

中國醫藥大學 111 學年度學士後中醫學系入學招生考試

英文 試題

I. Vocabulary and Phrases (Questions 1-10): Choose the **BEST** answer to complete each sentence.

- The pandemic has ____ a global health emergency and brought disaster to humans.
(A) triggered (B) pacified (C) administered (D) persuaded
- A hospital near Taipei has initiated a study to ____ the effectiveness of a third dose of a Covid-19 vaccine.
(A) reside (B) explore (C) pamper (D) grieve
- This movie is touching on ____ that would have been taboo in this country before.
(A) symptoms (B) splashes (C) patches (D) themes
- Heavy snow ____ western Germany and broke records in some areas this weekend, Kenyan News reported.
(A) pummeled (B) duplicated (C) contracted (D) deployed
- The first major military ____ of the virus occurred on a cruise early last year.
(A) factor (B) pulse (C) outbreak (D) gourmet
- In medieval times, when chivalry was prized, the virtue of ____ was often found to be beautifully portrayed in the form of a knight with a sword.
(A) fortitude (B) multitude (C) platitude (D) turpitude
- Unfortunately, students are ____ about the racial prejudice on campus.
(A) compressed (B) complacent (C) complimentary (D) complementary
- Although the ____ situation is usually several hours old, it is very valuable for indicating the general weather patterns the pilot must reckon with.
(A) semantic (B) dogmatic (C) synoptic (D) syntactic
- I stayed beside the attacker, keeping a ____ eye on him in case he decided to try anything.
(A) dairy (B) bulky (C) wary (D) progressive
- I read the New York Times regularly and find the incorrect reports and information rather annoying and ____.
(A) retiring (B) potential (C) divine (D) irksome

II. Grammar and Structure (Questions 11-20): Choose the **BEST** answer to complete each sentence.

- If the science of a body of work is solid, it deserves publication ____ who produced it.
(A) regardless of (B) in lieu of
(C) in place of (D) in progress of
- There may be a new roof on this deserted land, but time is certainly not healing all wounds ____ of Hurricane Cabana.
(A) in the wake (B) in parallel (C) on a par (D) on behalf
- When it comes to medical intervention for spinal cord repair, stem cells have taken ____.
(A) level crossing (B) tenor clef (C) center stage (D) en route

14. This medical discovery in antibody levels and variant cross-neutralization has made the ____ page of the local newspaper.
 (A) cautious (B) predictable (C) front (D) transparent
15. "Eat less" means consume less food, which ____ eating smaller portions and avoiding frequent between-meal snacks.
 (A) scrubs off (B) stands against (C) puts off (D) translates into
16. Janice wrote her first song ____.
 (A) while she worked a porter in a bookstore in New York.
 (B) while working as a porter in a bookstore in New York.
 (C) while worked as a porter in a bookstore in New York.
 (D) while she was worked as a porter in a bookstore in New York.
17. You have broken the law; ____, you must be punished.
 (A) amidst (B) since (C) because (D) therefore
18. Can you tell me the reason ____ you did not turn in your assignment on time?
 (A) how (B) why (C) what (D) who
19. The owner does not allow people ____ in the house.
 (A) smoke (B) smoked (C) to smoke (D) to smoking
20. I think I am an interesting person and am usually eager to learn, but I just have little idea of what the speaker is talking about. I am totally _____. Can we leave now?
 (A) bore (B) bored (C) boring (D) to bore

III. Cloze (Questions 21-40): Choose the **BEST** answer for each blank in the passages.

In real-life learning situations, knowledge is seldom 21 into different subjects. For example, what we know about a particular river, we know it 22 and we don't partition this knowledge in our minds by subjects. In this regard, an integrated school curriculum makes our learning more meaningful. This is not to say that organizing our teaching or learning by subjects should not 23 at all. To enrich the learning of each subject, instructors should create ample opportunities for students to draw on the knowledge from different 24. 25 interdisciplinary projects, learners will have a better chance to integrate and apply the knowledge from different domains to address various issues in their life.

26, our instructors will design and implement an interdisciplinary science program for our students. In terms of content, this particular 6-week program will focus on falling objects and projectile motion. This topic is essential to the study of Newtonian Mechanics as it 27 the motion of all thrown or falling objects on or around our planet. It is a topic that is relevant to students' everyday 28. An understanding of gravitational forces is required as well as the basic concept that a force acting in one direction will not affect an object 29 perpendicular to it. Other concepts and themes to be explored include motion in a plane, forces, inertia, momentum, orbits,

Newton's Laws of Motion and trajectory of a projectile. Students will be 30 that by the end of the program, each group of 4-5 students will be expected to design and 31 a machine that will throw a basketball from the free throw line through the hoop. Some class time will be devoted to 32 students for this final project, but much work will need to be performed outside of class as well. Students will have to research all possible problems in order to design and improve their machines. At the end of this program, students will be able to 33 the scientific knowledge and skills related to falling objects and projectile motion. 34, students will be able to do an interdisciplinary project, which consists of designing and constructing a machine with their team members. It is also hoped that students are able to give a detailed explanation of how their machine works and how they have 35 their knowledge and skills related to falling objects and projectile motion.

- | | | | |
|---------------------------|--------------------|------------------|---------------------|
| 21. (A) compartmentalized | (B) revoked | | |
| (C) stabilized | (D) scheduled | | |
| 22. (A) holistically | (B) conspicuously | (C) persistently | (D) curiously |
| 23. (A) delineate | (B) occur | (C) collapse | (D) allude |
| 24. (A) packs | (B) gestures | (C) penalties | (D) disciplines |
| 25. (A) At | (B) Through | (C) Off | (D) Around |
| 26. (A) In this vein | (B) Coincidentally | (C) Rather | (D) Notwithstanding |
| 27. (A) puts off | (B) fires away | (C) deals with | (D) veers off |
| 28. (A) eccentricity | (B) investment | (C) bliss | (D) experience |
| 29. (A) imparting | (B) shining | (C) trimming | (D) moving |
| 30. (A) informed | (B) ridiculed | (C) marked | (D) distinguished |
| 31. (A) penetrate | (B) roast | (C) construct | (D) sweep |
| 32. (A) tighten | (B) prepare | (C) detour | (D) denote |
| 33. (A) bide | (B) acquire | (C) compel | (D) misplace |
| 34. (A) Practically | (B) Regretfully | (C) Ironically | (D) Surprisingly |
| 35. (A) endured | (B) furnished | (C) suggested | (D) incorporated |

36 his diagnosis, Mike's wife Veronica had made a full-time job of seeking treatment options for her husband. And as of last summer, when Mike's doctors said they had nothing else to offer him, Veronica knew they'd have to widen their search. She ventured 37 the world of experimental therapies, treatments that haven't been proven but are promising enough to be tested in people enrolled in clinical trials.

She canvassed experts, called up cancer centers, and spent hours doing research online, 38 she learned about immunotherapy, a new approach to cancer that oncologists are calling the most promising in decades—and probably ever. Veronica read of an ongoing Duke University trial of a drug called pembrolizumab that is approved and used to treat melanoma and was showing early promise against cancers in other parts of the body too. It's the same drug that just a few months later would send former President Jimmy Carter's melanoma, which had spread to his brain, into remission

seemingly overnight. In August 2015, Mike learned he'd been accepted into a trial for that same drug.

In principle, immunotherapy is simple. It's a way to trigger the immune system's ability to seek out and destroy invaders. That's how the body fights off bacteria and viruses. But it doesn't do that with cancer, which occurs when healthy cells 39 to outsmart those built-in defenses. That's where immunotherapy comes in. "Instead of using 40 forces, like a scalpel or radiation beams, it takes advantage of the body's own natural immune reaction against cancer," says Dr. Steven Rosenberg, an immunotherapy pioneer and chief of surgery and head of tumor immunology at the National Cancer Institute (NCI). These strategies don't target cancer itself but work on the body's ability to fight it. These therapies, administered in pill or IV form, trigger the immune system to fight cancer cells while keeping healthy cells intact. For someone as frail as Mike, that was an especially appealing prospect.

- | | | | |
|------------------|--------------|---------------|---------------|
| 36. (A) Since | (B) Because | (C) Yet | (D) When |
| 37. (A) although | (B) into | (C) backwards | (D) during |
| 38. (A) how | (B) why | (C) whose | (D) where |
| 39. (A) loose | (B) dignify | (C) indent | (D) mutate |
| 40. (A) spooky | (B) acoustic | (C) external | (D) prophetic |

IV. Reading (Questions 41-50): Choose the **BEST** answer for each question.

Passage 1

Repeated reading is a pedagogy originally developed to improve first-language (L1) learners' reading deficiency problems, in particular issues related to reading fluency and comprehension. In a typical repeated reading session, students are led to attend to both the phonological and visual information of a text by listening to the oral reading of the teacher while the students are comprehending the text. In repeated reading of the same text, unfamiliar vocabulary or grammatical structure is revisited in context. This listening-while-reading technique, according to the dual-modality input theories, can significantly enhance the depth of language learning and foster elaborate memory traces of unfamiliar language forms (such as sound and spelling). In addition, repeated reading of the same text, according to Bill VanPatten's input processing principle, could endow second language (L2) learners with an optimal processing environment for language forms. Specifically, Bill VanPatten **stipulated** that there exists a universal tendency for bilinguals to process (language) input mainly for meaning. However, if L2 learners only process language input for meaning without attending to language forms, they will never acquire any new words or novel grammatical structures. VanPatten also noted that L2 learners may attend to unfamiliar or novel language forms, and acquire them if and only after they understand the message(s) that the forms encode. This sequential view of input processing account suggests that in initial reading of a text, it is extremely difficult for L2 learners to perform any form-based processing of new vocabulary or grammar. This suggests that any one-shot pedagogical reading teaching practice cannot effectively serve as the fulcrum for promoting L2 acquisition; only later (in the following exposure to the same

text) are readers' attentional resources freed up for analyzing unfamiliar or novel language forms in comprehensible contexts. The above account offers a possible theoretical foundation for repeated reading.

It is important to note that repeated reading pedagogy involves rereading the same text several times and that such a repetitive exposure may dampen learners' motivation to attend to the language forms. Stephan Krashen (2004), a famous linguist, proposed that optimal form-based processing of novel vocabulary or grammar only occurs when learners are led to read several comprehensible texts revolving around the same topic, and, ideally, texts constructed by the same author. In reading texts of the above nature, readers are led to familiarize themselves with the writing style and expression of a given author while accumulating the background knowledge (meaning) of the topic at focus. Thus, in each subsequent reading, the readers' background knowledge is enhanced; importantly, readers are given a contextually- and conceptually-constrained context to revisit the form and usage of unfamiliar vocabulary or grammar. Krashen coined the above approach "narrow reading", which involves deep reading in a given topic. Narrow reading thus diverges from repeated reading in terms of 'the context' in which the target vocabulary or structure is (re)visited: same passage vs. different but related passages.

Apparently, the major and clearest advantage of narrow reading is that it is, in comparison with repeated reading of the same text, potentially more motivating from the perspective of learners' reading experience. Krashen even goes so far as to claim that narrow reading—the combination of contextualized deep reading and guided phonological reading—really has a chance of leading learners to go beyond "reading for meaning" and to further achieve "reading for learning." Granted, whether narrow input is unambiguously effective in all cases warrants further empirical validation. I optimistically believe that the positive effects of the narrow reading approach can be expected.

41. What is the best title for this passage?

- (A) An Introduction to the Dual-modality Input Theory
- (B) A Developmental Account of L2 Phonological Development
- (C) A Review of Two Reading Pedagogical Practices
- (D) A Linguistic Approach to L2 Motivation Enhancement

42. Which of the following is **not** true about the repeated reading approach?

- (A) Learners' rereading of the same text will not have any impact on their reading interest.
- (B) Reading a passage several times helps learners get a better understanding of the topic at focus.
- (C) Repeated reading provides a possible platform for L2 vocabulary learning.
- (D) VanPatten's input processing principle is one of the theoretical tenets for repeated reading.

43. The word "stipulate" in Paragraph 1 is closest in meaning to:

- (A) perpetuate (B) staple (C) specify (D) manipulate

44. Which of the following is **not** true about the narrow reading approach?
- (A) It's also known as the deep reading approach.
 - (B) It is a response to the insufficiency of the repeated reading approach.
 - (C) Readers may find their reading experience more motivating while performing narrow reading.
 - (D) Narrow reading has been unambiguously proven for its pedagogical potency in all cases.
45. Which of the following word best describes the author's attitude toward the narrow reading approach?
- (A) cynical (B) obsessive (C) sarcastic (D) hopeful

Passage 2

With every whiff you take as you walk by a bakery, a cloud of chemicals comes swirling up your nose. Identifying the smell as freshly baked bread is a complicated process. But, compared to the other senses, the sense of smell was often underappreciated. Recently, scientists studying olfaction have shed new light on how our sense of smell works and provided compelling evidence that it's more sophisticated than previously thought.

In a recent survey of 7,000 young people around the world, about half of those between the age of 16 and 30 said that they would rather lose their sense of smell than give up access to technology like laptops or cell phones. So, what do we know about the sense of smell?

The Nose Knows

Smell begins at the back of nose, where millions of sensory neurons lie in a strip of tissue called the olfactory epithelium. The tips of these cells contain proteins called receptors that bind odor molecules. The receptors are like locks and the keys to open these locks are the odor molecules that float past, explains Leslie Vosshall, a scientist who studies olfaction at Rockefeller University.

People have about 450 different types of olfactory receptors. Each receptor can be activated by many different odor molecules, and each odor molecule can activate several different types of receptors. However, the forces that bind receptors and odor molecules can vary greatly in strength, so that some interactions are better "fits" than others.

"Think of a lock that can be opened by 10 different keys. Two of the keys are a perfect fit and open the door easily. The other eight don't fit as well, and it takes more jiggling to get the door open," explains Vosshall.

The complexity of receptors and their interactions with odor molecules are what allow us to detect a wide variety of smells. And what we think of as a single smell is actually a combination of many odor molecules acting on a variety of receptors, creating an **intricate** neural code that we can identify as the scent of a rose or freshly-cut grass.

Odors in the Brain

This neural code begins with the nose's sensory neurons. Once an odor molecule binds to a receptor, it initiates an electrical signal that travels from the sensory neurons to the olfactory bulb, a structure at the base of the forebrain that relays the signal to other brain areas for additional processing.

One of these areas is the piriform cortex, a collection of neurons located just behind the olfactory bulb that works to identify the smell. Smell information also goes to the thalamus, a structure that serves as a relay station for all of the sensory information coming into the brain. The thalamus transmits some of this smell information to the orbitofrontal cortex, where it can then be integrated with taste information. What we often attribute to the sense of taste is actually the result of this sensory integration.

“The olfactory system is critical when we're appreciating the foods and beverages we consume,” says Monell Chemical Senses Center scientist Charles Wysocki. This coupling of smell and taste explains why foods seem lackluster with a head cold.

You've probably experienced that a scent can also conjure up emotions and even specific memories, like when a whiff of cologne at a department store reminds you of your favorite uncle who wears the same scent. This happens because the thalamus sends smell information to the hippocampus and amygdala, key brain regions involved in learning and memory.

A Better Smeller

Although scientists used to think that the human nose could identify about 10,000 different smells, Vosshall and her colleagues have recently shown that people can identify far more scents. Starting with 128 different odor molecules, they made random mixtures of 10, 20, and 30 odor molecules, so many that the smell produced was unrecognizable to participants. The researchers then presented people with three vials, two of which contained identical mixtures while the third contained a different concoction, and asked them to pick out the smell that didn't belong.

Predictably, the more overlap there was between two types of mixtures, the harder they were to tell apart. After calculating how many of the mixtures the majority of people could tell apart, the researchers were able to predict how people would fare if presented with every possible mixture that could be created from the 128 different odor molecules. They used this data to estimate that the average person can detect at least one trillion different smells, a far cry from the previous estimate of 10,000.

The one trillion is probably an underestimation of the true number of smells we can detect, said Vosshall, because there are far more than 128 different types of odor molecules in the world.

No longer should humans be considered poor smellers. In fact, many recent studies have shown that our noses can outperform our eyes and ears, which can discriminate between several million colors and about half a million tones.

46. Which of the following statement is true?

- (A) The view that our noses may play a more important role than our ears and eyes has never been empirically established by any research.
- (B) All young people would undoubtedly prefer losing access to cellphones over losing their sense of smell.
- (C) Humans can detect different scents because we have a variety of odor receptors, through which signals of the sensory neurons are transmitted to the base of the forebrain and then to other parts of the brain.
- (D) We can compare odor molecules to a lock, and (odor) receptors can be referred to as keys that are used to open the lock.

47. The word “intricate” in Paragraph 6 could be best replaced by which of the following?

- (A) modest (B) complex (C) uniform (D) straightforward

48. According to the passage, the experiment suggests that an average person can identify more than _____ smells.

- (A) half a million (B) one million (C) several million (D) one trillion

49. What is the best title for this passage?

- (A) Making Sense of Scents: Smell and the Brain
- (B) The Controversy over the Role of the Odor Molecule
- (C) We Are What We Eat
- (D) A Comparison among Different Senses

50. Which of the following can be added to the end of this passage and serve as a concluding remark?

- (A) Dogs have about two times as many olfactory receptors, compared to humans.
- (B) Traditional medicine provides a way to develop our sense of smell.
- (C) Our senses are operated by our subliminal awareness.
- (D) It's time to give our sense of smell the recognition it deserves.

中國醫藥大學 111 學年度學士後中醫學系入學招生考試英文試題參考答案

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

英文

馬芸(馬希寧)老師提供

試題解析

I. Vocabulary and Phrases

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

- (A) 1. The pandemic has ____ a global health emergency and brought disaster to humans.

疫情已經引發全球衛生危機並未人類帶來災難。

- (A) triggered 引發，觸發

教材命中：

字彙第(一)回 p.350

93. **trigger** [ˈtrɪɡə] (1) *n.* 板機 (2) *v.* 引發The shooting of a cigarette vendor **triggered** a riot.

(一名香煙販遭射殺引發暴動)

Patients who suffer from Post-Traumatic Stress Disorder, or PTSD, a condition often **triggered** by the experience of traumatic or stressful events, have symptoms such as having difficulty to concentrate, insomnia, worry, confusion, heart palpitations, and depression which may last for many years after the event. (義守)

A) caused B) arrested C) blocked D) stopped

字彙第(二)回 p.14

2 Japanese military personnel ____ a lone fisherman who they said unlawfully cast a net from the shore.

A) extended B) triggered C) permeated
D) confronted E) mitigated

- (B) pacified 平息，撫慰 字彙第(一)回 p.239

- (C) administered 管理，支配 字彙第(一)回 p.12

- (D) persuaded 說服 字彙第(一)回 p.247

- (B) 2. A hospital near Taipei has initiated a study to ____ the effectiveness of a third dose of a Covid-19 vaccine.

台北附近的一家醫院已開始一項研究要探究新冠肺炎第三劑疫苗的效果。

- (A) reside 居住 字彙第(一)回 p.285

- (B) explore 探險，探究

教材命中：

字彙第(一)回 p.140

128. **explore** [ɪksplɔːr] *v.* 探險**exploration** [ˌɛkspləˈreɪʃən] *n.* 探測**explorer** [ɪksplɔːrə] *n.* 探險家Many scientists try to **explore** the Arctic regions.

(許多科學家打算探險北極地帶)

(C) pamper 縱容，姑息

(D) grieve 悲傷 字彙第(一)回 p.161

- (D) 3. This movie is touching on _____ that would have been taboo in this country before.
這部電影涉及過去在這個國家是禁忌的主題。

(A) symptoms 症狀 字彙第(一)回 p.333

(B) splashes 潑，濺

(C) patches 補丁，貼片

(D) themes 主題 高中單字

- (A) 4. Heavy snow _____ western Germany and broke records in some areas this weekend, Kenyan News reported.

大雪連續打擊德國西部且本周在某些地區破紀錄，Kenyan新聞報導。

(A) pummeled 連續擊打

(B) duplicated 複製，影印 字彙第(一)回 p.117，字彙第(二)回 p.70

(C) contracted 承包，感染 字彙第(一)回 p.82

(D) deployed 部署

- (C) 5. The first major military _____ of the virus occurred on a cruise early last year.
第一次重大軍隊病毒爆發發生在去年初的一次巡航。

(A) factor 因素 字彙第(一)回 p.143

(B) pulse 脈搏 高中單字

(C) outbreak 爆發

教材命中：

字彙第(一)回 p.237：

45. **outbreak** [ˈaʊtbrek] *n.* 爆發

The _____ of SARS has caused great inconvenience to many families in Taiwan.

A) destiny B) contempt C) outbreak D) isolation

字彙第(二)回 p.31：

(D)6. An **outbreak**(爆發) of **measles**(麻疹) in Japan has resulted in more than 3,500 people in the southern Taiwanese harbor of Kaohsiung being _____ Adj.

A) evacuated 撤離

B) mandated 命令，託管

C) notified 通知，公告

D) quarantined 隔離，和...斷絕關係

(D) gourmet 美食家

- (A) 6. In medieval times, when chivalry was prized, the virtue of _____ was often found to be beautifully portrayed in the form of a knight with a sword.

在中古時期，當騎士獲獎時，堅忍的美德經常被發現被以一位帶刀騎士的形象美麗地描繪出來。

(A) fortitude 堅忍，剛毅

(B) multitude 許多，民眾 字彙第(一)回 p.223

(C) platitude 陳腐，單調 字彙第(一)回 p.249，字彙第(二)回 p.64

(D) turpitude 奸惡，卑鄙

- (B) 7. Unfortunately, students are _____ about the racial prejudice on campus.

不幸地，學生們滿足於校園中的種族偏見。

(A) compressed 壓縮的 字彙第(一)回 p.69

(B) complacent 滿足的, 自滿的

教材命中:

字彙第(一)回 p.67

109. **complacent** [kəmple'snt] *adj.* 滿足的; 自滿的

[補注: con/plac/ent = intensifier/please/(a.)]

complacency [kəmple'snsɪ] *n.* 自足

(C) complimentary 讚揚的, 恭維的 字彙第(一)回 p.67, 字彙第(二)回 p.20

(D) complementary 互補的, 相配的 字彙第(一)回 p.67

(C) 8. Although the ____ situation is usually several hours old, it is very valuable for indicating the general weather patterns the pilot must reckon with.

雖然綜觀(天氣)形勢(synoptic situation) 通常是幾個小時前的, 但它對表明機長必須對付的一般天氣型態是非常寶貴的。

(A) semantic 語意的

(B) dogmatic 教條的 字彙第(二)回 p.12

(C) synoptic 概要的, 全局的

(D) syntactic 句法的

(C) 9. I stayed beside the attacker, keeping a ____ eye on him in case he decided to try anything.

我留在攻擊者旁, 對他抱持警惕以免他決定有任何舉動。(keep an eye on...看守)

(A) dairy 牛奶的 字彙第(一)回 p.93

(B) bulky 龐大的 字彙第(二)回 p.26

(C) wary 警惕的 高中單字

教材命中:

字彙第(二)回 p.9~10

15. Lots of employees from this well-known company go on strike today for they are not ____ the new pension scheme.

(A) on board with

(B) endowed with

(C) wary of

(D) prone to

(D) progressive 進步的 字彙第(一)回 p.263

(D) 10. I read the New York Times regularly and find the incorrect reports and information rather annoying and ____.

我固定看紐約時報並發現錯誤的報導和信息相當令人困擾與厭煩。

(A) retiring 退休的 高中單字

(B) potential 潛在的 字彙第(一)回 p.253

(C) divine 神的 字彙第(一)回 p.114

(D) irksome 令人厭煩的

II. Grammar and Structure

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

(A) 11. If the science of a body of work is solid, it deserves publication ____ who produced it.

(A) regardless of 高中片語

(B) in lieu of

- (C) in place of 高中片語
(D) in progress of 高中片語

解析：

本題考語意，只要正確理解語意，即可能得分。正解A是高中時期片語。「如果科學工作是堅固慎重的，它便應該被發表，無論是誰做的。」

- (A) 不管... (B) 以...代替 (C) 代替... (D) ...進行中

- (A) 12. There may be a new roof on this deserted land, but time is certainly not healing all wounds _____ of Hurricane Cabana.

- (A) in the wake 高中片語
(B) in parallel
(C) on a par
(D) on behalf

解析：

本題考語意，只要正確理解語意，即可能得分。「在這片荒廢的土地上可能有新的證據，但時間肯定無法治癒Cabana颶風之後留下的所有傷口。」

- (A) 在...之後 (B) 與...平行 (C) 同等 (D) 代表...

- (C) 13. When it comes to medical intervention for spinal cord repair, stem cells have taken _____.

- (A) level crossing (B) tenor clef (C) center stage (D) en route

解析：

本題考語意，只要正確理解語意，即可能得分。「當提到醫療介入脊椎神經治療，幹細胞已擔任要職。」(take center stage站在舞台中央=擔任要職)

- (A) 平交道路口 (B) 次中音譜號 (C) 舞台中央 (D) 在途中(法文)

- (C) 14. This medical discovery in antibody levels and variant cross-neutralization has made the _____ page of the local newspaper.

- (A) cautious 字彙第(一)回 p.53
(B) predictable 字彙第(一)回 p.255
(C) front 國中單字
(D) transparent 字彙第(一)回 p.348，字彙第(二)回p.36

解析：

本題考語意，只要正確理解語意，即可能得分。「在抗體程度上的醫學發現和不同的交叉中和已成為當地報紙的首頁。」(make the front page)

- (A) 謹慎的 (B) 可預測的 (C) 前，首 (D) 透明的

- (D) 15. "Eat less" means consume less food, which _____ eating smaller portions and avoiding frequent between-meal snacks.

- (A) scrubs off
(B) stands against
(C) puts off 高中片語，字彙第(二)回 p.22
(D) translates into 高中用法

解析：

本題考語意，只要正確理解語意，即可能得分。「少吃意味消耗較少食物，這能解釋為吃較小份量且避免常吃點心。」

- (A) 擦去 (B) 反對，經受 (C) 延後 (D) 解釋為...

- (B) 16. Janice wrote her first song _____.

- (A) while she worked a porter in a bookstore in New York.

- (B) while working as a porter in a bookstore in New York.
 (C) while worked as a porter in a bookstore in New York.
 (D) while she was worked as a porter in a bookstore in New York.

解析：

本題考while所引導的副詞子句或改為分詞構句。(A)的動詞時態應改用過去進行式更佳。故選(B)。while **she was working** ...改為一般分詞構句while **working** ...。
 文法講義，分詞構句用法 p.111-112。

- (D) 17. You have broken the law; ____, you must be punished.
 (A) amidst (B) since (C) because (D) therefore

解析：

本題空格前是分號(連接詞)，後面是逗號，故本題考副詞。故選(D)。

- (A) 在...之中(介係詞) (B) 自從(連接詞，介係詞)
 (C) 因為(連接詞) (D) 因此(副詞)

文法講義，準連接詞用法 p.45。

- (B) 18. Can you tell me the reason ____ you did not turn in your assignment on time?
 (A) how (B) why (C) what (D) who

解析：

本題考形容詞子句連接詞，關係代名詞或關係副詞。按空格後結構分析判斷，應選關係副詞，保留(A)與(B)。再按語意判斷應選(B)為正解。

文法講義，關係詞用法 p.8。

- (C) 19. The owner does not allow people ____ in the house.
 (A) smoke (B) smoked (C) to smoke (D) to smoking

解析：

本題考國中單字allow用法：allow + 受詞 + to V...，故選(C)。

文法講義，不定詞用法 p.90。

- (B) 20. I think I am an interesting person and am usually eager to learn, but I just have little idea of what the speaker is talking about. I am totally _____. Can we leave now?
 (A) bore (B) bored (C) boring (D) to bore

解析：

本題考高中單字bore用法。先以結構判斷考be動詞am後的補語，再按語意判斷(B)為正解。「我認為我是個有趣的人並渴望學習，但我卻幾乎不懂演說者在說什麼，我徹底地感到無聊，我們現在可以離開嗎？」

- (A) 使...無聊(動詞) (B) 感到無聊的 (C) 令人無聊的 (D) 去使...無聊

文法講義，分詞用法 p.109-110。

III. Cloze

(Questions 21-40): Choose the **BEST** answer for each blank in the passages.

In real-life learning situations, knowledge is seldom 21 into different subjects. For example, what we know about a particular river, we know it 22 and we don't partition this knowledge in our minds by subjects. In this regard, an integrated school curriculum makes our learning more meaningful. This is not to say that organizing our teaching or learning by subjects should not 23 at all. To enrich the learning of each subject, instructors should create ample opportunities for students to draw on the knowledge from different 24. 25

interdisciplinary projects, learners will have a better chance to integrate and apply the knowledge from different domains to address various issues in their life.

26, our instructors will design and implement an interdisciplinary science program for our students. In terms of content, this particular 6-week program will focus on falling objects and projectile motion. This topic is essential to the study of Newtonian Mechanics as it 27 the motion of all thrown or falling objects on or around our planet. It is a topic that is relevant to students' everyday 28. An understanding of gravitational forces is required as well as the basic concept that a force acting in one direction will not affect an object 29 perpendicular to it. Other concepts and themes to be explored include motion in a plane, forces, inertia, momentum, orbits, Newton's Laws of Motion and trajectory of a projectile. Students will be 30 that by the end of the program, each group of 4-5 students will be expected to design and 31 a machine that will throw a basketball from the free throw line through the hoop. Some class time will be devoted to 32 students for this final project, but much work will need to be performed outside of class as well. Students will have to research all possible problems in order to design and improve their machines. At the end of this program, students will be able to 33 the scientific knowledge and skills related to falling objects and projectile motion. 34, students will be able to do an interdisciplinary project, which consists of designing and constructing a machine with their team members. It is also hoped that students are able to give a detailed explanation of how their machine works and how they have 35 their knowledge and skills related to falling objects and projectile motion.

在真實生活的學習狀態中，知識很少被劃分為不同科目。比如，我們對某條河流的知識，我們知道它的來龍去脈但我們並不會在大腦中將此知識分割成不同科目。在此方面，一套整合過的學校課程規劃使我們的學習更有意義，但這並不是說依科目不同來組織我們的教法或學習不應該發生，為了讓每個科目的學習更豐富，講師應該創造許多的機會讓學生利用(draw on)不同訓練的知識，透過跨學科的計畫，學習者將有更好的機會整合及應用不同領域的知識以解決他們生活中各種問題。

在此情況下，我們的講師將為學生設計並實施一個跨學科的科學計畫。在內容方面，這個特定的六周課程將聚焦在落體(falling object)及拋體運動(projectile motion)，這個主題對牛頓力學(Newtonian Mechanics)的研究非常重要，因為它解決在我們的行星上或周圍的所有墜落或拋射物體的運動，它是與學生每天的經驗相關的主題。對地心引力的了解和基本觀念如往某個方向作用的力量將不影響一個與它垂直移動的物體一樣重要。其他有待探究的觀念與主題包括飛機上的運動、力、慣性、動能、軌道、牛頓的運動定律及拋射體的軌跡。學生將被告知在課程結束之前，每個4-5人的小組將設計並建造一部機器能從罰球線(free throw line)丟出籃球射進籃框。部分課程時間將用來讓學生準備這個最後的計畫，但許多工作將也需要利用課程以外的時間，學生們將必須研究所有可能的問題以便設計和改進他們的機器，在課程結束的時候，學生將能獲得科學知識和與落體及拋體運動相關的技巧，事實上，學生將能做一個跨領域的計畫，此計畫包含與隊友設計與建造一部機器，希望學生能詳細地解釋他們的機器如何運作以及他們如何結合與落體及拋體運動相關的知識與技術。

- (A) 21. (A) compartmentalized 被區分，被劃分
(C) stabilized 被穩定
- (A) 22. (A) holistically 從歷史角度地
(C) persistently 堅持地
- (B) 23. (A) delineate 描述
(C) collapse 瓦解
- (D) 24. (A) packs 群
(C) penalties 刑罰
- (B) 25. (A) At 位於...
(C) Off 離開...
- (A) 26. (A) In this vein 在此情況下
(C) Rather 而是
- (C) 27. (A) puts off 延後
(C) deals with 處理
- (D) 28. (A) eccentricity 古怪
(C) bliss 極樂
- (D) 29. (A) imparting 傳授，給予
(C) trimming 修剪
- (A) 30. (A) informed 被告知的
(C) marked 被標記的
- (C) 31. (A) penetrate 滲透
(C) construct 建構
- (B) 32. (A) tighten 使...緊
(C) detour 繞道
- (B) 33. (A) bide 等待，停留
(C) compel 強迫
- (A) 34. (A) Practically 實際上地
(C) Ironically 諷刺地
- (D) 35. (A) endured 忍受
(C) suggested 建議
- (B) revoked 被撤銷
(D) scheduled 被預定行程
(B) conspicuously 顯著地
(D) curiously 好奇地
(B) occur 發生
(D) allude 暗示
(B) gestures 姿勢
(D) disciplines 紀律，訓練
(B) Through 透過...
(D) Around 在...周圍
(B) Coincidentally 巧合的是
(D) Notwithstanding 儘管
(B) fires away 發射，儘管提問
(D) veers off 轉向
(B) investment 投資
(D) experience 經驗
(B) shining 照耀
(D) moving 移動
(B) ridiculed 被嘲笑的
(D) distinguished 被分別的
(B) roast 炙烤
(D) sweep 打掃
(B) prepare 使...準備
(D) denote 表示，預示
(B) acquire 獲得
(D) misplace 誤置
(B) Regretfully 懊悔地
(D) Surprisingly 令人驚喜地
(B) furnished 布置
(D) incorporated 合併

36 his diagnosis, Mike's wife Veronica had made a full-time job of seeking treatment options for her husband. And as of last summer, when Mike's doctors said they had nothing else to offer him, Veronica knew they'd have to widen their search. She ventured 37 the world of experimental therapies, treatments that haven't been proven but are promising enough to be tested in people enrolled in clinical trials.

She canvassed experts, called up cancer centers, and spent hours doing research online, 38 she learned about immunotherapy, a new approach to cancer that oncologists are calling the most promising in decades—and probably ever. Veronica read of an ongoing Duke University trial of a drug called pembrolizumab that is approved and used to treat melanoma and was showing early promise against cancers in other parts of the body too. It's the same drug that just a few months later would send former President Jimmy Carter's melanoma, which had spread to his brain, into remission seemingly overnight. In August 2015, Mike learned he'd been accepted into a trial for that same drug.

In principle, immunotherapy is simple. It's a way to trigger the immune system's ability

to seek out and destroy invaders. That's how the body fights off bacteria and viruses. But it doesn't do that with cancer, which occurs when healthy cells 39 to outsmart those built-in defenses. That's where immunotherapy comes in. "Instead of using 40 forces, like a scalpel or radiation beams, it takes advantage of the body's own natural immune reaction against cancer," says Dr. Steven Rosenberg, an immunotherapy pioneer and chief of surgery and head of tumor immunology at the National Cancer Institute (NCI). These strategies don't target cancer itself but work on the body's ability to fight it. These therapies, administered in pill or IV form, trigger the immune system to fight cancer cells while keeping healthy cells intact. For someone as frail as Mike, that was an especially appealing prospect.

自從得知他的診斷結果，Mike的妻子Veronica已全職工作似地為丈夫尋找治療，自去年夏天，當Mike的醫生說他們已不能為他做任何事了，Veronica知道他們必須擴大搜尋。她大膽進入實驗性的治療領域中冒險，那些未被證實但很有希望為登記臨床實驗的人們所做的治療方法。

她諮詢專家的意見、打電話給癌症中心、並花許多時間在網路上作功課，在網上她得知免疫療法(immunotherapy)，一種腫瘤學家稱之為過去數十年中，也或許至今最有希望的治療癌症的新方法。Veronica讀到杜克大學正在進行的一種叫pembrolizumab的藥物實驗，該藥被批准用來治療黑色素瘤(melanoma)並對治療身體其他部位的癌症的初期也表現出大有可為。這個藥在幾個月前打發(send)了前總統Jimmy Carter的已擴散至他的腦的黑色素瘤，一夜之間得到緩解。在2015年八月，Mike得知他已被該藥實驗所接受。

原則上，免疫療法很單純，它是一個啟動免疫系統能力去搜索並消滅入侵者的方法，就是身體擊退細菌及病毒的方法。但當健康的細胞突變比內建的防衛機制更聰明而成為癌時，它不會擊退癌症，那就是免疫療法介入之處。「不是利用像解剖刀或照輻射那樣的外在的力量，它(免疫療法)利用身體自身的自然免疫反應對抗癌症」，Steven Rosenberg醫生說，一位免疫療法先鋒兼國立癌症中心(NCI)的外科主任及腫瘤免疫學的主管。這些策略不是攻擊癌本身而是加強身體的能力去抗癌，當這些治療，以藥物或靜脈注射方式(IV)，觸發免疫系統對抗癌細胞時，健康的細胞不受影響。對像Mike這樣治療失敗的人，將是個特別動人的前景。

- (A) 36. (A) Since (B) Because (C) Yet (D) When
(A) 自從(連，介) (B) 因為(連) (C) 但是(連，副) (D) 當(連)
- (B) 37. (A) although (B) into (C) backwards (D) during
(A) 雖然(連) (B) 進入(介) (C) 向後(副) (D) 在...期間(介)
- (D) 38. (A) how (B) why (C) whose (D) where
(A) how(關副) (B) why(關副) (C) whose(關代) (D) where(關副)
- (D) 39. (A) loose (B) dignify (C) indent (D) mutate
(A) 變鬆 (B) 使...高貴 (C) 使成鋸齒狀 (D) 突變
- (C) 40. (A) spooky (B) acoustic (C) external (D) prophetic
(A) 令人毛骨悚然的 (B) 聽覺的，音響的 (C) 外在的 (D) 預言的

IV. Reading

(Questions 41-50): Choose the **BEST** answer for each question.

Passage 1

Repeated reading is a pedagogy originally developed to improve first-language (L1) learners' reading deficiency problems, in particular issues related to reading fluency and comprehension. In a typical repeated reading session, students are led to attend to both the phonological and visual information of a text by listening to the oral reading of the teacher while the students are comprehending the text. In repeated reading of the same text, unfamiliar vocabulary or grammatical structure is revisited in context. This listening-while-reading technique, according to the dual modality input theories, can significantly enhance the depth of language learning and foster elaborate memory traces of unfamiliar language forms (such as sound and spelling). In addition, repeated reading of the same text, according to Bill VanPatten's input processing principle, could endow second language (L2) learners with an optimal processing environment for language forms. Specifically, Bill VanPatten **stipulated** that there exists a universal tendency for bilinguals to process (language) input mainly for meaning. However, if L2 learners only process language input for meaning without attending to language forms, they will never acquire any new words or novel grammatical structures. VanPatten also noted that L2 learners may attend to unfamiliar or novel language forms, and acquire them if and only after they understand the message(s) that the forms encode. This sequential view of input processing account suggests that in initial reading of a text, it is extremely difficult for L2 learners to perform any form-based processing of new vocabulary or grammar. This suggests that any one-shot pedagogical reading teaching practice cannot effectively serve as the fulcrum for promoting L2 acquisition; only later (in the following exposure to the same text) are readers' attentional resources freed up for analyzing unfamiliar or novel language forms in comprehensible contexts. The above account offers a possible theoretical foundation for repeated reading.

It is important to note that repeated reading pedagogy involves rereading the same text several times and that such a repetitive exposure may dampen learners' motivation to attend to the language forms. Stephan Krashen (2004), a famous linguist, proposed that optimal form-based processing of novel vocabulary or grammar only occurs when learners are led to read several comprehensible texts revolving around the same topic, and, ideally, texts constructed by the same author. In reading texts of the above nature, readers are led to familiarize themselves with the writing style and expression of a given author while accumulating the background knowledge (meaning) of the topic at focus. Thus, in each subsequent reading, the readers' background knowledge is enhanced; importantly, readers are given a contextually- and conceptually-constrained context to revisit the form and usage of unfamiliar vocabulary or grammar. Krashen coined the above approach "narrow reading", which involves deep reading in a given topic. Narrow reading thus diverges from repeated reading in terms of 'the context' in which the target vocabulary or structure is (re)visited: same passage vs. different but related passages.

Apparently, the major and clearest advantage of narrow reading is that it is, in comparison with repeated reading of the same text, potentially more motivating from the

perspective of learners' reading experience. Krashen even goes so far as to claim that narrow reading—the combination of contextualized deep reading and guided phonological reading—really has a chance of leading learners to go beyond “reading for meaning” and to further achieve “reading for learning.” Granted, whether narrow input is unambiguously effective in all cases warrants further empirical validation. I optimistically believe that the positive effects of the narrow reading approach can be expected.

Passage 1

1 pedagogy	教學法	2 deficiency	缺陷
3 comprehension	理解	4 session	集會
5 phonological	音韻的	6 foster	培養
7 elaborate	精巧的	8 endow	賦予
9 optimal	最理想的	10 stipulate	規定
11 attend to	注意	12 encode	編碼
13 sequential	連續的，相繼的	14 one-shot	一次
15 fulcrum	支點，支柱	16 free up	騰出
17 dampen	使消沉	18 revolve	旋轉
19 contextually- constrained	脈絡上受限的		
20 conceptually-constrained	概念上受限的		
21 coin	創造，鑄造	22 diverge	偏離
23 in terms of	就…而言	24 motivating	激發動力的
25 perspective	觀點	26 contextualize	脈絡化
27 unambiguously	明確地	28 warrant	批准，保證
29 empirical	經驗的	30 validation	確認，驗證

(C) 41. What is the best title for this passage?

- (A) An Introduction to the Dual-modality Input Theory
- (B) A Developmental Account of L2 Phonological Development
- (C) A Review of Two Reading Pedagogical Practices
- (D) A Linguistic Approach to L2 Motivation Enhancement

本文的最佳標題是甚麼？

- (A) 雙形態輸入理論的介紹
- (B) 第二語言學習者的音韻發展過程
- (C) 兩種閱讀教學法的評論
- (D) 一個提升第二語言學習者動機的語言學方法

(A) 42. Which of the following is **not** true about the repeated reading approach?

- (A) Learners' rereading of the same text will not have any impact on their reading interest.
- (B) Reading a passage several times helps learners get a better understanding of the topic at focus.
- (C) Repeated reading provides a possible platform for L2 vocabulary learning.
- (D) VanPatten's input processing principle is one of the theoretical tenets for repeated reading.

以下何者不是關於重複閱讀法？

- (A) 讀者重複閱讀相同的文章對他們的閱讀興趣不會有任何影響。
 (B) 閱讀一篇文章數遍有助於學習者對焦點主題更好的理解。
 (C) 重複閱讀提供一個可能的平台給第二語言學習者學字彙。
 (D) VanPatten的資料處理原則是重複閱讀的理論教條之一。

(C) 43. The word “stipulate” in Paragraph 1 is closest in meaning to:

- (A) perpetuate (B) staple (C) specify (D) manipulate
 第一段中“stipulate”此字的意義最接近：
 (A) 使不朽 (B) 分級... (C) 指明 (D) 操縱

(D) 44. Which of the following is **not** true about the narrow reading approach?

- (A) It's also known as the deep reading approach.
 (B) It is a response to the insufficiency of the repeated reading approach.
 (C) Readers may find their reading experience more motivating while performing narrow reading.
 (D) Narrow reading has been unambiguously proven for its pedagogical potency in all cases.

關於窄式閱讀法，以下何者不是真的？

- (A) 它也以深度閱讀法而聞名。
 (B) 它是個重複閱讀法不足之處的回應。
 (C) 在執行窄式閱讀時，讀者可能發現他們的閱讀經驗使他們的動力更強。
 (D) 窄式閱讀已被明確地證明它在所有個案中的教學潛力。

(D) 45. Which of the following word best describes the author's attitude toward the narrow reading approach?

- (A) cynical (B) obsessive (C) sarcastic (D) hopeful

以下何者最適合描述作者對窄式閱讀的態度？

- (A) 憤世嫉俗的 (B) 妄想的 (C) 諷刺的 (D) 有助益的

Passage 2

With every whiff you take as you walk by a bakery, a cloud of chemicals comes swirling up your nose. Identifying the smell as freshly baked bread is a complicated process. But, compared to the other senses, the sense of smell was often underappreciated. Recently, scientists studying olfaction have shed new light on how our sense of smell works and provided compelling evidence that it's more sophisticated than previously thought.

In a recent survey of 7,000 young people around the world, about half of those between the age of 16 and 30 said that they would rather lose their sense of smell than give up access to technology like laptops or cell phones. So, what do we know about the sense of smell?

The Nose Knows

Smell begins at the back of nose, where millions of sensory neurons lie in a strip of tissue called the olfactory epithelium. The tips of these cells contain proteins called receptors that bind odor molecules. The receptors are like locks and the keys to open these locks are the odor molecules that float past, explains Leslie Vosshall, a scientist who studies olfaction at Rockefeller University.

People have about 450 different types of olfactory receptors. Each receptor can be activated by many different odor molecules, and each odor molecule can activate several different

types of receptors. However, the forces that bind receptors and odor molecules can vary greatly in strength, so that some interactions are better “fits” than others.

“Think of a lock that can be opened by 10 different keys. Two of the keys are a perfect fit and open the door easily. The other eight don’t fit as well, and it takes more jiggling to get the door open,” explains Vosshall.

The complexity of receptors and their interactions with odor molecules are what allow us to detect a wide variety of smells. And what we think of as a single smell is actually a combination of many odor molecules acting on a variety of receptors, creating an **intricate** neural code that we can identify as the scent of a rose or freshly-cut grass.

Odors in the Brain

This neural code begins with the nose’s sensory neurons. Once an odor molecule binds to a receptor, it initiates an electrical signal that travels from the sensory neurons to the olfactory bulb, a structure at the base of the forebrain that relays the signal to other brain areas for additional processing.

One of these areas is the piriform cortex, a collection of neurons located just behind the olfactory bulb that works to identify the smell. Smell information also goes to the thalamus, a structure that serves as a relay station for all of the sensory information coming into the brain. The thalamus transmits some of this smell information to the orbitofrontal cortex, where it can then be integrated with taste information. What we often attribute to the sense of taste is actually the result of this sensory integration.

“The olfactory system is critical when we’re appreciating the foods and beverages we consume,” says Monell Chemical Senses Center scientist Charles Wysocki. This coupling of smell and taste explains why foods seem lackluster with a head cold.

You’ve probably experienced that a scent can also conjure up emotions and even specific memories, like when a whiff of cologne at a department store reminds you of your favorite uncle who wears the same scent. This happens because the thalamus sends smell information to the hippocampus and amygdala, key brain regions involved in learning and memory.

A Better Smeller

Although scientists used to think that the human nose could identify about 10,000 different smells, Vosshall and her colleagues have recently shown that people can identify far more scents. Starting with 128 different odor molecules, they made random mixtures of 10, 20, and 30 odor molecules, so many that the smell produced was unrecognizable to participants. The researchers then presented people with three vials, two of which contained identical mixtures while the third contained a different concoction, and asked them to pick out the smell that didn’t belong.

Predictably, the more overlap there was between two types of mixtures, the harder they were to tell apart. After calculating how many of the mixtures the majority of people could tell

apart, the researchers were able to predict how people would fare if presented with every possible mixture that could be created from the 128 different odor molecules. They used this data to estimate that the average person can detect at least one trillion different smells, a far cry from the previous estimate of 10,000.

The one trillion is probably an underestimation of the true number of smells we can detect, said Vosshall, because there are far more than 128 different types of odor molecules in the world.

No longer should humans be considered poor smellers. In fact, many recent studies have shown that our noses can outperform our eyes and ears, which can discriminate between several million colors and about half a million tones.

Passage 2

1 whiff	一陣，一吹	2 swirl	打轉
3 underappreciate	低估，小看	4 olfaction	嗅覺
5 shed light on...	解釋清楚...	6 compelling	令人信服的
7 sophisticated	精密的，複雜的	8 neurons	神經元
9 a strip of...	一條...	10 olfactory	嗅覺的
11 epithelium	上皮	12 receptors	接收器
13 molecule	分子	14 activate	活化
15 jiggle	輕搖，抖動	16 intricate	精細複雜的
17 scent	氣味	18 initiate	啟動
19 olfactory bulb	嗅球	20 forebrain	前腦
21 relay...to...	傳達...給...	22 piriform cortex	梨狀皮質
23 thalamus	丘腦	24 orbitofrontal	前額腦區底部
25 integrate	整合	26 coupling	結合
27 lackluster	無光澤的	28 conjure up	使想起
29 cologne	古龍水	30 hippocampus	海馬體
31 amygdala	杏仁核	32 random	隨機的
33 vial	小玻璃瓶	34 concoction	混合物
35 overlap	重疊	36 fare	進行
37 underestimation	低估	38 outperform	勝過

(C) 46. Which of the following statement is true?

- (A) The view that our noses may play a more important role than our ears and eyes has never been empirically established by any research.
- (B) All young people would undoubtedly prefer losing access to cellphones over losing their sense of smell.
- (C) Humans can detect different scents because we have a variety of odor receptors, through which signals of the sensory neurons are transmitted to the base of the forebrain and then to other parts of the brain.
- (D) We can compare odor molecules to a lock, and (odor) receptors can be referred to as keys that are used to open the lock.

以下敘述何者為真？

- (A) 我們的鼻子可以扮演一個比耳朵和眼睛更重要的角色的這個看法從未被任何研究已經驗為依據地確立。
- (B) 所有年輕人無疑地寧願失去使用手機，而不願失去嗅覺。
- (C) 人類能偵測不同的氣味因為我們有不同的氣味接收器，透過氣味接收器感官神經元的信號被傳送至前腦底部然後至大腦其它部分。
- (D) 我們可以將氣味分子比喻成一個鎖，而氣味接收器可以被當作是開鎖的鑰匙。

(B) 47. The word “intricate” in Paragraph 6 could be best replaced by which of the following?

- (A) modest (B) complex
- (C) uniform (D) straightforward

第六段的“intricate” 此字最能被以下何字所取代？

- (A) 謙虛的，節制的 (B) 複雜的 (C) 一致的 (D) 直接了當的

(D) 48. According to the passage, the experiment suggests that an average person can identify more than _____ smells.

- (A) half a million (B) one million (C) several million (D) one trillion

根據本文，實驗表示一般人能確認出超過_____氣味。

- (A) 五十萬 (B) 一百萬 (C) 幾百萬 (D) 一兆

(A) 49. What is the best title for this passage?

- (A) Making Sense of Scents: Smell and the Brain
- (B) The Controversy over the Role of the Odor Molecule
- (C) We Are What We Eat
- (D) A Comparison among Different Senses

本文的最佳標題是什麼？

- (A) 理解氣味：嗅覺與大腦 (B) 關於氣味分子角色的爭議
- (C) 人如其食 (D) 不同感官的比較

(D) 50. Which of the following can be added to the end of this passage and serve as a concluding remark?

- (A) Dogs have about two times as many olfactory receptors, compared to humans.
- (B) Traditional medicine provides a way to develop our sense of smell.
- (C) Our senses are operated by our subliminal awareness.
- (D) It's time to give our sense of smell the recognition it deserves.

以下何者可被補充至文末並當作結論式的評論？

- (A) 與人類相比，狗有約兩倍嗅覺接收器。
- (B) 傳統藥物提供一個開發我們的嗅覺的方式。
- (C) 我們的感官受潛意識的知被。
- (D) 是時候給我們的嗅覺它應得的賞識。