

大學入學考試中心

指定科目考試
英文考科考試說明

中華民國九十六年九月

版權所有

指定科目考試英文考科考試說明

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指定科目考試

英文考科考試說明

壹、測驗目標

- 一、評量對高中常用實詞詞彙（content words）的構詞、語意、搭配詞（collocation）的了解與運用能力。
- 二、評量考生能參酌上下文意發展，掌握各類詞彙（含實詞、虛詞、慣用語及轉折詞等）、句法及篇章結構應用的能力。
- 三、評量考生能依據篇章段落的文意發展，掌握實詞詞彙（含慣用語）及轉折詞運用的能力。
- 四、評量考生能掌握篇章結構的理解與組織的能力。
- 五、評量考生能綜合運用詞彙、慣用語、語意、語法、語用的知識，了解整篇或局部文意，並加以分析與推理的能力。
- 六、評量考生將中文句子譯成正確、通順、達意之英文的能力。
- 七、評量考生根據選文之上下文意，將段落中的中文句子譯成正確、達意且連貫之英文句子的能力。
- 八、評量考生能將中文提示句子譯成句法正確、語意連貫之英文小段落的能力。
- 九、評量考生依據提示或所提供之主題（句），運用所學詞彙、句法寫出切合主題，並具有連貫性短文的能力。

貳、測驗內容

為因應民國九十五年正式實施的「普通高級中學課程暫行綱要」（民國九十三年八月三十一日發布、民國九十四年一月二十日修正發布，本文簡稱「九五課綱」）所訂一至六學期必修課程，不含聽力測驗與口語測驗。

本考科主要分為選擇題與非選擇題兩大部分，各部分均含若干題型，在選擇題型中，詞彙題為單題試題，主要評量考生詞彙的運用，而綜合測驗、文意選填、篇章結構、閱讀測驗等題組型試題，以選文搭配數道試題呈現，評量考生是否能看懂文長約 200 至 300 字的選文。選文內容多以知識性、教育性、趣味性為考量，並能配合考生的生活、學習經驗與認知能力，取材之可能來源如報紙、雜誌、書籍、網際網路（Internet）等，考生平日應多方涉獵各種不同主題及不同文體的文章，以提昇閱讀各類文章的能力。

非選擇題有兩大題，第一大題為中譯英（如單句翻譯、克漏式翻譯、連貫式翻譯等），第二大題則為英文作文（如主題寫作、主題句寫作等）。第一大題主要目的在於評量考生是否具備高中階段之進階拼寫、文法能力，內容以結構較為複雜的句型（如合句、複句、複合句等）為主；第二大題英文作文之主題則與考生日常生活與學習範疇密切配合，以評量考生書寫描述文（description）與說明文（exposition）為主，並搭配敘述文（narration）寫作。

參、試題舉例

英文考科依據測驗目標設計各種題型，以期能更確切評量考生語言能力，現階段包括閱讀與寫作能力，暫不包括聽力與口語能力測驗。可能出現之題型如下：

第壹部分、選擇題

一、詞彙題：

測驗目標：評量對高中常用實詞詞彙（content words）的構詞、語意、搭配詞（collocation）的了解與運用能力。

作答說明：本題型提供四個選項，每題請選出最適當的一個選項，標示在答案卡之「選擇題答案區」。

試題舉例：

The discovery of the new vaccine is an important _____ in the fight against avian flu.

(A) breakthrough (B) commitment (C) demonstration (D) interpretation

參考答案：A

(95 指考)

二、綜合測驗：

測驗目標：評量考生能參酌上下文意發展，掌握各類詞彙（含實詞、虛詞、慣用語及轉折詞等）、句法及篇章結構應用的能力。

作答說明：本題型的題幹為段落式短文，選文中含數個空格，每題一個空格，請依文意選出最適當的一個選項，標示在答案卡之「選擇題答案區」。

試題舉例：

第 21 至 25 題為題組

Young visitors to museums often complain about having museum feet, the tired feeling one gets after spending too much time in a museum. A case of museum feet makes one feel like saying: "This is 21. I could have done the painting myself. When can we sit down? What time is it?"

Studies of museum behavior show that the average visitor spends about four seconds looking at one object. For young visitors, the time span can be 22 shorter. Children are more interested in smells, sounds, and the “feel” of a place than looking at a work of art. If they stay in a museum too long, a feeling of boredom and monotony will build up, leading 23 to impatience and fatigue.

To 24 museum feet, try not to have children look at too many things in one visit. It is reported that young visitors get more out of a visit if they focus on 25 nine objects. One and a half hours is the ideal time to keep their eyes and minds sharp, and their feet happy!

- | | | | |
|------------------------|------------------|------------------|--------------------|
| 21. (A) boring | (B) difficult | (C) cool | (D) exciting |
| 22. (A) almost | (B) also | (C) even | (D) meanwhile |
| 23. (A) efficiently | (B) eventually | (C) fortunately | (D) permanently |
| 24. (A) affect | (B) approach | (C) assure | (D) avoid |
| 25. (A) no better than | (B) no less than | (C) no more than | (D) no sooner than |

參考答案：ACBDC

選文出處：Knapp, R. and Lehmborg, J. (1998). *Off the Wall Museum Guide for Kids Impressionist Art*. New York: Sterling Publishing Co., Inc.

(95 指考)

三、文意選填：

測驗目標：評量考生能依據篇章段落的文意發展，掌握實詞詞彙（含慣用語）及轉折詞運用的能力。

作答說明：本題型的題幹為段落式短文，以一段（或一篇）含十個空格的選文搭配十至十二個選項，每題一個空格，請依文意在文章後所提供的選項中分別選出最適當者，並將其英文字母代號標示在答案卡之「選擇題答案區」。

題型 1. 十個空格的選文搭配十個選項：

試題舉例：

第 31 至 40 題為題組

Like pearls scattered in the East Sea, the Penghu archipelago is situated in the southwest of the Taiwan Strait. It consists of 31 one hundred islands, of which many are famous for their pure white-sand beaches. The broad beaches and beautiful underwater scenery are the major 32 of Penghu islands.

Among the one hundred or so islands, only 20 are inhabited. The 33 islands of Penghu have been kept intact without human intervention. The primitive conditions on these islands, their unique basalt rock formations and rich ecology bring 34 more surprises for visitors. These islands are designated as natural reservations, 35 they are endowed with remarkable and rare resources. For instance, Gupo (Grand Aunt) Island is the largest uninhabited island in the North Sea area and the main 36 of seaweed production. Like Gupo Island, Baisha (White Sand) Island is also uninhabited and has 37 the primitive, unspoiled character. The island features well-developed columnar basalt formations, which on the southern coastline are 38 spectacular. This is also one of the best areas of the Penghu Islands for bird watching. In addition, there are also pillar-shaped rock formations that are Mother Nature's 39 sculptures.

Like gifts from God, the yellow flowers that bloom 40 the basalt rock cracks and the beautiful songs of little singing birds on the meadows turn these islands into a paradise.

- (A) attractions (B) between (C) for (D) location (E) masterpiece
(F) nearly (G) particularly (H) preserved (I) even (J) uninhabited

參考答案：FAJICDHGEB

選文出處：<http://www.asia-planet.net/taiwan/penghu.htm>

(94 指考)

題型 2. 十個空格的選文搭配十二個選項：

試題舉例：

第 31 至 40 題為題組

Like pearls scattered in the East Sea, the Penghu archipelago is situated in the southwest of the Taiwan Strait. It consists of 31 one hundred islands, of which many are famous for their pure white-sand beaches. The broad beaches and beautiful underwater scenery are the major 32 of Penghu islands.

Among the one hundred or so islands, only 20 are inhabited. The 33 islands of Penghu have been kept intact without human intervention. The primitive conditions on these islands, their unique basalt rock formations and rich ecology bring 34 more surprises for visitors. These islands are designated as natural reservations, 35 they are endowed with remarkable and rare resources. For instance, Gupo (Grand Aunt) Island is the largest uninhabited island in the North Sea area and the main 36 of seaweed production. Like Gupo Island, Baisha (White Sand) Island is also uninhabited and has 37 the primitive, unspoiled character. The island features well-developed columnar basalt

formations, which on the southern coastline are 38 spectacular. This is also one of the best areas of the Penghu Islands for bird watching. In addition, there are also pillar-shaped rock formations that are Mother Nature's 39 sculptures.

Like gifts from God, the yellow flowers that bloom 40 the basalt rock cracks and the beautiful songs of little singing birds on the meadows turn these islands into a paradise.

- | | | | |
|-----------------|-----------------|------------------|---------------|
| (A) attractions | (B) tourists | (C) for | (D) added |
| (E) masterpiece | (F) nearly | (G) particularly | (H) preserved |
| (I) even | (J) uninhabited | (K) between | (L) location |

參考答案：FAJICLHGEK

選文出處：<http://www.asia-planet.net/taiwan/penghu.htm>

(94 指考)

四、篇章結構：

測驗目標：評量考生能掌握篇章結構的理解與組織的能力。

作答說明：本題型的題幹為段落式短文，以一段（或一篇）含五個空格的選文搭配五至七個選項，每題一個空格，請依文意在文章後所提供的選項中分別選出最適當者，填入空格中，使篇章結構清晰有條理，並將其英文字母代號標示在答案卡之「選擇題答案區」。

題型 1. 五個空格的選文搭配五個選項：

試題舉例：

第 41 至 45 題為題組

Many researchers have been interested in whether or not an individual's birth order has an effect on intelligence. One of the first studies was carried out in the Netherlands during the early 1970s. 41 The test was called the "Raven," which is similar to the I.Q. test. The researchers found a strong relationship between the birth order of the test takers and their scores on the Raven test. 42

In 1975, Zajonc and Markus developed the confluence theory to explain the negative effect of birth order on intelligence involving the data from the Dutch. 43 However, Rutherford and Sewell in 1991 tested the theory and found no support for it. They concluded that birth order effects did not exist.

44 On one side there are Zajonc and Markus, who state that birth order effects may be explained solely by family size and the spacing of births. With short birth intervals, increasing order of birth will be associated with lower intelligence levels. But with long

birth intervals, this pattern may be reversed. 45 They show that the confluence model does not explain any relationship between birth order and intelligence that may exist in the American data. Up to date, there is no agreement between these opposing views. And such a debate may continue for years to come.

(A) There are definitely two sides to this issue.

(B) Scores decreased as the family size increased and also with birth order.

(C) An intelligence test was administered to over 350,000 Dutch males when they turned 19 years of age.

(D) On the other side are Rutherford and Sewell, who studied more than 10,000 American high school graduates.

(E) Since then, the theory has been elaborated and even extended to explain the positive effect of birth order on intelligence.

參考答案：CBEAD

選文出處：<http://www.mwsc.edu/psychology/research/psy302/fall95/lowery.htm>

(94 指考)

題型 2. 五個空格的選文搭配六個選項：

試題舉例：

第 41 至 45 題為題組

Many researchers have been interested in whether or not an individual's birth order has an effect on intelligence. One of the first studies was carried out in the Netherlands during the early 1970s. 41 The test was called the "Raven," which is similar to the I.Q. test. The researchers found a strong relationship between the birth order of the test takers and their scores on the Raven test. 42

In 1975, Zajonc and Markus developed the confluence theory to explain the negative effect of birth order on intelligence involving the data from the Dutch. 43 However, Rutherford and Sewell in 1991 tested the theory and found no support for it. They concluded that birth order effects did not exist.

44 On one side there are Zajonc and Markus, who state that birth order effects may be explained solely by family size and the spacing of births. With short birth intervals, increasing order of birth will be associated with lower intelligence levels. But with long birth intervals, this pattern may be reversed. 45 They show that the confluence model does not explain any relationship between birth order and intelligence that may exist in the American data. Up to date, there is no agreement between these opposing views. And such a debate may continue for years to come.

- (A) There are definitely two sides to this issue.
- (B) One theory believes that intelligence is closely related to birth order.
- (C) An intelligence test was administered to over 350,000 Dutch males when they turned 19 years of age.
- (D) On the other side are Rutherford and Sewell, who studied more than 10,000 American high school graduates.
- (E) Since then, the theory has been elaborated and even extended to explain the positive effect of birth order on intelligence.
- (F) Scores decreased as the family size increased and also with birth order.

參考答案：CFEAD

選文出處：<http://www.mwsc.edu/psychology/research/psy302/fall95/lowery.htm>

(94 指考)

五、閱讀測驗：

測驗目標：評量考生能綜合運用詞彙、慣用語、語意、語法、語用的知識，了解整篇或局部文意，並加以分析與推理的能力。

作答說明：每題請分別根據各篇文章之文意選出最適當的一個選項，標示在答案卡之「選擇題答案區」。

試題舉例：

第 49 至 52 題為題組

Native Americans could not understand the white man's war on the wolf. The Lakota, Blackfeet, and Shoshone, among other tribes, considered the wolf their spiritual brother. They respected the animals' endurance and hunting ability, and warriors prayed to hunt like them. They draped themselves in wolf skins and paws, hoping they could acquire the wolf's hunting skills of stealth, courage, and stamina. Plains Indians wore wolf-skin disguises on raiding parties. Elite Comanche warriors were called wolves.

The white settlers' war on the wolf raged on. Western ranchers continued to claim that thousands of cattle were killed every year by wolves. In 1884, Montana created its first wolf bounty—one dollar for every dead wolf, which increased to eight dollars in 1893. Over a period of thirty-five years, more than eighty thousand wolf carcasses were submitted for bounty payments in Montana. Moreover, the government even provided free poison. Finally, in 1914, ranchers persuaded the United States Congress to provide funds to exterminate wolves on public lands.

The last wolves in the American West died hard. No place was safe, not even the nation's first national park, Yellowstone. The park was created in 1872, and from its very beginning, poisoned carcasses were set out to kill wolves. Nearly 140 wolves were killed by park rangers in Yellowstone from 1914 to 1926. In October 1926, two wolf cubs were trapped near a bison carcass. They were the last animals killed in the park's wolf control programs.

Ranchers had won the war against the wolf. Only in the northern woods of Wisconsin, Minnesota, and Michigan could the howl of native gray wolves be heard. The vast lands of the American West fell silent. The country had lost its greatest predator.

49. The white man tried to kill the gray wolf because _____.
- (A) it attacked people
 - (B) it damaged the crops
 - (C) it was adored by the Indians
 - (D) it threatened the life of his livestock
50. This passage was most likely written by someone who _____.
- (A) liked hunting wild animals
 - (B) made laws against the gray wolf
 - (C) advocated the protection of the gray wolf
 - (D) appreciated the gray wolf's hunting skills
51. What was an important reason for the fast disappearance of the wolf?
- (A) The wolf could not have the cattle as food.
 - (B) The Indians killed the wolves for their skins.
 - (C) National park rangers killed most of the wolves.
 - (D) The government encouraged the killing of wolves.
52. The Indians respected the wolf because it _____.
- (A) was good at hunting
 - (B) was good at disguising
 - (C) had beautiful skins and paws
 - (D) was an enemy to the white man

參考答案：DCDA

選文出處：Swinburne, S. (1999). *Once a Wolf: How Wildlife Biologists Fought to Bring Back the Gray Wolf*. Boston: Houghton Mifflin.

(95 指考)

第貳部份：非選擇題**一、中譯英：此大題可能採以下三種方式，擇一呈現。****1.單句翻譯**

測驗目標：評量考生將中文句子譯成正確、通順、達意之英文的能力。

作答說明：請將以下中文句子譯成正確、通順、達意的英文，並將答案寫在「答案卷」上。請依序作答，並標明題號。

試題舉例：

(1) 身為地球村的成員，我們不應把自己侷限在這個小島上。

(2) 我們不但應該參與國際性的活動，並且應該展現我們自己的文化特色。

(94 指考)

2.克漏式翻譯

測驗目標：評量考生根據選文之上下文意，將段落中的中文句子譯成正確、達意且連貫之英文句子的能力。

作答說明：下面一段短文中，有二處係以中文呈現，請利用上下文線索（如單字、片語等）將其譯成正確、通順、達意且前後連貫的英文，並將答案寫在「答案卷」上。請依序作答，並標明題號。

試題舉例：

第 1-2 題為題組

Researchers believe that all human beings have something which is called a “love map.” Long before you fall in love with a particular person, 1. 你已經有個圖像，它會決定你將與誰相愛。 As you grow up, this unconscious image of the ideal sweetheart gradually takes shape. You imagine exactly how your true love will look—his or her hair and eye color, and height and weight - as well as personality, manners, and other features. 2. 逐漸地，你不但有個情人圖像，也會想像你們的快樂生活。 You have dreams about the places you will go together and the kinds of conversations you will have.

(英文寫作能力測驗規劃研究 VI)

3.連貫式翻譯

測驗目標：評量考生能將中文提示句子譯成句法正確、語意連貫之英文小段落的能力。

作答說明：請將下列中文短文翻譯成語意通順、語法正確的英文，並將答案寫在「答案卷」上。

試題舉例：

今天下午，爸爸開車載我們去看電影。但是，因為找不到停車位，所以只好在附近繞來繞去。一直到六點鐘，才終於進了電影院。

(英文寫作能力測驗規劃研究 VI)

二、英文作文：此大題可能採以下二種方式，擇一呈現

測驗目標：評量考生依據提示或所提供之主題(句)，運用所學詞彙、句法寫出切合主題，並具有連貫性短文的能力。

作答說明：依提示在「答案卷」上寫一篇英文作文。文長約 120 至 150 個單詞(words)，作答內容請寫在「答案卷」上。

英文作文評分指標如下：

項目	等級	優	可	差	劣
內容		主題(句)清楚切題，並有具體、完整的相關細節支持。 (5-4分)	主題不夠清楚或突顯，部分相關敘述發展不全。 (3分)	主題不明，大部分相關敘述發展不全或與主題無關。 (2-1分)	文不對題或沒寫(凡文不對題或沒寫者，其他各項均以零分計算)。(0分)
組織		重點分明，有開頭、發展、結尾，前後連貫，轉承語使用得當。 (5-4分)	重點安排不妥，前後發展比例與轉承語使用欠妥。 (3分)	重點不明、前後不連貫。 (2-1分)	全文毫無組織或未按提示寫作。 (0分)
文法、句構		全文幾無文法錯誤，文句結構富變化。 (4分)	文法錯誤少，且未影響文意之表達。 (3分)	文法錯誤多，且明顯影響文意之表達。 (2-1分)	全文文法錯誤嚴重，導致文意不明。 (0分)
字彙、拼字		用字精確、得宜，且幾無拼字錯誤。 (4分)	字詞單調、重複，用字偶有不當，少許拼字錯誤，但不影響文意之表達。 (3分)	用字、拼字錯誤多，明顯影響文意之表達。 (2-1分)	只寫出或抄襲與題意有關的零碎字詞。 (0分)
體例		格式、標點、大小寫幾無錯誤。 (2分)		格式、標點、大小寫等有錯誤，但不影響文意之表達。 (1分)	違背基本的寫作體例或格式，標點、大小寫等錯誤甚多。 (0分)

英文作文各等級的評分樣例，可參閱選才通訊第 142 期的「學測與指考英文作文評分樣例」說明，該文以 93 年學測與指考英文作文為題，委託多位高中職生撰寫短文，並取得作答學生同意用於相關學術著作等。(網址 <http://www.ceec.edu.tw/CeecMag/articles/142-2.htm>)

試題舉例：

1.主題寫作

提示：請以“Travel Is The Best Teacher”為主題，寫一篇約 120 至 150 個單詞（words）的英文作文。第一段針對文章主題，說明旅行的優點，並在第二段舉自己在國內或國外的旅行經驗，以印證第一段的說明。

（改編自 93 指考）

2.主題句寫作

提示：小考、段考、複習考、畢業考、甚至校外其它各種大大小小的考試，已成爲高中學生生活中不可或缺的一部份。請寫一篇約 120 至 150 個單詞（words）的英文作文，文分兩段，第一段以 Exams of all kinds have become a necessary part of my high school life. 爲主題句；第二段則以 The most unforgettable exam I have ever taken is ... 爲開頭並加以發展。

（改編自 92 指考）