers; consequently, L2 learners’ ability to access and coordinate multiple sources of knowledge from different domains may be **computationally costly**. In this regard, when the meaning of a word or grammatical form requires computing information from different linguistic (sub)domains (e.g., syntax, morphology or semantics), near-native speakers may not efficiently access all the required information for real-time interpretation. According to Liu (2009), this reduced efficiency in real-time processing may not significantly disrupt advanced L2 learners’ comprehension; but it may exert a negative impact on the retention of the comprehended information. In a similar vein, Juffs and Harrington (1995) and Hernandez *et al* (1994) both observed that highly advanced L2 learners performed as well as native speakers in rejecting ungrammatical L2 sentences, but with much longer response time. These

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scholars thus concluded that although near-native speakers are able to develop a fully amalgamated processing system to reduce cross-linguistic disparities, they were still unable to consistently understand L2 sentences using L2-specific processing strategies. Liu (2009) and Juffs and Harrington (1995) therefore both maintained that processing efficiency, rather than grammatical competence, is the source of difficulty that distinguishes a native speaker from a near-native speaker.

To further explore if L2 learners, who are situated in an input-rich environment, are able to acquire a native-like processing system in the L2, McDonald (1987) recruited English-Dutch and Dutch-English bilinguals who learned the L2 at different ages, and had various amounts of exposure to the L2. McDonald found that both beginning and intermediate L2 learners, who had not yet had sufficient exposure to the L2, still utilized L1-based processing strategies while comprehending L2 sentences. As a result, these L2 learners still suffered from L1 interference. However, McDonald observed that both early and late L2 learners in the *long* exposure group resembled native speakers in terms of the linguistic cues they drew on when comprehending L2 sentences. McDonald concluded that L2 learners, irrespective of their onset age of learning the L2, are able to completely master L2 processing strategies given sufficient L2 exposure.

McDonald's view is not without challenge. Bassetti (2004) posited that when learning an L2 with a mature (L1) processing system already in place, adult L2 learners would need to merge the knowledge systems of their two languages. The more comprehensively the L1 and L2 systems are integrated, the more likely the resulting hybrid knowledge system can be consistently drawn upon to reduce the disparities in the decision space in L2 processing. However, Bassetti argued that the above scenario is extremely difficult, if not impossible, for L2 learners; even if it is possible, a full merger of L1 and L2 knowledge systems is **not equivalent to two monolinguals housed in a single brain**. Consequently, bilinguals would always exhibit subtle, non-native intuition and judgment in both their L1 and L2. Following the above view, complete native-likeness is not possible in L2 acquisition.

Hitherto, researchers still differ in their views on the ultimate (grammatical) attainment in L2 acquisition. The inconclusive finding is attributed to the nature of the participants examined in existing studies. Birdsong (2009) contended that to make a strong case for L2 ultimate attainment, one needs to draw on empirical evidence from *the most advanced* L2 learners whose language development (in the L2) has reached the highest attainable state. Otherwise, one can always argue that L2 learners' competence or performance may be subject to change given more exposure, time, and practice. Notwithstanding Birdsong's suggestion, researchers continue to use various lenient or methodologically convenient criteria recruiting the so-called "advanced L2 learners," with some using achievement tests (such as scores from final exams) and others using placement tests. The results of these tests can only shed light on L2 learners' achievement in some limited language *subdomains*, rather than their *overall* proficiency profile. Without using stringent standardized "proficiency" tests (such as TOEFL, IELTS, or TOEIC), existing studies might have collected data from L2 learners whose L2 development is still *in progress*, rather than genuinely advanced L2 learners whose L2 has reached a **plateau**. Longitudinal data collected from the latter L2 learner population are warranted in order to shed more light on the developmental trajectory that L2 learners

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take and the upper limit that they can reach. Hitherto, much remains unknown about the attainability of a native-like processing system in L2 acquisition.

41. What is this passage **mainly** about?
- (A) Major cognitive factors underlying language disorder
 - (B) The developmental trajectory for L1 users
 - (C) The interaction between environment and learning outcome
 - (D) An overview of the debate on the best attainable state in L2 acquisition
 - (E) A critique of the research ethics in existing studies
42. According to the passage, which of the following statements is **NOT** true?
- (A) Some researchers have not employed rigid participant screening criteria, as a result of which the collected data might not shed light on the best attainable state in L2 acquisition.
 - (B) Although scholars differ in their views on whether a natively-like processing system can be attained, they generally agree that L2 learners are less efficient in processing language input.
 - (C) Researchers unequivocally believe that the onset age of learning the L2 is the most prominent determinant for L2 acquisition outcomes.
 - (D) Methodological issue is considered as an explanatory account for the mixed findings in existing studies.
 - (E) Mastering L2-specific processing strategies is vital for understanding L2 sentences.
43. In the context of the passage, the word “**plateau**” most closely corresponds to which of the following words?
- (A) ceiling
 - (B) obstacle
 - (C) cut-off
 - (D) segment
 - (E) closure
44. Which of the following is **NOT** mentioned in the passage as a possible outcome due to deficient or non-native language processing issues?
- (A) Interference from L1 processing strategies
 - (B) Attrition in cognitive and memory skills
 - (C) Partial mastery of L2 rules or processing strategies
 - (D) Problems in encoding or retaining the comprehended information
 - (E) Efficiency in coordinating different sources of information in real-time processing
45. According to McDonald’s study, which of the following factors plays a more prominent role: “onset age of learning the L2” or “amount of exposure”?
- (A) They exerted comparable and significant effects on L2 learners’ learning outcomes.
 - (B) The age factor played a more prominent role in determining learners’ attainment.
 - (C) The exposure factor seemed to be able to override the effect imposed by the age factor.
 - (D) No conclusion can be made based on the findings of the study.
 - (E) Both factors were insignificant and negligible.
46. What figurative language does the author apply in the statement “[it] is not equivalent to two monolinguals housed in a single brain”?
- (A) personification
 - (B) sarcasm
 - (C) understatement
 - (D) metaphor
 - (E) irony

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47. Which of the following statements can be inferred from the passage?
- (A) All the views in this passage are strictly based on theoretical deduction without any empirical evidence.
 - (B) Before the methodological issue can be resolved, a clearer picture regarding the best attainable state in the L2 cannot be obtained.
 - (C) Whether future research can produce fruitful insights depends crucially on analytical innovation.
 - (D) Results from achievement tests provide a valid and complete picture of L2 learners' overall proficiency profile.
 - (E) All existing studies have seriously considered Birdsong's suggestion.
48. Which of the following phrases can be used to replace the phrase "**computationally costly**" without significantly changing the meaning of the original statement?
- (A) compositionally resilient
 - (B) incredibly expensive
 - (C) spiritually inspiring
 - (D) emotionally involved
 - (E) cognitively demanding
49. According to this passage, which of the following protocols is characteristic of the L2 ultimate attainment research?
- (A) Naturalistic observation data
 - (B) Multiple monitoring technique
 - (C) Cross-sectional one-shot study
 - (D) Random sampling technique
 - (E) Advanced learner approach
50. Which statement can be added to the end of this passage without disrupting its flow?
- (A) To further advance our understanding of L2 ultimate attainment, more methodologically appropriate research is needed.
 - (B) Differential success and failure can co-exist in a learner's language system.
 - (C) Thanks to the advance in instructional technology, the discrepancy between native and near-native speakers' competence can be minimized.
 - (D) Non-native language system is often characterized by either divergence or indeterminateness at the performance level.
 - (E) Native-likeness may be confined to tasks that tap L2 learning of grammar, lexis, and phonology.

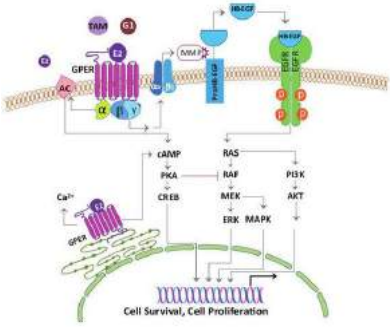
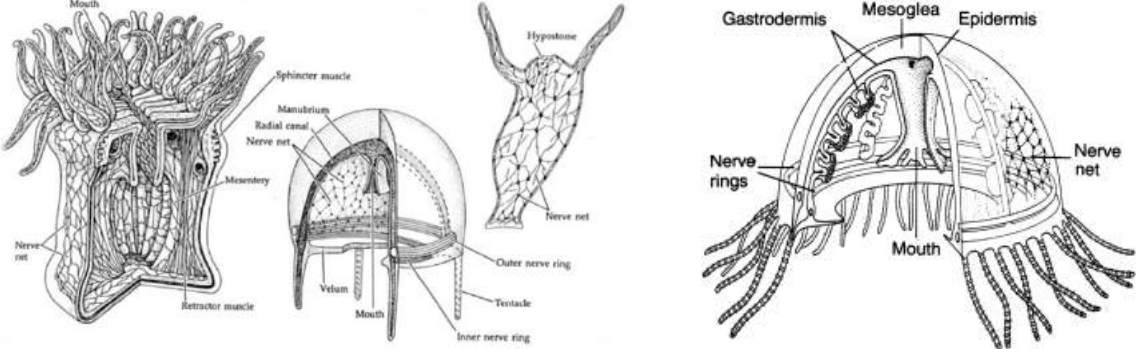
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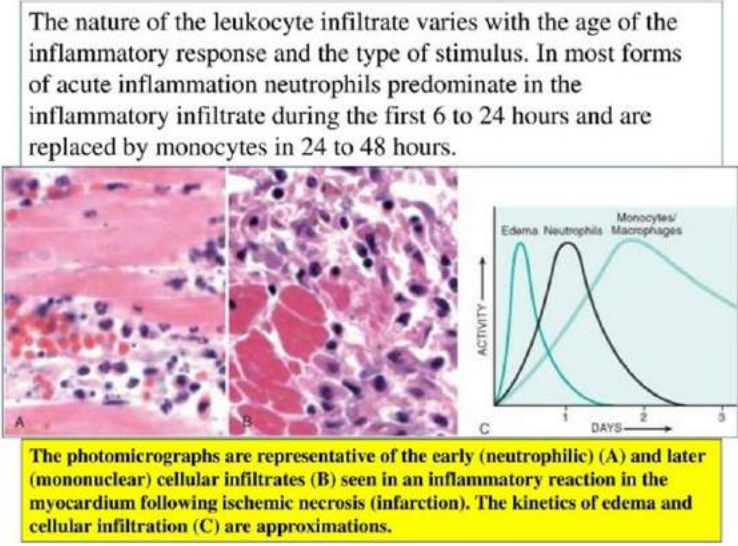
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1	D	11	A	21	A	31	D	41	D
2	A	12	D	22	A	32	A	42	C
3	B	13	B	23	D	33	B	43	A
4	C	14	E	24	B	34	C	44	B
5	E	15	C	25	C	35	E	45	C
6	C	16	E	26	E	36	D	46	D
7	B	17	D	27	A	37	E	47	B
8	E	18	C	28	C	38	C	48	E
9	B	19	A	29	D	39	E	49	E
10	A	20	D	30	B	40	B	50	A

科目	題號	釋 疑 答 覆	釋疑結果
國文	13	<p>1. 考生舉證之三民版國文第五冊教師用書第 12 頁及康熙版國文第五冊教師用書第 15 頁原文解讀並無疑義。〈滄浪歌〉之意旨，確實如〈漁父〉前文所說：「聖人不凝滯於物，而能與世推移。世人皆濁，何不泥其泥而揚其波？衆人皆醉，何不哺其糟而歎其醜？何故深思高舉，自令放爲？」此亦本題命題主旨所在，也是漁父要告訴屈原的處世道理。「與世推移」意思是「隨世局而進退轉移」亦即「邦有道則見，無道則隱」、「治則進，亂則退」，是對世局治亂的應對方式。據此「不凝滯於物，而能與世推移」、「邦有道則見，無道則隱」、「選項(D)非其君不事，非其民不使；治則進，亂則退」都可以是答案，但前兩項並未見於本題選項中。「明哲保身」是處亂世的方法，和「與世推移」相較，少了處治世時應「盡心心力，鞠躬盡瘁」的積極面，不能將之劃上等號。</p> <p>2. 考生另認為：「順凱風以從遊兮，至南巢而壹息」。根據三民版楚辭第 152 頁語譯如下：「順著南風飄盪，來到了南巢才稍事休息。」意即可以依著環境處事，遇到什麼狀況，就做什麼事，與漁父所表達「與世推移、隨遇而安」意義最為相近。」此顯然望文生義，誤解屈原〈遠遊〉之意旨。〈遠遊〉乃屈原遭受巨大政治迫害，想要拋棄混濁的現實塵世而追隨神仙腳步遠遊仙境的想像，全文充滿了欲去不去的掙扎與矛盾。雖然後來成行卻時時流露掛念君王，懷念故都的情緒。選項(B)「順凱風以從遊兮，至南巢而壹息」乃屈原前往拜會仙人王喬經長途跋涉後稍事休憩的情景，純為敘事，與〈滄浪歌〉之意旨無涉。</p> <p>3. 綜上所述，原答案無誤，亦無疑義，故維持原答案。</p>	維持原答案
	19	<p>1. 題幹為蔣勳說：「人常常覺得生命裡有那麼多的遺憾，大概是因為不知道放棄，忙著占有、占有、再占有，一路抓，一路丟，結果是一無所得，連原來拿在手上的，也沒有仔細看清楚。」選項(B)得不償失，是指：做事所付出的功夫太多，而得到的成果太少。蔣勳的原文已請清楚楚說：「結果是一無所得」，何來得不償失？本段文字旨在告誡讀者慾望過深，結果不但會一無所得，甚至於連原來所擁有的，也未能完全掌握。故以「欲深谿壑」作為這段文字的註腳最適合。</p> <p>2. 考生另附蔣勳〈空〉一文，與本文主旨不同，所舉事例亦不恰。</p> <p>3. 綜上所述，原答案無誤，亦無疑義，故維持原答案。</p>	維持原答案

科目	題號	釋 疑 答 覆	釋疑結果
	27	<p>依照教育部國語辭典簡編本、教育部重編國語辭典修訂本、教育部成語典，釋疑答覆如下：</p> <p>1. 解釋： 共同抱著憤恨心情，齊心同力抵禦敵人。參見「同仇敵愾」條。「天下臣民，知皇上有臥薪嘗膽之思，必共振敵愾同仇之氣。」(《清史稿·卷四二六·李宗義傳》)</p> <p>2. 典源： (1) 「同仇」 豈曰無衣？與子同袍。王于興師，脩我戈矛。與子同仇。(《詩經·秦風·無衣》)： (2) 「敵愾」： 衛甯武子來聘，公與之宴，為賦〈湛露〉，及〈彤弓〉，不辭，又不答賦。使行人私焉，對曰：「臣以為肄業及之也。昔諸侯朝正於王，王宴樂之，於是乎賦〈湛露〉，則天子當陽，諸侯用命也。諸侯敵王所愾，而獻其功，王於是乎賜之彤弓一，彤矢百，旅弓矢千，以覺報宴。今陪臣來繼舊好，君辱貺之，其敢干大禮以自取戾？」(《左傳·文公四年》) 注釋：敵王所愾：諸侯們一致抵禦天子痛恨的人。愾，憤恨。</p> <p>3. 答覆釋疑： (1) 從典源來看，「同仇敵愾」是面對共同的仇敵而有憤恨的情緒。「愾」有恨、怒之意，「慨」則是悲嘆、感傷。不符合本題文句中所表達的情境。 (2) 考生提供的資料中，字典僅列出「同仇」的出處，也未列出關於「敵愾」的解釋，字典解釋並不完整，不能證明資料的正確性。</p> <p>綜上所述，原答案無誤，也無疑義，故維持原答案。</p>	維持原答案
	28	(C)選項中，原題應為「反對一切侵略戰爭」，因缺漏了「侵略」二字，造成題意不完整，如考生所提出，無法選出正確選項。故送分。	本題送分
化學	4	題目中已給出平衡常數 $K = 2.3 \times 10^{-6}$ ，此數值趨近於零，故產物 1.0 mol NH_3 會轉變成 1.5 mol 氫氣和 0.5 mol 氮氣，加上原來的 1.0 mol 氫氣會得到 2.5 mol 氫氣，在 1 L 的容器內形成 2.5 M 的氫氣，答案維持為(E)。	維持原答案
	5	$\text{Ni}(\text{CO})_4$ 中的 Ni 為中性，故為 d^{10} 電子組態，d 軌域全填滿，無不成對電子，所以是逆磁物質，故答案維持為(A)。	維持原答案
	17	由於題目中離子溶液並非問是純物質或混合物，故可以判斷(D)是唯一可以選擇的答案。	維持原答案
	21	節面(nodal plane or nodal surface)包括 angular node 和 radial node 兩種，可以是平面(angular node)或球面(radial node)。4d 軌域會有 2 個 angular nodal surfaces 和 1 個 radial nodal surface，共 3 個節面，故答案維持為(D)。	維持原答案
	35 及 46	在酸性條件下，羧酸化合物和醇類主要形成酯類化合物。雖然，在酸性條件下酯類化合物亦有部分進行水解，但是此平衡反應趨向生成酯類。所以維持原答案。	維持原答案

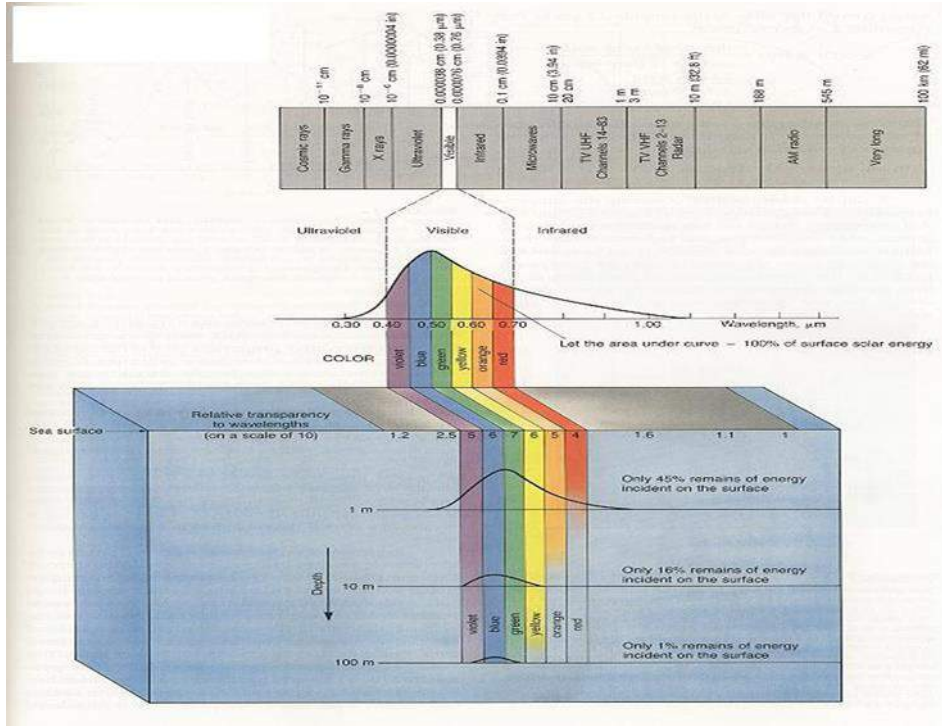
科目	題號	釋 疑 答 覆	釋疑結果
	43	在強酸性的條件下脫水生成主要產物為共軛的烯類化合物。如果有生成（A）選項的化合物其雙鍵在此條件下亦會重排產生共軛烯類產物。所以維持原答案。	維持原答案
	44	炔類化合物進行臭氧化反應在有加入還原劑的條件下會得到 1,2-雙酮化合物，不然會得到酸酐化合物。（B）選項在未加水的條件下主要產物應該為酸酐。所以維持原答案。	維持原答案
英 文	2	需注意 <i>pertain</i> （相關）使用需要同時有形容的主體，與被形容（為相關的）另一事物，譬如 A 與 B 相關（A <i>pertains to</i> B; 如：The rights that <i>pertain to</i> fatherhood), 但是本題目，只有單一主體（既有的方法），並無其他被形容（為相關）之事物，因此釋疑申請者之訴求在語用(language use)上不符合。更重要的是，英語母語人士絕對不會說：“ <i>pertained approaches</i> ”，這在所有的英語語料庫中，都不會找到這樣的用法。	維持原答案
	16	1. 需注意 <i>where</i> 關係代名詞是用來代替（前面有提及之地點），如： ---This is the restaurant (I am talking about). ---I met your father at the restaurant (last year). 我們可以用 <i>where</i> 來代替前面所提過的 restaurant，如：This is the restaurant where I met your father (last year). 從前面例句可以看出，要用 <i>where</i> 需要有前面指述之地點。但是在本題中，可以看出完全沒有與地點相關之指述物件/事物。 2. 就句意上來說， <i>paleontologist</i> （古生物學者），研究的並不是如同釋疑者所說的：生命是從哪裡來（因此用 <i>where</i> 在句意上也不適用），從國際知名古生物學會網站上可以看到，他們研究的範圍是古生物在時間軸上如何演化/生存。	維持原答案
	46	1. 46 題所在的原文中“a full merger of L1 and L2 knowledge systems is <i>not equivalent to two monolinguals housed in a single brain</i> ”詢問的是文章中一個形容片語（雙語者的腦袋不等同一個裝有兩個單語者的腦袋）是利用哪一種手法來描述，答案為(D) <i>metaphor</i> ，因為兩個單語者被比喻為住在一個雙語者的腦袋中，換言之，雙語者的腦袋被比喻為容納了兩個單語者的腦袋，這種比喻關係是「隱喻」（ <i>metaphor</i> ）手法。 2. 另外，“ <i>equivalent</i> ”（相當於）這個字，點出這裡的比喻關係為：將兩個東西（被比喻的事物與所比喻之主體）做類比，亦即兩者為「A『是』B」的隱喻關係。例如，「世界是一座舞台」（All the world is a stage.）將世界喻為舞台。 3. 本題答案不是(B) <i>personification</i> ，因為「擬人化」手法是指將非人的物體賦予人的特質（參見劍橋字典定義 <i>personification</i> : the act of giving a human quality or characteristic to something which is not human, or an example of this），本題的 <i>monolinguals</i> 單語者與 a full merger of L1 and L2 knowledge systems 雙語者（或 L1 與 L2 的合併者）都是「人」，不是「非人」或「物體」，所以與「擬人化」手法無關。	維持原答案
生 物 學	2	考生觀念有誤。 1. 動情素脂溶性是用細胞內 RECEPTOR 題目中未限定為細胞質或核內受體，Estrogen 本身便具有 GPER (G-protein coupling estrogen receptors)。	維持原答案

科目	題號	釋 疑 答 覆	釋疑結果
		<p>2. 只需考慮大 G protein (trimeric G protein)，不用考慮小 G protein (monomeric G protein).</p> <p>而非不需思考 G-protein coupling receptor.</p> <p>3. 丁應為錯誤，考生觀念有誤，estrogen 可與 GPCR 結合，Estrogen 本身便具有 GPER (G-protein coupling estrogen receptors)。</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5125080/</p> <p>https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0231786</p> <p>維持原答案為(D)</p> 	
4		<p>答案(C) C₃ 植物與 C₄ 植物的維管束鞘細胞的葉綠體中均可進行卡爾循環；因 C₃ 植物之維管束鞘細胞並無葉綠體，故答案 C 中已清楚指出應為 C₃ 植物的葉綠體，而 C₄ 植物的卡爾循環則在維管束鞘細胞的葉綠體進行，故答案(C)敘述為正確，不存在所提之相關疑慮。故維持原答案 (E)</p>	維持原答案
11		<p>Medusae 為重要的例子來說明 nerve net & nerve ring</p> <p>1. 附參考圖片如下：</p>  <p>2. 附小篇論文如下。</p> <p>https://www.cell.com/current-biology/pdf/S0960-9822(13)00359-X.pdf</p> <p>煩請撥冗細閱</p> <p>維持原答案(C)</p>	維持原答案

科目	題號	釋 疑 答 覆	釋疑結果
	12	<p>考生理解有誤，</p> <ol style="list-style-type: none"> 1. 請注意附圖下方時間軸。 2. 佐證的課本資料為統合各主要反應，時間軸與題目不同。 3. Journal 中 monocytes recruit neutrophils 可解讀為正回饋機制，並非說明 monocyte 必定在 neutrophils 之前。  <p>The nature of the leukocyte infiltrate varies with the age of the inflammatory response and the type of stimulus. In most forms of acute inflammation neutrophils predominate in the inflammatory infiltrate during the first 6 to 24 hours and are replaced by monocytes in 24 to 48 hours.</p> <p>The photomicrographs are representative of the early (neutrophilic) (A) and later (mononuclear) cellular infiltrates (B) seen in an inflammatory reaction in the myocardium following ischemic necrosis (infarction). The kinetics of edema and cellular infiltration (C) are approximations.</p>	維持原答案
	14	<p>原始設定為從「界」開始計算，但亦有課本從「域」開始計算，顧及考生使用之版本不盡相同，故開放(D)也為正確答案之一。修正本題答案為(D)或(E)</p>	更正答案為(D)或(E)
	15	<p>考生誤解字義！</p> <p>根毛是高等植物根尖表皮上的毛狀物，主要位於根的成熟區，形成根毛區。</p> <p>根毛上的真菌會釋放 growth factor 刺激「根」的生長及增加分支。</p> <p>維持原答案(D)</p>	維持原答案
	17	<p>謝謝考生提問及陳述見解，然而當中恐有誤解。</p> <ol style="list-style-type: none"> 1. 本題自題幹到各選項，均已明確表明為比較「糖解作用」及「檸檬酸循環」，而非「有氧呼吸」及「無氧呼吸」整個過程的比較。 2. 檸檬酸循環主要是醣類、脂肪與蛋白質的共同代謝路徑，所以只要能夠產生乙醯輔酶 A (acetyl CoA) 後，就能進入克氏循環來進行後續代謝，而過程中也沒有需要氧氣的供給，所以選項 C 內容是正確的。本題的答案仍為(E)。 	維持原答案
	19	<p>題 A 選項為「紅茄苳是台灣現生紅樹林植物」，意指紅茄苳在台灣為現生並未滅絕，實際上台灣種之紅茄苳在台灣已滅絕。考生所提供有關紅茄苳資料，若屬實(未提供學術界驗證資料)只能說明為自國外引進之相似物種。故維持原答案(A)。</p>	維持原答案
	21	<p>考生思考方向錯誤，「受體是存在細胞質內」不是題目設定之分類依據，否則，為何 thyroid hormone 未被納入？</p> <p>維持原答案(D)</p>	維持原答案

科目	題號	釋 疑 答 覆	釋疑結果
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26



摘自 Thurman, H. V. (1993) "Essentials of Oceanography", 4th ed.

1. 提出釋疑考生未附上任何佐證資料，所提理由似屬個人猜想。
2. 藍光在海水的穿透度較其他色光為高，是海水特性之基礎知識，附課本截圖如上方。
3. 在可見光中以藍光在海水的穿透度最大，此乃為何海水主要呈現藍色的原因。

維持原答案(A)

維持原答案

27

題目為”目前全球的人口數為多少？”，根據世界人口時鐘網站資料 (<https://countrymeters.info/en>)，截至今年四月底止全世界人口已達 77.6 億，接近約 80 億人。故維持原答案(C)。

維持原答案

29

問題為哪一生態系平均每年每平方公尺的固碳量(primary productivity; g C/m²/yr)最高?

目前資料顯示 (ISBN 978-1-259-25199-3; p. 227, Table 10.1):

珊瑚礁生態系: 1500-3700 g C/m²/yr

海草床生態系: 550-1100 g C/m²/yr

故維持原答案(D)

維持原答案

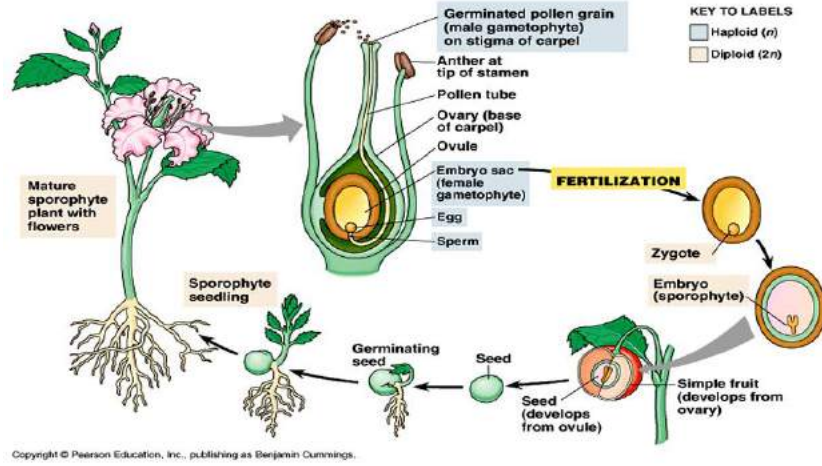
31

經確認後，原答案有誤，更正答案為(C)。

更正答案為
(C)

科目	題號	釋 疑 答 覆	釋疑結果
	35	依據題目所提供之數據，選項(B)葡萄糖確實不會淨擴散離開人造細胞，故此敘述為錯誤。故除原(E)選項外，選項(B)亦為答案。	更正答案為 (B)或(E)
	37	<p>只要可分析 protein or mRNA 的均可用以評估蛋白質的表現量。 <i>In situ hybridization</i> 和 qPCR 相類似， 均以 mRNA 為檢測標的，並可據以評估其相應基因之表現量， 再配合 Western blot 做精確的定量分析。 Example-1: https://www.ncbi.nlm.nih.gov/pubmed/11371713 NMDA receptor subunit mRNA and protein expression in ethanol-withdrawal seizure-prone and -resistant mice. Example-2: https://www.ncbi.nlm.nih.gov/pubmed/19099259 In situ hybridization to evaluate the expression of Wnt and frizzled genes in mammalian tissues.</p> <p>維持原答案(D)</p>	維持原答案
	41	<ol style="list-style-type: none"> 原腎管兼具排放含氮廢物及滲透調節之功能，不論是生活在淡水、鹹水或是否為寄生，引用的原文並非為排除性的敘述。「主要用於」不等同於「不可用於」或「只可用於」。Chiefly, Most, primarily function, 可參閱相課本內容：Animal Physiology: From Genes to Organisms Lauralee Sherwood, Hillar Klandorf, Paul Yancey 另一考生疑義：陸龜屬於爬蟲類，故其含氮廢物應當是排尿酸。 <p>本題選項中並無詢問含氮廢物的種類，只要求判別排泄器官及是否能排出較體液更為濃縮的尿液。</p> <p>維持原答案(D)</p>	維持原答案
	45	<p>此為名詞定義，常導致混淆的概念，茲分述如下：</p> <ol style="list-style-type: none"> 胚珠是種子植物由一或二層珠被所包覆的大孢子囊，每個大孢子囊會形成一枚（鮮為二枚以上）的大孢子，並在稍後形成雌配子體或者發育成胚囊，且在受精後會發育成為一枚種子。(內含一個卵細胞) 裸子植物的配子體，雌配子體由大孢子發育而成，下端原葉體部分就是胚乳，充滿豐富的營養物質；頂端則生有 2 或多個藏卵器，或極少數不生藏卵器。大多數裸子植物都具有多胚現象，這是由於一個雌配子體上的幾個或多個卵細胞同時受精而成。 裸子植物具有異形孢子：異形孢子即小孢子和大孢子。大孢子包含在大孢子囊內，發芽後生長成為雌性配子體，大孢子囊和其包含在內部的雌性配子體為珠被所包被，這整個稱為胚珠。受精後即形成胚，而珠被成熟為種皮。 裸子及被子植物(均為種子植物)都會形成胚珠，但爾後發育及貯存的構造，儘管功能相類，實不宜以胚囊混稱。 	維持原答案

維持原答案(A)



Conifers: Sporophyte is dominant; gametophyte depends on sporophyte for nutrition.

