

## I. Vocabulary and Phrases

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

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

## II. Grammar and Structure

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

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



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

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

#### IV. Discourse structure

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

##### Part 1.

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

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

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

**Ans:** 26. (E) 27. (A) 28. (C) 29. (D) 30. (B)

**Part 2.**

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

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

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

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

**Ans:** 31. (D) 32. (A) 33. (B) 34. (C) 35. (E)

**V. Reading**

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

**Part 1.**

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

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

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

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

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

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

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

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

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

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

### Part 2.

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

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

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

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

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

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

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



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

# 英文

旋元佑老師提供

## 試題分佈

今年中國醫的英文試題，包括字彙 10 題(1-10)、文法 10 題(11-20)、克漏字 5 題(21-25)、Discourse Structure 兩篇 10 題(26-35)，以及閱讀測驗兩篇 15 題(36-50)。這種配置和去年差不多。只有克漏字少了一篇 5 題、閱讀測驗考了個長篇、多了 5 題。

難度方面，字彙題比去年簡單一些，但仍考出一個超級難字 Morpheus、一個 GRE 單字 pivotal。建議考生準備的重點仍應放在托福程度的「通用學術字彙」上。文法維持在中級難度，重點仍然是假設法非事實語氣、複句結構、倒裝句這些常考的東西。

## 講義命中事實及解析

先撇去文法題、Discourse Structure、以及閱讀測驗這 3 種題型不談。這些題型無所謂命中不命中。以文法為例，10 題文法題考的當然都是課堂上講過、講義上寫過的文法重點，但是當然不會「命中」和考題「一模一樣」的句子（真有的話就有洩題的嫌疑了）。

要說命中考題，比較有意義的是 10 題字彙題與 5 題克漏字（也都是字彙題）。這 15 道題目，除了少數特殊情況之外，全部在高點建國的英文字彙講義中。逐題分析如下。

### 第一大題：字彙題 (1-10)

- (D) 1. The most commonly \_\_\_\_ and explicit definition of discourse ability is formulated by an American scholar.
- (A) defrosted (B) scraped (C) evacuated  
(D) quoted (E) annihilated

quote (v.) 引述

第1題通常是最簡單的字，quote這個字就是如此。

在高點建國字彙講義中只有在下面這個例句中有出現：

第二部分：通用學術字彙：依字根排列p. 240

I have the author's permission to quote from his article.

我獲得作者許可，引述他的文章。

這是用來說明permission一字的例子，不算直接命中。不過，quote這種字只能算是基本常識，不認識的人應該不多。我們在文法課講過引用句（quotation）倒裝、在寫作課講過雙引號（double quotation），高點的學生應該都很熟悉。

- (A) 2. Compared to \_\_\_\_ approaches, this new one provides a better estimate of the dynamics of learning in the existing experimental paradigm.  
 (A) established (B) reinforced (C) navigated  
 (D) pertained (E) pledged

答案：(A) established (a.) 已確立的，已經證實的

直接命中：字彙講義第四部分：托福TPO字彙：依字根排列p. 405

substantiate = confirm, verify, establish the truth of, prove, demonstrate (v.) 證實  
 sub/stant/(i)ate  
 under/be/(v.)

Labs all over the world have substantiated the results of the experiment.  
 世界各地都有實驗室證實這項實驗的結果。

- (B) 3. Internalized discourse knowledge may \_\_\_\_ the test-takers to make inferences about the content of a passage.  
 (A) blunder (B) induce (C) enclose (D) alleviate (E) jeopardize

答案：(B) induce (v.) 促使、引起

直接命中：字彙講義第二部分：通用學術字彙：依字根排列p. 214

induce (v.) 歸納，誘導，引起  
 in/duce  
 in/lead

【衍】induction (n.) 歸納法，誘導

You can induce vomit by sticking a finger down the throat.

只要向喉嚨裏戳指頭就可以催吐。

- (C) 4. To \_\_\_\_ the consistency of the used measurement, the internal reliability estimates were calculated to examine the homogeneity of the test items.  
 (A) transmit (B) fantasize (C) appraise  
 (D) patronize (E) rotate

答案：(C) appraise (v.) 評估

直接命中：字彙講義第一部分：通用學術字彙：依字首排列p. 18

appraise (v.) 估價，評估  
 ad/praise  
 to/price

【衍】appraisal (n.) 估價，評估

The government is trying to appraise the damage caused by the hurricane.

政府設法評估颶風造成的損害。

- (E) 5. This treaty is a \_\_\_\_ commitment with reciprocal obligations and benefits.  
 (A) protruding (B) temporal (C) judgmental  
 (D) delinquent (E) bilateral

答案：(E) bilateral (a.) 雙邊的

直接命中：字彙講義第一部分：通用學術字彙：依字首排列p. 61

bilateral (a.) 雙邊的

bi/lat-er/al

two/side/(a.)

This year's Taiwan-American bilateral trade talks are going on at the International Conference Center.

今年的台美雙邊貿易談判正在國際會議中心進行中。

- (C) 6. The day's activities were so enervating that he was soon in the arms of \_\_\_\_.  
 (A) Achilles (B) Mars (C) Morpheus (D) Apollo (E) Neptune

Morpheus (n.) 墨菲斯，希臘神話中掌管睡眠與夢的神

這個單字考得太難。考生若認識戰神、太陽神、海神等等比較知名的神祇名字，用消去法不難猜出答案。這題，很抱歉我們沒有命中！

- (B) 7. With the rise of globalization, many rural cities suffered because capital disappeared along with factories and jobs. Revenues shrank, debts mounted, and \_\_\_\_ declined.  
 (A) argument (B) infrastructure (C) replication  
 (D) fracture (E) referendum

答案：(B) infrastructure (n.) 基礎建設

直接命中：字彙講義第二部分：通用學術字彙：依字根排列p. 266

superstructure (n.) 上層建築

super/struct/ure

over/build/(n.)

The superstructure of the building is completely made of steel and glass.

這棟大樓的地上部分完全是鋼骨與玻璃的構造。

The country could not attract foreign capital because of its poor infrastructure.

這個國家吸引不到外資，因為基礎建設太差。

- (E) 8. Female war correspondents are often mistakenly portrayed as frivolous, slightly hysterical, and sexually promiscuous \_\_\_\_ in pop culture.  
 (A) holographs (B) grenades (C) stacks  
 (D) itineraries (E) appendages

答案：(E) appendages (n.) 附屬品

直接命中：字彙講義第二部分：通用學術字彙：依字根排列p. 343

appendage (n.) 附屬物，附加物；肢體

ad/pend/age

to/hang/(n.)

The committee is a mere appendage of the council and has no power of its own.

委員會只不過是議會的附屬，本身沒有權。

- (B) 9. The history of drinking culture in America goes straight through the heart of New York. As with so many constantly changing aspects of the city, that culture has run from \_\_\_\_ to stylish and back again.  
 (A) abused (B) gritty (C) misleading (D) commodious (E) auxiliary

gritty (a.) 粗獷，粗野

這個單字原本是「含有砂石」，一般的解釋是「堅強的，勇敢的」。

這個字本身並不難，但是當作「粗獷、粗野」使用，這個解釋十分冷僻。

所以這題考的比較難，講義中也沒有收錄。

- (A) 10. A study published recently shows the effects of climate change across a broad \_\_\_\_ of problems, including heat waves, wildfires, sea level rise, hurricanes, flooding, drought and shortages of clean water.  
 (A) spectrum (B) atmosphere (C) residue  
 (D) emission (E) suspension

答案：(A) spectrum (n.) 光譜，範圍

直接命中：第二部分：通用學術字彙：依字根排列字彙講義p. 294

spectrum (n.) 光譜，範圍

spect/rum

look/(n.)

Supporters of this new party cover the full spectrum of social classes.

這個政黨的支持者涵蓋整套社會階層。

### 第三大題：克漏字 (21-25)

#### 21 題

According to Wagner and Torgesen (1987), sound plays a 21 role in the reading process.

- (A) pivotal (B) malicious (C) contagious (D) exposed (E) cursory

答案：(A) pivotal (a.) 樞紐的，關鍵的

直接命中：字彙講義第六部分：GRE 字彙，依字母順序排列 p. 453

pivotal (a.) 樞紐的，關鍵的

pivot/al

pin/(a.)

【衍】pivot (n., v.) 樞軸，支點；轉動，轉變

The man was a pivotal figure in the revolution.

此人在革命中扮演關鍵的角色。

22 題

It is important to note that the 22 to acquire and utilize full-fledged phonological awareness at the phonemic level does not develop naturally and requires explicit learning.

(A) ability (B) stem (C) obligation (D) partition (E) liability

ability (n.) 能力

這是太簡單的單字，考點在上下文的閱讀推理能力，不在單字（應該沒有人不認識這個字吧？）。

23 題

In contrast, phonological awareness at the syllabic level appears to be a natural cognitive achievement that can develop 23.

(A) literally (B) reluctantly (C) furiously (D) spontaneously (E) tentatively

答案：(D) spontaneously (adv.) 自動地

直接命中：字彙講義第三部分：托福 TPO 字彙：依字首排列 p. 356

unprompted = spontaneous (a.) 自動的，不需提示的

un/prompt/ed

not/prompt/(a.)

Parrots are trained to talk at a cue, but they sometimes make unprompted speech sounds.

鸚鵡受訓能在提示之下說話，但有時也會自動發出語音。

24 題

While performing phonological recoding, readers translate written scripts into corresponding underlying phonological forms; the inner voice that we “hear” in our mind when reading a dense or formal text is an 24 of this phenomenon.

(A) engagement (B) exemplar (C) emphasis (D) endurance (E) exemption

exemplar (n.) 範例

很抱歉，這題我們的講義沒有命中！

不過這個字和 example 同源，意思也接近，其實不難猜中。

## 25 題

Phonetic recoding enables words to be maintained efficiently in working memory for later, high-order 25.

(A) lesion (B) legislation (C) processing (D) suppression (E) permission

答案：(C) processing (n.) 加工，處理

雙料命中：

字彙講義第一部分：通用學術字彙：依字首排列 p. 23

process (n., v.) 過程，程序；加工，處理

pro/cess

forward/go

The application process takes about three months.

申請作業程序大約要三個月。

This plant processes nearly one thousand tons of sewage a day.

這家工廠每天處理近千噸污水。

字彙講義第二部分：通用學術字彙：依字根排列 p. 221

process (n., v.) 過程，進程；處理

pro/cess

forward/go

This mainframe computer processes information at lightening speed.

這台主機型大電腦處理資訊快如閃電。

總計 15 題考單字的題目，除去太簡單 (ability)、太難 (Morpheus) 的情況，其餘的題目大都在高點建國英文字彙講義中直接命中！

## 難題解析

這回考出的 **Discourse Structure** (論文結構)，要屬第 2 篇較難，試解析如下。

**Part 2.**

(A) The First Industrial Revolution used water and steam power to mechanize production.

(B) It is characterized by a fusion of technologies that is blurring the lines

between the physical, digital, and biological spheres.

- (C) The speed of current breakthroughs has no historical precedent.  
 (D) In its scale, scope, and complexity, the transformation will be unlike anything humankind has experienced before.  
 (E) Moreover, it is disrupting almost every industry in every country.

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

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

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

**翻譯：**

- (A) 第一次工業革命用水與蒸氣動力將生產機械化。  
 (B) 它的特色是融合了各種科技，因而模糊了物理、數位、生物等領域的界線。  
 (C) 目前突破的速度，史無前例。  
 (D) 這種轉變在其規模、範圍、以及複雜度方面，將和人類從前的經驗完全不同。  
 (E) 此外，它幾乎是在每一個國家的每一項產業都造成了破壞。

我們站在一場科技革命的邊沿，它將從根本改變我們的生活、工作、以及人際關係。**31 D** 這種轉變在其規模、範圍、以及複雜度方面，將和人類從前的經驗完全不同。我們尚不清楚它將如何展開，但有一件事情已經很清楚：我們必需以整體的、全面的方式來回應這種轉變，動員全球政體中所有涉及利害者共同參與，包括公營與私人產業、學術界、以及公民社會。

**32 (A)** 第一次工業革命用水與蒸氣動力將生產機械化。第二次使用電力來創造大量生產。第三次用的是電子與資訊科技造成生產自動化。如今第四次工業革命正在第三次的基礎上打造中，這次是數位革命，從上世紀中頁就開始了。**33 (B)** 它的特色是融合了各種科技，因而模糊了物理、數位、生物等領域的界線。

有三項原因造成今日的轉變不只代表第三次工業革命的延長、而是完全不同的第四次工業革命的到來：三項原因分別是速度、範疇、以及體制性的衝擊。三項原因簡述如下。**34 (C)** 目前突破的速度，史無前例。比起先前幾次工業革命，第四次演進的速度是指數型成長而非直線型成長。**35 (E)** 此外，它幾乎是在每一個國家的每一項產業都造成了破壞。而且，這些改變的



廣度與深度預告了整個體制的轉變，包括生產體制、管理體制、以及政治體制。

### 題解：

**Discourse Structure** 這種題型可以譯為「論文結構」。答題重點在於觀察填入句子與上下文之間有無重複、代名詞與先行詞的關聯、以及連接副詞表現的邏輯關係。還有就是主題句與發展細節的關係。

這個大題，可以先從最容易的空格入手：空格 32。該空格下文分別說到第二次工業革命、第三次、第四次。那麼這段最前面自然應該是「第一次工業革命」，這是 the first, the second, the third...等等透露出來的邏輯關係。所以空格 32 應填入描述第一次工業革命的(A)句。

接下來是空格 34 比較好做。它的直接上文是「三項原因分別是速度、範疇、以及體制性的衝擊。三項原因簡述如下。」(這個句子有段落主題句的功能。)既然是「速度、範疇、體制化衝擊」這三項，那麼接下來自然是逐項發展，先介紹的應該是第一項「速度」。剩下四個選項當中，只有(C)「目前突破的速度，史無前例」說的是速度，所以空格 34 應填入(C)。

這種「選句填空」的題型如果是同額選擇(5句填入5空格)，那麼越到後面會越好做，因為剩下的選項會越少。所以更應該挑簡單的先做。

接下來看空格 35。前面段落主題句說到有三項原因要簡述。空格 35 前面說完了第一項「速度」(直接上文「比起先前幾次工業革命，第四次演進的速度是指數型成長而非直線型成長」說的還是速度)。那麼空格應該說到第二項「範疇」了。還可以先看看下文：「而且，這些改變的廣度與深度預告了整個體制的轉變，包括生產體制、管理體制、以及政治體制。」這句說的正是第三項「體制衝擊」，所以可以確定空格 35 應填入的內容是第二項的「範疇」。在剩下的三個選項中，只有(E)「此外，它幾乎是在每一個國家的每一項產業都造成了破壞」說的是影響範圍廣大。而且句首的 moreover (此外) 正是串連第一項與第二項的連接副詞，所以空格 35 應填入(E)。

剩下兩個選項(B)與(D)，要在空格 31 與 33 之間來選擇填入。這兩個空格給的線索比較少，留到最後來做會好做一些。仔細比對會發現，選項(B) It is...用的是現在式，選項(D) the transformation will be...用的是未來式。再看看空格 31 前面那句 a technological revolution that will fundamentally alter...用的是未來式，空格 33 前面那句 Now a Fourth Industrial Revolution is building...用的是現在式。依據「時態一致性」的原則，將現在式的(B)填入空格 33、未來式的(D)填入空格 31，讀下來句子是通順的，故填入。

### 爭議題

這次的題目，有兩題答案有爭議，分別說明如下。

#### 文法題第 16 題：

By studying fossils, paleontologists learn \_\_\_\_ forms of life thrived during various periods of the Earth's history.

(A) from (B) its (C) whose (D) where (E) what

答案(E) what

說明：選項(D) where 亦正確。

如果原來是這個疑問句：

Where did forms of life thrive during various periods of the Earth's history?

各種生命形態在地球史上不同的時期在何處繁衍？

改寫為名詞子句就是：

where forms of life thrived during various periods of the Earth's history

其中 forms 是複數名詞，前面採用零冠詞並無錯誤。將這個名詞子句放在動詞 learn 後面當它的受詞，就是：

By studying fossils, paleontologists learn where forms of life thrived during various periods of the Earth's history.

所以選項(D) where 也正確。

#### 閱讀測驗第 46 題：

46. What figurative language does the author apply in the statement “[it] is not equivalent to two monolinguals housed in a single brain”?

(A) personification (B) sarcasm (C) understatement (D) metaphor (E) irony

答案：(D) metaphor。

說明：選項(A) personification 亦正確。

根據韋氏字典：

*personification*

1: attribution of personal qualities *especially* : representation of a thing or abstraction as a person or by the human form

(<https://www.merriam-webster.com/dictionary/personification>)

原句意思是「這和下列的情況不同：兩個只會單一語言的人住在同一個大腦裏面。」這句話把兩種語言能力比為兩個人，符合字典定義：representation of a thing or abstraction (語言能力) as a person or by the human form (比為人)，所以選項(A) personification 亦正確。而且 personification 也是一種 figure of speech，符合題目要求。

說說回來，題目是年年有爭議，校方基本上是年年不承認有錯誤。校方與考生之間的關係是絕對的不均等，這種情況要求校方勇於認錯，確實很困難。