

科目：語文能力-國文(選擇題號為 26 至 50，每題 2 分，共 50 分)

※請使用 2B 鉛筆將正確答案依題號順序劃記於答案卡上。

26. 下列敘述中，何者沒有錯別字：(A) 他是一個付得起責任的人 (B) 有仇報仇，有怨報怨，並不是解決人際紛擾的好方法 (C) 對人生感到困惑時，不妨尋問可信賴的人 (D) 心思細膩的人有時不免多煩惱。
27. 下列詞語何者有誤：(A) 怒不可遏 (B) 偃苗助長 (C) 懵懂無知 (D) 另有蹊蹺。
28. 下列何者不具有將自我之情投射於外在景物的特性：(A) 薄霧濃雲愁永晝，瑞腦銷金獸 (B) 但願人長久，千里共嬋娟 (C) 可堪孤館閉春寒，杜鵑聲裡斜陽暮 (D) 我見青山多嫵媚，料青山見我亦如是。
29. 關於下列古代小說之說明，何者正確：(A) 《西遊記》中唐僧率領悟空等人前往西天取經之歷程，可視為是修行心性的一種隱喻 (B) 《水滸傳》可謂是清代譴責小說代表 (C) 《三國演義》的正統觀與《三國志》相同 (D) 《紅樓夢》多寫兒女情事，可歸為狹邪小說。
30. 莊子與惠子遊於濠梁之上。莊子曰：「儵魚出遊從容，是魚樂也。」惠子曰：「子非魚，安知魚之樂？」莊子曰：「子非我，安知我不知魚之樂？」惠子曰：「我非子，固不知子矣，子固非魚也，子不知魚之樂，全矣。」莊子曰：「請循其本。子曰女安知魚樂云者，既已知吾知之而問我，我知之濠上也。」(《莊子·外篇·秋水》) 由上文可見：(A) 莊子和惠施皆好辯，針鋒相對，關係惡劣 (B) 惠施論點乃以移情作用之道理推衍出莊子非魚故不知魚樂之說 (C) 莊子回應以物我交融的主觀感知 (D) 莊子強調他曾和魚一起游泳，所以知道魚在水中的快樂。
31. 承上題，下列相關敘述正確的是：(A) 惠施和莊子的論點雖不同，但皆有「達則兼善天下」的懷抱 (B) 莊子身處亂世，卻能不屈於世俗，其曾言「富貴不能淫，貧賤不能移，威武不能屈」(C) 莊子於上文中展現出與萬物同樂的胸懷 (D) 惠施被歸為雜家，擅長名實之辨。
32. 下列詞語的說明何者有誤：(A) 鳶飛魚躍：比喻萬物任其天性而動，各得其所 (B) 意馬心猿：心意不定，不能自持 (C) 兔死狐悲：因同類的死亡而感到悲傷 (D) 首鼠模稜：喻幸災樂禍之意。
33. 關於書信的基本格式，下列何者有誤：(A) 書信起首第一行稱謂要空兩格，如同一段之開始 (B) 稱謂乃發信人對受信人的稱呼，表示雙方的關係 (C) 正文表作書主旨，宜說明主題、層次分明 (D) 末尾署名宜與稱謂相呼應，是否署全名，則應視關係親疏而定。

34~37

龍噓氣成雲，雲固弗靈於龍也。然龍乘是氣，茫洋窮乎玄間，薄日月，伏光景，感震電，神變化，水下土，汩陵谷，雲亦靈怪矣哉！雲，龍之所能使為靈也；若龍之靈，則非雲之所能使為靈也。然龍弗得雲，無以神其靈矣。失其所憑

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依，信不可歟！異哉！其所憑依，乃其所自爲也。《易》曰：「雲從龍。」既曰龍，雲從之矣。(韓愈〈雜說一〉)

34. 若為此文下一副標題，宜為下列何者？(A) 龍雲較勝 (B) 龍之為神靈說 (C) 龍雲靈怪傳奇 (D) 龍雲相從論。

35. 下列何者於文意脈絡中為突顯主旨的關鍵字句？(A) 龍嘘氣成雲，雲固弗靈於龍也 (B) 雲亦靈怪矣哉 (C) 若龍之靈，則非雲之所能使為靈也 (D) 其所憑依，乃其所自爲也。

36. 關於本文的說明，正確者為：(A) 本文具現道家萬物轉化，與天地同在的思想 (B) 韓愈用以嘲諷小人趨炎附勢的現象 (C) 以龍與雲相互較勁，展現其各憑本事的能力 (D) 引用《易經》說明龍所掌握的主導權。

37. 龍與雲的關係可衍生出多種隱喻，下列何者不適用：(A) 君與臣 (B) 英雄與時勢 (C) 男與女 (D) 朋友之間。

### 38~41

38. 陶淵明曾寫下〈形影神〉三首的組詩，其序言：「貴賤賢愚，莫不營營以惜生，斯甚惑焉！故極陳形影之苦，言神辨自然以釋之。好事君子，共取其心焉。」形影神可理解為分別代表人在生命形體、道德理性與精神境界上的不同追求。形難以永恆，故追求及時行樂，而影所渴望的是樹德建功，名流萬世，陶淵明乃以順應自然之自得從容說明形影在生命中受到的局限。據此，則下列說明何者有誤：(A) 就形與影的關係而言，呈現出越名教而任自然之意 (B) 影認為樹德立功便足以超越形體限制，乃與三不朽思想相關 (C) 世人多汲汲營營於形影所象徵的追求 (D) 世人多半不能得到他們所想要追求的。

39. 陶淵明此組詩，前兩首以形影相贈答，最後再由神開解兩者盲點，如此寫作技巧為下列何者：(A) 類疊 (B) 轉化 (C) 頂真 (D) 錯綜。

40. 第三首〈神釋〉曾對形影的不同追求有以下回應：「老少同一死，賢愚無復數。日醉或能忘，將非促齡具（促使人壽短之器具，指酒而言）？立善常所欣，誰當為汝譽？甚念傷吾生，正宜委運去。縱浪大化中，不喜亦不懼。應盡便須盡，無復獨多慮」。上述所言展現出的特色可概括為：(A) 陌生化的詼諧幽默 (B) 對世俗追求的嘲弄諷刺 (C) 饒有深意的人生寓言 (D) 平鋪直述的自我表白。

41. 關於陶淵明的敘述，何者正確：(A) 曾著〈五柳先生傳〉以自況其人：「閒靜少言，不慕榮利」(B) 鍾嶸《詩品》評陶詩為上品，譽為「古今隱逸詩人之宗」(C) 他自始至終都排斥儒家積極入世的思想，而歸宿於道家之超脫 (D) 〈歸去來辭〉的名句是「少無適俗韻，性本愛丘山。誤落塵網中，一去十三年」。

### 42~44

長醉後妨何礙，不醒時有甚思。糟醅兩個功名字，醅滄千古興亡事，麴埋萬丈虹霓志。不達時皆笑屈原非，但知音盡說陶潛是。(白樸〈仙呂·寄生草〉)

42. 此首元曲題為「勸飲」，其意為何？(A) 勸世人應及時行樂，有酒當醉 (B) 感嘆世道不公，無奈沉痛 (C) 了悟歷史興亡，放棄積極淑世的懷抱 (D) 人

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生有限，宜早歸隱。

43. 古人詩酒風流，多善飲者，下列何者並非以酒聞名者：(A) 陶淵明 (B) 李白 (C) 蘇軾 (D) 阮籍。

44. 就此首元曲而言，下列說明何者**正確**：(A) 前兩句以長醉不願醒喻身不逢時 (B) 作者真正大徹大悟，不將功名看在眼裡 (C) 連續以「糟醺」、「醅滄」、「麴埋」三個與釀酒相關的動詞，表達他對功名的沉醉 (D) 作者貶抑屈原，看重陶淵明。

45. 此首元曲宜歸為下列何種風格：(A) 放誕沉痛 (B) 曠達超脫 (C) 豪放詼諧 (D) 清新自然。

#### 46~48

在群眾中，你生活於當時的時代，在孤獨中，你生活於所有的時代。孤獨的一個人，在一個人與萬有之間，蘊藏著無限。在群眾中，你不能認識世界的無限，因為你只注意別人如何認識世界，你只覺他人的世界在你之外，你的世界，被限制了。在孤獨中，你開始面對著蒼茫的宇宙。所見所聞所思的一切，在你孤獨的時候，表現為你心靈的圖畫。畫軸的展開，依著你心靈內部的天樞。心靈的光輝，自天樞縱橫四射，運行浸潤於無窮的畫境。你的孤獨永遠不會使你寂寞的。(節錄自唐君毅《人生的體驗·說孤獨》)

46. 就上文的敘述，其意**不包含**下列何者：(A) 個人身處群眾之中，常常格格不入 (B) 身處群眾之中，易被他人影響 (C) 獨處時更適合思索 (D) 孤獨與寂寞並不相同。

47. 「在孤獨中，你生活於所有的時代」，其意**近似**下列何者：(A) 尚友古人之效 (B) 每個時代都有知音識人者 (C) 陽春召我以春景，大塊假我以文章 (D) 悵望千秋一灑淚，蕭條異代不同時。

48. 「孤獨的一個人，在一個人與萬有之間，蘊藏著無限」，其意**近似**下列何者：(A) 一沙一世界，一花一天堂 (B) 胸有成竹 (C) 一死生，齊物我 (D) 郢書燕說。

#### 49~50

小山重疊金明滅，鬢雲欲渡香腮雪。嬾起畫蛾眉，弄妝梳洗遲。照花前後鏡，花面交相映。新貼繡羅襦，雙雙金鸂鶒。(溫庭筠〈菩薩蠻〉)

49. 此詞中主要運用何種技巧以烘托詞中主人公的心緒和形象？(A) 直抒胸臆 (B) 物象堆疊 (C) 諧音雙關 (D) 對仗排比。

50. 關於此詞，下列敘述何者**正確**？(A) 作者以「嬾」和「弄」暗示主人公心緒 (B) 詞中主人公趕緊梳妝打扮，就怕遲了 (C) 在前後鏡對映之下，主人公不滿其衣著 (D) 「雙雙金鸂鶒」之意象華麗美滿，是主人公處境之影射。

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科目：語文能力- 英文(選擇題號為 01 至 25，每題 2 分，共 50 分)

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There are 25 questions. Please choose the **best** answer for each question. 50%

**A. Vocabulary and Expressions 20%**

1. Alastair Findlay, a farmer, in the south of England, has been developing a 'No Tears' onion for twenty years. Each season he has tasted hundreds of \_\_\_\_\_ to find the perfect flavor.  
(A) aromas (B) varieties (C) brands (D) properties
2. The new hybrid has a milder taste than others. \_\_\_\_\_ good news for your eyes, and also your breath.  
(A) That's (B) They're (C) That's a (D) They're a
3. As an \_\_\_\_\_ traveler, he's been to more than 30 countries.  
(A) avowed (B) avuncular (C) alluring (D) avid
4. In tests with raw and cooked cloves, milk "significantly reduced" levels of the sulphur compounds that give garlic its flavor and \_\_\_\_\_ smell.  
(A) digestive (B) neutralized (C) pungent (D) obscure
5. The \_\_\_\_\_ gang leader, chased by more than 2,000 members of the security forces, was finally located and killed.  
(A) observant (B) obstructive (C) elusive (D) elastic
6. I suggested you \_\_\_\_\_ him first.  
(A) called (B) to call (C) calling (D) call
7. Categorized as an unconventional politician, his style embodied a striking departure from the political \_\_\_\_\_.  
(A) norm (B) codification (C) agenda (D) reformation
8. Germany has signed an agreement for the return of a Matisse painting, \_\_\_\_\_ by the Nazis, to the family of its original Jewish owner.  
(A) shoplifted (B) looted (C) mugged (D) embargoed
9. The mobile app, the \_\_\_\_\_ of two US university students, lets users communicate by sending each other photos that automatically delete after a few seconds.  
(A) brainchild (B) genuineness (C) offspring (D) byproduct
10. I travelled extensively and all I can say is that I simply \_\_\_\_\_ the warmth of hospitality and smiles wherever I went.  
(A) basked (B) basked with (C) have basked (D) basked in

**B. Reading Comprehension 30%**

In this section you will read short passages followed by some questions. Read the passages and the questions, and then choose the **best** answer for each question.

**Passage 1**

While technology undermines some aspects of education, it has also empowered students in unforeseen ways. "There is this view that young people are a bit apathetic, a little bit lazy, distracted by technology," says Choksi of Pearson. "We actually really underestimate the role technology is playing in children's education right now and the power it gives them over the way they learn."

For instance, students impatient for educators to address questions are increasingly willing to seek answers for themselves. "They might be in algebra and go to YouTube to figure out how to solve a problem before going to a teacher or consulting a textbook," Choksi says.

"That's what you ultimately want with kids," Swift adds. "You want them asking new questions, seeking new

answers.”

Taylor points out that as information becomes ubiquitous, success is no longer about knowing the most. Instead, it's the ability to think critically and creatively, ironically the very skills that digital media undermines by lowering attention spans.

“If you think of the Zuckerbergs and the Gates and the Sandbergs and all these people who became successful in the tech world,” he says, “it wasn't because they could code; it was because they could think.”

Digital natives will continue to voraciously adopt new media. Teachers have no choice but to evolve, not only to ensure students can access and take advantage of new technologies, but to fundamentally educate students to succeed in a world constantly trying to distract them.

(adapted from <http://www.bbc.com/capital/story/20190220-how-can-a-distracted-generation-learn-anything>)

11. Which of the following words is **least** similar or dissimilar to the meaning of “undermine” (line 1)?

- (A) detract from      (B) devalued      (C) empower      (D) mar

12. What is the best title for the passage?

- (A) The Role of Technology      (B) Learn to Think  
(C) Never Underestimate Technology      (D) Pros and Cons of Technology

13. According to the passage, which of the following statements is true?

- (A) Zuckerbergs and Gates are the so-called digital natives.  
(B) To become successful in the age of technology, you have to be familiar with technology.  
(C) Learning to think is more important than knowing a lot of information.  
(D) It's convenient for kids to get information online, so they have become phubbers.

## Passage 2

Still, while some educators are embracing technology in the classroom, multiple studies have shown more traditional classrooms can be more successful. A 2015 study by the London School of Economics showed GCSE test scores improved when schools in Birmingham, London, Leicester and Manchester banned phones from class. Neuroscience professor William Klemm, author of *The Learning Skills Cycle*, points to a 2014 study that found taking notes in longhand helped students retain information better than using a laptop.

Klemm also points out the dangers of chopping up lessons into small chunks, suggesting switching between small lessons too quickly could rob students of valuable comprehension. He says students need time to engage with a topic once the teacher introduces it before moving on.

Even many tech-forward educators find value in traditional methods and suggest a “blended learning” approach. “I've seen a lot of discussion among academics in recent years about whether the lecture format is a relic and should go the way of the dinosaurs,” says Katie Davis, associate professor in the University of Washington Information School. “I guess it comes down to whether you believe there are valuable skills involved in following a complex argument that is presented linearly in real-time.”

While Davis admits new media could provide valuable skills, she still believes lectures have their place.

Educators across the tech spectrum agree the teacher's authority remains sacrosanct. Elizabeth Hoover, chief technology officer of public schools in Alexandria City, Virginia, works to enhance education in her district through technology, but she says she would never replace direct instruction from teachers.

“The face-to-face interaction with the teacher is still the most important component in the classroom,” she says, favouring technology only when it enhances a lesson in ways impossible offline.

Schad also points out that many teachers rely on technology only because they don't have sufficient resources offline. Programmes like Lexia wouldn't be necessary if schools provided more funding for aides, who could free up teachers to concentrate on struggling students.

Philadelphia teacher Sophia Date, who teaches 12th grade social studies, also questions the impulse to fund tech over more teachers. “There is a huge push for technology in the classroom, but at times I think that it is done in the place of larger, more necessary reforms. Grant organisations are happy to give money for a set of tablets or laptops, but not willing to provide a salary for a teacher for a year,” she says.

Date clarifies that equitable access to technology remains crucial to help close the gap for low-income students, but it cannot replace systemic change.

(adapted from <http://www.bbc.com/capital/story/20190220-how-can-a-distracted-generation-learn-anything>)

14. What is this passage mainly about and for?

- (A) blended learning (B) traditional lecture format (C) modern technology (D) education equity

15. As mentioned in the passage, which of the following is unanimously NOT considered relics?

- (A) teacher lectures (B) handwritten notes (C) tablets (D) all of the above

16. Which of the following word is closest in meaning to “sacrosanct” in the passage?

- (A) unbelievable (B) sacred (C) stable (D) prestigious

### C. Cloze

This rule of thumb will help you to decide when to give up 17 a book. If you’re either prone 18 ruthlessly abandoning a read at page four or 19 it out with giant tomes that you’ve grown to hate, the idea is to read 50 pages and then decide if the book – in the words of Marie Kondo – “sparks joy”. If it doesn’t, give it up.

The strategy was invented by the author, librarian and literary critic Nancy Pearl and explained in her book, *Book Lust*. It includes a thoughtful 20 for people who are over 50 years old, who she suggests should 21 their age from 100 instead – the 22 number is how many pages they should read. Because as you age, life really does become too short to read bad books.

So there you have it. 23 your phone out of your hand for just an hour a day, and placing a book in your texting 24 instead, could boost your empathy levels and make you more productive. If the world’s most busy and successful people can 25 it, you can too.

Who knows what you’ll do with all that extra knowledge and inspiration. You might even end up with your own space venture.

(adapted from <https://www.bbc.com/worklife/article/20190225-how-to-cultivate-a-daily-reading-habit>)

- |                     |               |               |                             |
|---------------------|---------------|---------------|-----------------------------|
| 17. (A) to          | (B) for       | (C) on        | (D) x (no word needed here) |
| 18. (A) in          | (B) for       | (C) on        | (D) to                      |
| 19. (A) staggering  | (B) slogging  | (C) sluggish  | (D) slamming                |
| 20. (A) caveat      | (B) advice    | (C) situation | (D) reference               |
| 21. (A) remove      | (B) descend   | (C) minus     | (D) subtract                |
| 22. (A) deriving    | (B) resulting | (C) obtaining | (D) getting                 |
| 23. (A) Eradicating | (B) Erasing   | (C) Dropping  | (D) Prising                 |
| 24. (A) claw        | (B) clay      | (C) sledge    | (D) tip                     |
| 25. (A) succeed     | (B) deal      | (C) manage    | (D) control                 |

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