

外語群英語類

【示例1】試題與答案

102 學年度科技校院四年制與專科學校二年制統一入學測驗

Chen Shu-Chu(陳樹菊) is a vegetable vendor in the Central Market, Taitung. She has worked there since she left school at thirteen following the death of her mother. Working every day and living without unnecessary waste, she donated the money she earned to charities.

In 2004, she gave away about \$32,000 for a children's fund, and another \$144,000 the next year to help build a library at a school she attended. In 2006, she gave \$31,000 to the city's Kids Alive International Orphanage. Now, she is planning to establish a \$313,000 fund to help the poor with education, food and healthcare. Owing to her good deeds, *Reader's Digest* honored her as the winner of 2010 Asian of the year. In 2012, she was listed on the list of the world's 100 most influential people by *Time* magazine, and selected as one of the *Ramon Magsaysay Award* winners. Chen was not among the largest donors, but she gave generously with her modest incomes.

When interviewed by the press in the market, Chen seemed content and said "Money serves its purpose only when it is used for those who need it." After learning the news of being awarded, she would rather work in the market than be present at the ceremonies held by *Time* magazine and *Ramon Magsaysay Award*. Her words and story have touched many people around Taiwan. What is remarkable about her story is that she gave away money without expecting anything in return but simply to help others. It is observed that some charities received more donations after her story was reported. Her influence will be far-reaching.

1. According to the passage, which of the following is true about Chen Shu-Chu?
(A) She has worked with her mother in the market since she left school.
(B) She worked hard to live a luxurious life.
(C) She started to sell vegetables after her mother died.
(D) She moved to Taitung when she was thirteen years old.
2. In which year did Chen Shu-Chu give money to help her school build a library?
(A) 2004 (B) 2005 (C) 2006 (D) 2010

3. Why was Chen Shu-Chu selected as the winner by *Time* and the *Ramon Magsaysay Award*?
- (A) She donated more money than others did.
 (B) She helped more people than others did.
 (C) She has great influence over the poor in the world.
 (D) She did not earn a lot of money, but she gave it away generously.
4. What does the report of her story bring about?
- (A) More people like children and the poor.
 (B) More people live without unnecessary waste.
 (C) More people begin to save money.
 (D) More people make donations to charities.
5. Which of the following statements would Chen Shu-Chu mostly agree with?
- (A) Good deeds should be recognized for praise.
 (B) Money serves its purpose only when it brings fame.
 (C) Those who received her support should pay in return some day.
 (D) Tiny but persistent donations may come as a great help to the poor.

正答：CBDDD

【示例1】試題分析

學習表現	<p>✚ 外語-技-英語 IV-1：能累增辨識常用英文字彙至3,000~4,000 字左右，具備認識並尊重多元文化之基礎能力。</p> <p>✚ 外語-技-英語 IV-2：能靈活運用英文閱讀策略，培養閱讀興趣，進而欣賞多元文化，關心社會公共事務及全球議題，增進國際移動力。</p>
學習內容	<p>✚ 外語-技-英語IV-A-a：閱讀策略之應用</p> <p>✚ 外語-技-英語IV-A-b：英文句型與語法之認識</p>
說明	<p>1. 試題設計希望學生能透過閱讀策略，搜尋文章中之關鍵資訊，進而推論出試題中所欲測驗之問題。採系統化設計方式，難度漸進提高，以測驗不同能力分布之學生。</p> <p>2. 文章中同時也提到國際知名雜誌及相關獎項，引導學生掌握課內教材之餘，也能夠於平常多多涉略國際媒體以了解相關訊息。透過陳樹菊的故事，讓學生了解陳樹菊行善的信念。再者，透過臺灣在地相關題材的文本，提高學生閱讀的興趣，藉以培養閱讀興趣，進而欣賞多元文化，關心社會公共事務及全球議題，增進國際移動力。</p>

	<p>符合課綱中期望培養學生具備具備系統思考、分析與探索的素養，深化後設思考，並積極面對挑戰以解決人生的各種問題。</p>
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【示例 1】核心素養具體說明呼應表

十二年國民基本教育核心素養			核心素養具體內涵	一、具備外語相關專業領域的系統思考、科技資訊運用及符號辨識的能力，積極溝通互動與協調，以同理心解決職場上各種問題。	二、具備外語聽、說、讀、寫之能力，能以外語進行經驗、思想與價值的表達，透過自我精進與超越，涵育跨文化及國際視野能力，進而欣賞多元文化、理解與關心國際議題。	三、具備商業及商務活動之能力，透過系統思考、分析與探索，發揮團隊合作精神，解決專業上的問題，並培養良好品德與社會責任感。	四、具備數位科技應用之能力，將資訊、數位科技與藝術美感加以應用及整合，發想與展現產品之創新、創意及美感。	五、具備商業禮儀、接待及客訴處理之能力，尊重與關照顧客之需求，以良善的品德及團隊合作精神，在國內外商場中展現溝通協調與國際移動力。	六、具備對工作職業安全及衛生知識的解與實踐，探究職業倫理與環保的基礎素養，發展個人潛能，從而肯定自我價值，有效規劃生涯。	七、具備對專業、智慧財產、勞動法令規章與相關議題的思辨與對話素養，培養公民意識與社會責任。
面向	項目	具體內涵								
A 自主行動	A1 身心素質與自我精進	U-A1 發展素質，發展個人潛能，探索自我觀，肯定自我價值，有效規劃生涯，並透過自我精進與超越，追求至善與幸福人生。								
	A2 系統思考與解決問題	U-A2 具備系統思考、分析與探索的素養，深化後設思考，並積極面對挑戰以解決人生的各種問題。	✓		✓					
	A3 規劃執行與創新應變	U-A3 具備規劃、實踐與檢討反省的素養，並以創新的態度與作為因應新的情境或問題。								
B 溝通互動	B1 符號運用與溝通表達	U-B1 具備掌握各類符號表達的能力，以進行經驗、思想、價值與情意之表達，能以同理心與他人溝通並解決問題。	✓		✓					
	B2 科技資訊與媒體素養	U-B2 具備適當運用科技、資訊與媒體之素養，進行各類媒體識讀與批判，並能反思科技、資訊與媒體倫理的議題。								
	B3 藝術涵養與美感素養	U-B3 具備藝術感知、欣賞、創作與鑑賞的能力，體會藝術創作與社會、歷史、文化之間的互動關係，透過生活美學的涵養，對美善的人事物，進行賞析、建構與分享。								
C 社會參與	C1 道德實踐與公民意識	U-C1 具備對道德課題與公共議題的思考與對話素養，培養良好品德、公民意識與社會責任，主動參與環境保育與社會公共事務。								
	C2 人際關係與團隊合作	U-C2 發展適切的人際互動關係，並展現包容異己、溝通協調及團隊合作的精神與行動。								
	C3 多元文化與國際理解	U-C3 在堅定自我文化價值的同時，又能尊重欣賞多元文化，具備國際化視野，並主動關心全球議題或國際情勢，具備國際移動力。								