

大學入學考試中心

指定科目考試
英文考科考試說明
(適用於 99 課綱)

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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

民國 102 年開始，「指定科目考試英文考科」將依據 99 學年度實施之「普通高級中學課程綱要」（簡稱「99 課綱」）命題¹。99 課綱與 95 暫綱兩者不同之處約 15%，最大的差異在於課程目標新增「邏輯思考、判斷與創造力」一項，以及教材綱要部分新增「A、B 分版」的設計，以因應學生程度差異。針對 A、B 分版學習，英文考科的命題原則是「依適性學習的原則，強化學測、指考之區別，學測難度較低，指考難度較高。」因此學測與指考在命題上，並未以 A、B 版區分測驗範圍，而是以分版概念，分別設計一份涵蓋不同難度的試題，讓不同程度的考生在應試時，皆有「適性」的發揮空間。

壹、測驗目標

- 一、測驗考生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、測驗考生參酌上下文意發展，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、測驗考生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、測驗考生掌握篇章結構的理解與組織的能力。
- 五、測驗考生綜合運用詞彙、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、測驗考生書寫正確、通順、達意句子的能力。
- 七、測驗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。
- 八、測驗考生邏輯思考、判斷與發揮創意的能力。

¹99 學年度實施之「普通高級中學課程綱要」於民國 97 年 1 月 24 日發布，係由 95 學年度實施之「普通高級中學課程暫行綱要」（簡稱「95 暫綱」）修訂而成。

貳、測驗內容

測驗範圍

涵蓋 99 學年度正式實施的 99 課綱所訂之第一至第六學期必修課程。

語言能力

本考科主要評量學生英文詞彙、閱讀、翻譯、及寫作等語言能力。評量方式分為選擇題與非選擇題兩大部分，各部分均包含若干題型。於選擇題中，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則以選文搭配數道試題呈現，以評量考生是否能看懂文長約 200 至 300 字的選文。選文內容配合考生的生活、學習經驗與認知能力，其範圍亦涵蓋較為抽象或專門之主題，並以敘述、論述等多種體裁呈現。取材可能來源則涵蓋報紙、雜誌、書籍等，因此考生平日應多方涉獵各種不同主題及文體的文章，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與文法能力，內容以結構較為複雜之句型（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）之能力為主，並搭配記敘文（narration）寫作。

詞彙範圍不但涵蓋高中英文課程常用 4500 個單詞（可參考大考中心高中英文參考詞彙表第一至四級²），並擴及高中常用 4500~7000 個單詞（可參考大考中心高中英文參考詞彙表第一至六級）。

邏輯思考、判斷與創造力

關於邏輯思考、判斷與創造力之體現，經由分析歷年試題後，發現多數試題皆已涵蓋邏輯思考、判斷與創造力，因此已將其融入各種題型之測驗目標中，不另設題型評量，詳見試題例舉。邏輯思考、判斷與創造力相關試題，請參考本中心公告之 99 課綱指考英文考科命題方向³。

² http://www.ceec.edu.tw/Research/paper_doc/ce37/ce37.htm

³ <http://www.ceec.edu.tw/99課綱考試說明/02-99課綱指考英文考科命題方向.pdf>

參、試題舉例

現階段指考英文考科包括閱讀與寫作能力之測驗，整卷題型分為選擇題與非選擇題兩部分，可能出現之題型如下：

第壹部分、選擇題

一、詞彙題

測驗目標：測驗考生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。

試題舉例：

Anita's health has _____ sharply since she had a heart attack last year. She can barely move around in her own house.

(A) deserved (B) deteriorated (C) digested (D) disconnected

(100 年度研究用試卷)

參考答案：B

說明：本題評量考生能否掌握 deteriorated 的語意及其在上下文中的用法。作答線索為...health...sharply since she had a heart attack...及...can barely move around in her own house。本題符合「1-2⁴：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。

二、綜合測驗

測驗目標：測驗考生參酌上下文意發展，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。

試題舉例：

第 11 至 15 題為題組

The Pinewood Derby is a racing event for Cub Scouts in the Boy Scouts of America. Cub Scouts, with the help of parents, build their own cars from wood, usually from kits 11 a block of pine, plastic wheels and metal axles. Cub Master Don Murphy organized the first Pinewood Derby, held May 15, 1953 in Manhattan Beach, California. Murphy's son was too young to _____

⁴ 因應 99 課綱，本文各試題舉例之說明文字中，納入適用各題之邏輯思考與判斷能力指標（如「1-1」……「2-5」等）以供參考。

participate in the popular Soap Box Derby races, so he 12 the idea of racing miniature wood cars.

The Scout is given a block of wood made of pine 13 two notches for wheels, four plastic wheels and four nails. The finished car must use all nine pieces, must not exceed a certain weight, must not exceed a certain length and must fit on the track. Each 14 is able to carve and decorate the car as he chooses.

The great thing about the race is that the boys build the cars with their dads, grandfathers or 15 they choose. It's not about winning or losing, it is about the quality time they get to spend with their teammates and it's about a great day with family, friends and smiling faces.

11. (A) contain (B) contained (C) containing (D) to contain
 12. (A) came up with (B) dropped out (C) made out (D) put up with
 13. (A) as (B) by (C) for (D) with
 14. (A) race (B) scout (C) team (D) parent
 15. (A) whatever (B) wherever (C) whichever (D) whomever

(100 年度研究用試卷)

參考答案：CADBD

- 11.說明：本題評量考生能否掌握分詞構句的句法結構。作答線索為空格前整個句子 Cub Scouts, ..., build their own cars from wood, ...。考生必須了解本句已有主要動詞 build 進而判斷此處必須使用現在分詞來修飾名詞 kits。本題符合「1-1：能把各類訊息加以比較、歸類、排序」的邏輯思考與判斷能力。
- 12.說明：本題評量考生能掌握慣用語 come up with 在篇章中的用法。作答線索在前半句的句意，且考生必須了解 come up with the idea 的搭配用法。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 13.說明：本題評量考生能否掌握介系詞 with 在篇章中的使用。作答線索為空格前 a block of wood 與空格後 two notches for wheels...的語意關係。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 14.說明：本題評量考生是否能參酌文章上下文，掌握 scout 在篇章中的用法。作答線索為本段第一句 The Scout 及本句空格後的 he。本題符合「2-1：能分析、歸納多項訊息的共通點或結論」的邏輯思考與判斷能力。
- 15.說明：本題評量考生能否掌握關係代名詞 whomever 在篇章中的用法。作答線索為空格前的 dads 及 grandfathers 等字詞的提示。本題符合「1-1：能把各類訊息加以比較、歸類、排序」的邏輯思考與判斷能力。

三、文意選填

測驗目標：測驗考生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。

題型 1. 十個空格的選文搭配十個選項：

試題舉例：

第 21 至 30 題為題組

A compact disc (CD) is a thin, circular disc of metal and plastic about 12cm in diameter. It's actually made of three layers. Most of a CD is made from a plastic base called polycarbonate. Sandwiched in the 21 there is a thin layer of aluminum. Finally, on top of the aluminum, is a 22 layer of polish to prevent it from being scratched easily. CDs are shiny on one side and dull on the other. The dull side usually has a 23 on it telling you what's on the CD; the shiny side is the important part. It's shiny so that a laser beam can bounce off the disc and read the information stored on it.

Before CDs were 24, music was typically stored on plastic LP (long-playing) records and cassette tapes. LPs scratched easily, while tapes could sometimes be distorted entirely. They were not 25 ways of storing music. In fact, the technology employed by LPs and tapes in storing music was rather 26 compared to that of CDs. In a CD, music is stored 27—as a long string of numbers. After the music has been recorded, it is 28 into numbers by a process called “sampling.” During the sampling process, a piece of electronic equipment in a CD measures the sound recorded; then, the equipment turns the 29 into a number, and stores it in binary format, that is, as a long list of zeros and ones. In other words, there is 30 no music on a CD at all—just a huge long list of numbers!

Although it has been around for more than 30 years, a CD is still a very popular way of storing music and computer data for its reliability and compactness.

- (A) reliable (B) label (C) invented (D) measurement (E) technically
(F) digitally (G) protective (H) converted (I) middle (J) primitive

(100 年度研究用試卷)

參考答案：IGBCAJFHDE

題型 2. 十個空格的選文搭配十二個選項：

試題舉例：

第 21 至 30 題為題組

A compact disc (CD) is a thin, circular disc of metal and plastic about 12cm in diameter. It's actually made of three layers. Most of a CD is made from a plastic base called polycarbonate. Sandwiched in the 21 there is a thin layer of aluminum. Finally, on top of the aluminum, is a 22 layer of polish to prevent it from being scratched easily. CDs are shiny on one side and dull on the other. The dull side usually has a 23 on it telling you what's on the CD; the shiny side is the important part. It's shiny so that a laser beam can bounce off the disc and read the information stored on it.

Before CDs were 24, music was typically stored on plastic LP (long-playing) records and cassette tapes. LPs scratched easily, while tapes could sometimes be distorted entirely. They were not 25 ways of storing music. In fact, the technology employed by LPs and tapes in storing music was rather 26 compared to that of CDs. In a CD, music is stored 27 —as a long string of numbers. After the music has been recorded, it is 28 into numbers by a process called “sampling.” During the sampling process, a piece of electronic equipment in a CD measures the sound recorded; then, the equipment turns the 29 into a number, and stores it in binary format, that is, as a long list of zeros and ones. In other words, there is 30 no music on a CD at all—just a huge long list of numbers!

Although it has been around for more than 30 years, a CD is still a very popular way of storing music and computer data for its reliability and compactness.

- (A) reliable (B) label (C) invented (D) measurement (E) technically
 (F) digitally (G) protective (H) remotely (I) middle (J) primitive
 (K) player (L) converted

(100 年度研究用試卷)

參考答案：IGBCAJFLDE

21. 說明：本題評量考生根據上下文意掌握 middle 的語意內涵。作答線索在第二行中的 three layers、空格前的動詞 sandwiched，以及下一句的 Finally, on the top of aluminum...等字詞的提示，考生可依上下文意發展，選出 middle (中間)。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。

22. 說明：本題評量考生能否根據上下文意掌握 protective 的語意內涵。作答線索為空格後...prevent it from being scratched。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。

- 23.說明：本題評量考生能否掌握 label 的語意內涵。作答線索為空格後的...telling you what's on the CD、the dull side 與 the shiny side 的說明，亦為本題的作答關鍵。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 24.說明：本題評量考生能否掌握 invented 的語意及其在上下文之用法。作答線索為空格前的字詞 Before 及空格後 music was typically stored on plastic LP (long-playing) records and cassette tapes，而下一句 LPs scratched easily, while tapes could sometimes be distorted entirely 亦為作答關鍵，說明了 CD 的發明是因為 LP 及 cassettes 容易折損的缺點。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 25.說明：本題評量考生能否掌握 reliable 的語意及其在上下文中的用法。作答線索為上一句 LPs scratched easily, while tapes could sometimes be distorted entirely；考生藉由理解前一句的句意，即可選出 reliable 為本題正確選項。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 26.說明：本題評量考生能否掌握 primitive 的語意內容及其在上下文中的用法。作答關鍵在於考生對於前半段文意的理解，以及本句中...was rather...compared to that of CDs。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 27.說明：本題評量考生能否掌握 digitally 的語意及其在上下文中的用法。作答線索為空格後之 as a long string of numbers；考生亦必須掌握 digitally 與 a long string of numbers 之間的語意關連。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 28.說明：本題評量考生能否掌握 converted 的語意及其在上下文中的用法。作答線索為空格前半句的 the music has been recorded 及空格後...into numbers，且考生必須了解 be converted into 的搭配用法。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 29.說明：本題評量考生能否掌握 measurement 的語意及其在上下文中的用法。作答線索為空格前一句 ...a piece of electronic equipment in a CD measures the sound recorded，考生亦須了解動詞 measure 與名詞 measurement 的語意關連性。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 30.說明：本題評量考生能否掌握 technically 的語意及其在上下文中的用法。作答線索在上一句的 a long list of zeros and ones 及空格前 In other words 與空格後 no music... just a huge long list of numbers，說明了 CD 儲存音樂的技術。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。

四、篇章結構

測驗目標：測驗考生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六個選項，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。

題型 1. 五個空格的選文搭配五個選項：

試題舉例：

第 31 至 35 題為題組

Helen Mayberry had never dug a hole in her life. She never even had her hands in dirt, not even once, she claimed. Yet this spring, the 77-year-old retiree from Galena, Illinois, was getting down and dirty.

31 Each of her neighbors had paid \$25 for a 10-by-10 plot in a community garden taking shape on a donated acre of land, in this community of about 3,300 in the northwestern tip of the state of Illinois.

32 Across the country during this time of recession and economic anxiety, Americans of all ages are flocking into their gardens to grow their own food. The numbers are impressive. 33 And an estimated 21 percent of food gardeners will be first-timers like Mayberry.

When asked why they became enthusiastic about gardening, many of them cite the chilling effects of the recession, and the fact that gardening can reap financial rewards. 34 Others voice concerns over the purity and safety of food and think planting in the backyard can ensure that only wholesome products wind up on the dinner table. 35 And as gasoline prices rise again, garden work is seen as an economical vacation from stress. In a down economy, people turn the soil to save on food, and gain on taste.

- (A) As a newcomer to vegetable gardening, Mayberry is hardly alone.
- (B) This year, some 43 million U.S. households will grow vegetables, fruit or herbs.
- (C) That is, a dollar invested in seeds and seedlings can yield more than \$8 worth of produce.
- (D) Along with dozens of her neighbors, Mayberry was planting cucumbers, carrots, onions and tomatoes.
- (E) Still others see stretching and bending in the garden as a worthy supplement to huffing and puffing in the local gym.

(100 年度研究用試卷)

參考答案：DABCE

題型 2. 五個空格的選文搭配六個選項：

試題舉例：

第 31 至 35 題為題組

Helen Mayberry had never dug a hole in her life. She never even had her hands in dirt, not even once, she claimed. Yet this spring, the 77-year-old retiree from Galena, Illinois, was getting down and dirty.

31 Each of her neighbors had paid \$25 for a 10-by-10 plot in a community garden taking shape on a donated acre of land, in this community of about 3,300 in the northwestern tip of the state of Illinois.

32 Across the country during this time of recession and economic anxiety, Americans of all ages are flocking into their gardens to grow their own food. The numbers are impressive. 33 And an estimated 21 percent of food gardeners will be first-timers like Mayberry.

When asked why they became enthusiastic about gardening, many of them cite the chilling effects of the recession, and the fact that gardening can reap financial rewards. 34 Others voice concerns over the purity and safety of food and think planting in the backyard can ensure that only wholesome products wind up on the dinner table. 35 And as gasoline prices rise again, garden work is seen as an economical vacation from stress. In a down economy, people turn the soil to save on food, and gain on taste.

- (A) As a newcomer to vegetable gardening, Mayberry is hardly alone.
- (B) This year, some 43 million U.S. households will grow vegetables, fruit or herbs.
- (C) Many of Mayberry's neighbors have become healthy by eating organic vegetables.
- (D) That is, a dollar invested in seeds and seedlings can yield more than \$8 worth of produce.
- (E) Along with dozens of her neighbors, Mayberry was planting cucumbers, carrots, onions and tomatoes.
- (F) Still others see stretching and bending in the garden as a worthy supplement to huffing and puffing in the local gym.

(100 年度研究用試卷)

參考答案：EABDF

31. 說明：本題評量考生能否掌握篇章段落主題句 (topic sentence) 和細節 (supporting detail) 的關係。作答線索為下一句...her neighbors had paid \$25...community garden...。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。

- 32.說明：本題評量考生能否掌握篇章段落主題句（topic sentence）和細節（supporting detail）的關係。作答線索為選項(A)中的...hardly alone 和下一句 Across the country during..., Americans of all ages are flocking into their gardens...的語意呼應。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 33.說明：本題評量考生是否能掌握前後文意之一致性（unity）和連貫細節（如例示、因果、時間、對比等）。作答線索為上一句 The numbers are impressive 及下一句 And an estimated 21 percent of food gardeners will be first-timers like Mayberry，與選項(B)中的 4.3 million U.S. households will grow vegetables, fruit or herbs 相呼應。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 34.說明：本題評量考生是否能掌握段落語句內容的連貫性（coherence）與一致性（unity）和連貫細節（如例示、因果、時間、對比等）。作答線索為上一句 ...gardening can reap financial rewards 與選項(D)中...can yield more than \$8 worth of produce 的語意呼應。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。
- 35.說明：本題評量考生是否能掌握篇章段落的組織與結構，及「起承轉合」的發展（global）。作答線索為上一句 Others voice concerns...和正答選項中的 Still others...相互呼應。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」的邏輯思考與判斷能力。

五、閱讀測驗

測驗目標：測驗考生綜合運用詞彙、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。

試題舉例：

第 48 至 51 題為題組

Every 14 days a language dies. By 2100, more than half of the 7,000 languages spoken on Earth may disappear, taking with them a wealth of knowledge about history, culture, and the natural environment.

Language defines a culture, through the people who speak it and through what it allows speakers to say. Words that describe a particular cultural practice or idea may not translate precisely into another language. Many threatened languages have rich oral cultures with stories, songs, and histories passed on to younger generations, but no written forms. With the extinction of a language, an entire culture is lost.

Much of what humans know about nature is concealed only in oral languages. Aboriginal groups that have interacted closely with the natural world for thousands of years often have profound insights into local lands, plants, animals, and ecosystems. Studying their languages therefore benefits environmental understanding and conservation efforts.

Throughout human history, the languages of powerful groups have spread while the languages of smaller cultures have become extinct. This occurs through official language policies or through the attraction that the high prestige of speaking a dominant language can bring. These trends explain, for instance, why more language diversity exists in Bolivia, a small landlocked country in central South America, than on the entire European continent, which has a long history of large states and imperial powers.

As big languages spread, children whose parents speak a small language often grow up learning the dominant language. Depending on attitudes toward the ancestral language, those children or their children may never learn the smaller language, or they may forget it as it falls out of use. This has occurred throughout human history, but the rate of language disappearance has accelerated dramatically in recent years.

48. According to the passage, what is the benefit of studying an aboriginal language?

- (A) To obtain a higher social status.
- (B) To get a better understanding of nature.
- (C) To develop the written form of the language.
- (D) To promote the cultural standards of that language.

49. According to the passage, what is the main reason for the disappearance of languages?

- (A) They are difficult to learn.
- (B) They have too many varieties.
- (C) They cannot be translated into other languages.
- (D) They are not spoken by the younger generation.

50. Why does language diversity occur in Bolivia but not on the European continent?

- (A) Languages have lost their prestige in Europe.
- (B) Europe has a longer history of civilization than Bolivia.
- (C) No language groups are particularly powerful in Bolivia.
- (D) Europeans are more gifted in learning languages than Bolivians.

51. What can be inferred from this passage?
- (A) It's useless to maintain minority languages.
 - (B) It's urgent to help maintain endangered languages.
 - (C) It's necessary to abolish official language policies.
 - (D) It's possible to make a dominant language disappear.

(100 年度研究用試卷)

參考答案：DBDB

- 48.說明：本題評量考生能否掌握文章內容細節之間的關係 (cause and effect, comparison, etc.)。作答線索主要為第三段，尤其是最後一句 Studying their languages therefore benefits environmental understanding and conservation efforts.為本題解題關鍵。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。
- 49.說明：本題評量考生能否掌握文章內容細節之間的關係 (cause and effect, comparison, etc.)。作答主要線索為最後一段第二句 Depending on attitudes toward the ancestral language, those children or their children may never learn the smaller language, or they may forget it as it falls out of use.。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。
- 50.說明：本題評量考生能否掌握文章內容細節之間的關係 (cause and effect, comparison, etc.)。作答線索在第四段，尤其是第二句 This occurs through official language policies or through the attraction that the high prestige of speaking a dominant language can bring.。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係 (如因果、重要性、時間順序等)」的邏輯思考與判斷能力。
- 51.說明：本題評量考生能否作適當推論 (inference) 與判斷。作答線索遍及全文，主要的線索為第二段第三句：Many threatened languages have rich oral cultures with stories, songs, and histories passed on to younger generations, but no written forms. With the extinction of a language, an entire culture is lost.以及最後一段最後一句：This has occurred throughout human history, but the rate of language disappearance has accelerated dramatically in recent years.。本題符合「2-1：能分析、歸納多項訊息的共通點或結論」的邏輯思考與判斷能力。

第貳部份：非選擇題

一、中譯英：此題型可能以單句翻譯、克漏式翻譯或連貫式翻譯等方式呈現

1. 單句翻譯

測驗目標：測驗考生將中文句子譯成正確、通順、達意英文的能力。

作答說明：請將以下中文句子譯成正確、通順、達意的英文。

試題舉例：

1. 高中畢業象徵一個階段的結束，同時也是另一個階段的開始。
2. 我們必須準備好面對新環境所可能帶給我們的挑戰。

(100 年度研究用試卷)

參考答案：

1.

Graduating from high school(s)	{	symbolizes represents means stands for	the end of a stage (in life), and at the same time the beginning of another.
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2.

We have to be	{	prepared ready	to face the challenges	that the new environment	{	may can could	bring (to) us.
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1. 說明：本題評量考生使用高中常用詞彙與慣用語（如：graduate, symbolize, stage, at the same time）寫出含有動名詞當主詞之句子的能力。
2. 說明：本題評量考生使用高中常用詞彙與慣用語（如：be prepared, challenges, environment）寫出含有形容詞子句之句子的能力。

2. 克漏式翻譯

測驗目標：測驗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。

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)

參考答案：

1. you've got an image which decides who that person is.
2. Gradually, you not only have got an image (of the ideal sweetheart) but also imagine your happy life together.

1.說明：本題評量考生能拼寫出 image, decide 等字詞及使用形容詞子句之句型的能力。由於提供了中文線索，其間各語意單位間的關係已然固定，學生僅需依所學之單字及句構能力，並參酌上下詞彙、文法的提示作答即可，無須再做語意邏輯間的推敲。

2.說明：本題評量考生能拼寫出 gradually, image, imagine 等字詞及使用 not only...but also 之句 1.5 型的能力。由於提供了中文線索，其間各語意單位間的關係已然固定，學生僅需依所學之單字及句構能力，並參酌上下詞彙、文法的提示作答即可，無須再做語意邏輯間的推敲。

3.連貫式翻譯

測驗目標：測驗考生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。

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)

參考答案：

Dad drove us to see a movie this afternoon. { But failing to
 { However, as we couldn't
 find a parking space, he had to drive around (the theater).

{ It was not until six o'clock that we finally got into the movie theater.
 { Not until six o'clock did we finally get into the movie theater.
 { We didn't enter the movie theater until six o'clock.

說明：本題評量考生能拼寫出 this afternoon, parking space, drive around, until, movie theater 等單字及使用正確句型（如對等子句）之能力。由於提供了中文線索，其間各語意單位間的關係已然固定，學生僅需依所學之詞彙及句構能力，並參酌詞彙、文法、句構的能力作答即可，無須再做語意邏輯間的推敲。

二、英文作文：此題型可能以主題寫作或主題句寫作方式呈現

測驗目標：測驗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：依提示寫一篇英文作文，文長至少 120 個單詞（words）。

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)

自 98 學年度起，每年學測及指考考後，本中心閱卷組酌選非選擇題引導寫作佳作約十篇，提供外界參考⁵。至於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：根據報導，台灣高中生參加課外補習的比例高達 75.6%。請以一位高中生的立場，寫一篇英文作文，表達你對這個現象的看法。文長至少 120 個單詞；全文分為兩段，第一段說明造成這個現象可能的原因，第二段則從你自己或朋友的經驗，提出你對這個現象的看法。

（100 年度研究用試卷）

⁵ 學測：<http://www.ceec.edu.tw/AbilityExam/AbilityExamInfo.htm>；

指考：<http://www.ceec.edu.tw/AppointExam/AppointExamInfo.htm>

說明：本題主要評量考生能否運用詞彙、語法、修辭知識，寫出切合主題，並具有統一性與連貫性短文的能力。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」，「2-1：能分析、歸納多項訊息的共通點或結論，與「2-5：能整合、規劃相關資訊及資源，並發揮創意」的邏輯思考與判斷能力。

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，已成為高中學生生活中不可或缺的一部份。請寫一篇至少 120 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. 為主題句；第二段則以 The most unforgettable exam I have ever taken is ... 為開頭並加以發展。

（改寫自 92 學年度指考）

說明：本題主要評量考生是否能運用詞彙、語法、修辭知識，寫出切合主題，並具有統一性與連貫性短文的能力。本題符合「1-2：能根據上下語境釐清不同訊息之間的關係（如因果、重要性、時間順序等）」，「2-1：能分析、歸納多項訊息的共通點或結論」，與「2-5：能整合、規劃相關資訊及資源，並發揮創意」的邏輯思考與判斷能力。