

新北市立新北高級工業職業學校 113 學年度 第 2 學期 第 1 次段考 試題卷 New Taipei Municipal New Taipei Industrial Vocational High School								班級		座號		電腦卡作答
科目	英語文	出題 教師	郭書源	審題 教師	呂芳鎮	適用 科別	應用英語	適用 年級	二年級	姓名		■是 □否

一、綜合測驗(1 小題，每格 2 分，共 20 分)

The story of how the Global Ocean Conservation Treaty of 1972 first came about is an interesting one. By the mid-twentieth century, the international community was \_\_ (1) \_\_ laws to help protect different marine ecosystems and endangered species. It was thus crucial that the United Nations \_\_ (2) \_\_ quickly and step in to help. \_\_ (3) \_\_, the Global Ocean Conservation Treaty was passed in 1972, setting standards that are still in existence today. With the introduction of this new treaty, \_\_ (4) \_\_ efforts could also begin in earnest. First, it created some important \_\_ (5) \_\_ institutions such as the World Register of Marine Protected Areas, and the International Council of Ocean Preservation. Secondly, the treaty helped keep all parties \_\_ (6) \_\_ by establishing relationships at regional, national, and international levels. The treaty also created "marine conservation centers" for each participating country, scientific bodies that were \_\_ (7) \_\_ in evaluating local marine resources. Lastly, this was also the legal measure \_\_ (8) \_\_ allowed fishing industries to receive subsidies by adopting sustainable practices. Before this treaty, industry leaders did not know \_\_ (9) \_\_ they could afford to combine profitability with conservation. With all of these benefits and more, the international community therefore finally had the support they needed to \_\_ (10) \_\_ these important ocean habitats \_\_ (10) \_\_ being destroyed. If only more countries worldwide would follow these guidelines and make protection of marine life the order of the day\*.

註：the order of the day 重要之事；日常

- ( ) (1) (A) in memory of (B) in need of (C) in search of (D) in charge of  
( ) (2) (A) act (B) acted (C) acting (D) should be acted  
( ) (3) (A) By contrast (B) For example (C) In fact (D) As a result  
( ) (4) (A) transportation (B) mission (C) preservation (D) replacement  
( ) (5) (A) government-leading (B) government-led (C) governmental-leading (D) governmental-led  
( ) (6) (A) on track (B) on call (C) on purpose (D) on trial  
( ) (7) (A) fond (B) urgent (C) enormous (D) crucial  
( ) (8) (A) how (B) that (C) what (D) why  
( ) (9) (A) how (B) that (C) whether (D) which  
( ) (10) (A) save; from (B) enable; to (C) accuse; of (D) warn; against

二、文意選填(1 小題，每格 2 分，共 20 分) 作答時不需考慮大小寫

- |                   |              |                   |                |                 |
|-------------------|--------------|-------------------|----------------|-----------------|
| (A) however       | (B) issue    | (C) rise above    | (D) installed  | (E) as a result |
| (AB) come up with | (AC) provide | (BC) geographical | (BD) financial | (CD) at risk of |

Island Village is a small community off the coast of Northern Europe. With only one hundred residents\*, it is too small to have its own school. 11 the children there have to take a ferry to the mainland to attend school. One major 12 makes this journey quite difficult. This is Island Village's 13 location. The community is situated on a rocky isle, with treacherous waters surrounding it on all sides. Village residents have 14 a unique solution. They've 15 a special high-speed boat service. But these boat trips are extremely dangerous. Young students are 16 drowning in the unpredictable sea currents from just one mechanical failure. Some villagers have asked regional authorities to 17 them with a bridge connecting to the mainland. Surely this would be a more proper way for the kids to get to school, they argued. 18, the officials turned down their request. They cited\* a 19 reason: it would be cheaper to relocate the entire village than to build a bridge to the island. In order to 20 this situation, the residents of Island Village will have to think of a better solution. If not, their children may be hurt or killed.

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三、篇章結構(1 小題，每格 2 分，共 8 分) 五選四

- (A) This not only helps them burn energy but also keeps them healthy.
- (B) Teachers often struggle to maintain discipline in such an open and unrestricted environment.
- (C) They believe an open and natural environment contributes to children’ growth and learning, giving them a head start in life.
- (D) The upper level, the roof, serves as both the playground and a track.
- (E) However, a Japanese architect named Takaharu Tezuka believed removing control and giving children more freedom would be best for their development.

The physical environment of a school is important to the children who attend it. It can affect things such as focus, mood, health, attendance, and learning. Traditionally, schools have valued protection and restrictions. \_\_21\_\_

The school he designed, Fuji Kindergarten, is donut-shaped and has two levels. \_\_22\_\_ There are railings\* around the edges for safety. On the ground floor, there are five rooms. None of the classrooms have traditional walls. Rather, they are separated by small, light boxes. Trees grow inside the classrooms and through the roof.

The design of the building promotes both independence and collaboration. Without barriers, kids can follow their instincts. They tend to start by running around the circular roof, covering as many as thirty laps a day. They are even encouraged to climb the classroom trees, which have nets around their bases for safety. \_\_23\_\_ Additionally, as children move around and interact with nature, they learn as they discover new things and as they try to solve problems. The open design also helps kids be more aware of others and learn how to be part of a group. In fact, the design is intended to encourage meetings. Meanwhile, the lack of walls means that noise is not blocked, comforting kids who get nervous in quiet settings.

The creators of Fuji Kindergarten placed children’s development at the heart of their building design. \_\_24\_\_ In this place, architecture is changing the lives of the students.

註： railing 欄杆

四、閱讀測驗(1 小題，每格 2 分，共 8 分)

On the evening of October 17, 1989, the San Francisco Bay Area was struck by a devastating earthquake during the warm-up for the third game of the World Series. This catastrophic event, now known as the Loma Prieta earthquake, registered 6.9 on the Richter scale and caused widespread damage across Northern California. The most iconic image from this disaster was the partial collapse of the Bay Bridge, which has since been preserved in the Bay Area Earthquake Memorial Museum. The memorial complex both commemorates those who lost their lives and educates visitors about seismic safety, earthquake preparedness, and the engineering advances that followed this pivotal event in California's history.

Even before the 1989 disaster, the Bay Area had been known for its history of seismic activity. In the decades following the Great San Francisco Earthquake of 1906, that terrifying period in Northern California's past where hundreds of buildings were destroyed and thousands were left homeless, the area had implemented increasingly strict building codes. The Bay Bridge itself had been designed to withstand moderate earthquakes, but the Loma Prieta event revealed critical weaknesses in the region's infrastructure. The collapse of a section of the upper deck sparked years of research and retrofitting projects across the state.

The Bay Area Earthquake Memorial Museum was dedicated on October 17, 2009, exactly twenty years after the disaster. In addition to displays featuring remnants of the original bridge, an interactive simulation center was built to allow visitors to experience the sensation of different magnitude earthquakes. Both the damaged sections and the engineering solutions have been carefully preserved to show how the structures appeared before and after retrofitting. Historical footage, personal items, and recorded testimonies are all on display. At the memorial plaza, a monument lists the names of those who perished. While these moving tributes are the highlights for most visitors, the museum also offers many other interactive multimedia displays that attempt to recreate the chaos of that day. Guests can explore real-time earthquake monitoring systems as well as participate in emergency response simulations. In short, the museum's displays are designed so that a visitor leaves with a greater appreciation for both the power of nature and human resilience in the face of disaster.

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- 25.What is the best title for this passage?
- (A) What Happened During the 1989 World Series Game in San Francisco?  
(B) The Loma Prieta Earthquake: A Turning Point in Seismic Safety  
(C) The Bay Area Earthquake Memorial Museum: Remembering Disaster and Building Resilience  
(D) Why the Bay Bridge Collapsed During the 1989 Earthquake
26. According to the passage, which of the following statements is NOT true?
- (A) The Bay Area had a history of seismic activity before the 1989 earthquake.  
(B) The World Series was permanently canceled after the earthquake.  
(C) The museum features interactive exhibits where visitors can experience simulated earthquakes.  
(D) The Bay Bridge partially collapsed during the Loma Prieta earthquake.
27. What happened after the Loma Prieta earthquake?
- (A) Research and retrofitting projects were initiated.  
(B) The Bay Area implemented its first earthquake monitoring system.  
(C) The World Series resumed the following week.  
(D) The Bay Bridge was immediately demolished and rebuilt.
28. What can be inferred from the final paragraph?
- (A) The museum's emergency response simulations are available to all visitors.  
(B) The museum was built using earthquake-resistant technology.  
(C) The Bay Area Earthquake Memorial Museum opened on the tenth anniversary of the disaster.  
(D) The museum was designed to balance emotional impact with educational purposes.

五 、 混合題(素養題)(1 小題，每格 2 分，共 8 分)(本題請作答於第四頁)

“ Every school day, Rezwan’s boats pick my classmates and me up at 8 o’clock. Unlike traditional schools, our school doesn’t have uniforms, which is great because many families in Bangladesh, like mine, can’t afford them. Each boat takes three classes of 30 students each, and each learning session is three hours long. The schedule may sound intense, but time flies when you’re learning useful knowledge and listening to stories about the world outside our village.

Among all the learning sessions, computer lessons are my favorite. Every day, Mr. Jahidul teaches us to write and draw on the computer. He says that **these skills** are important for our future, and I believe him. Without the boat school, my life would have been so different. In fact, I probably would have been married off by now. In addition to computing, we also learn about climate change. Since floods happen often in Bangladesh, knowledge about floods helps us prepare. For example, floods bring snakes into our homes as they try to escape the rising water. Therefore, the boat school teaches us which kinds of snakes are the most dangerous and what to do if someone gets bitten. Such knowledge is just as valuable as math or science.

The boat school has opened up a world of possibilities for me. When I grow up, I want to become a doctor and work at one of Rezwan’s floating clinics. I want to help the people in my village, just like the doctors who visit us on the boats.

”

- 下列簡短敘述摘記上方文章重點。請從文章中找出最適當的單詞（word）填入下列句子空格中，並視句型結構需要做適當的字形變化，使句子語意完整、語法正確，並符合全文文意。每格限填一個單詞（word）。
- Were it not for Rezwan’s boat schools, it would not be 29. \_\_\_\_\_ for the speaker to pursue her dream of becoming a doctor. Instead, she would have been forced into child 30. \_\_\_\_\_ by now.
- 31.From (A) to (G) below, which of the details about the boat school are NOT mentioned in the passage? (複選)
- (A)The length of the classes.  
(B)The width of one of Rezwan’s boats.  
(C)The number of students in a class.  
(D)All the subjects taught at the boat school.  
(E)The reason why climate change is taught.  
(F)The reason why uniforms are not required.  
(G)The difficulty of setting up clinics on the water.
32. What do “these skills” in the passage refer to?

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29.	30.	31.
32.		

六、文意字彙 (12%, @1%)

33. \_\_\_\_\_ The coastal city provides affordable public housing to people on low i\_\_\_\_\_es.
34. \_\_\_\_\_ Climate scientists predict severe f\_\_\_\_\_g in many regions due to rising sea levels.
35. \_\_\_\_\_ The conservation project aims to restore this area into p\_\_\_\_\_e land for sustainable agriculture.
36. \_\_\_\_\_ When the medical test results came back negative, Sarah felt an overwhelming sense of r\_\_\_\_\_f.
37. \_\_\_\_\_ After examining all the evidence, the detective c\_\_\_\_\_ed that the fire was deliberately set.
38. \_\_\_\_\_ The new delivery app s\_\_\_\_\_es me the inconvenience of having to visit multiple stores.
39. \_\_\_\_\_ Regular exercise and proper personal h\_\_\_\_\_e are essential components of preventive healthcare.
40. \_\_\_\_\_ Traditional film cameras have been largely r\_\_\_\_\_ed by digital technology in modern photography.
41. \_\_\_\_\_ The critics declared Morgan the most \_\_\_\_\_ (promise) newcomer in the film industry this season.
42. \_\_\_\_\_ The ranger removed his \_\_\_\_\_ (mud) hiking boots before entering the mountain cabin.
43. \_\_\_\_\_ 10 Downing Street serves as the official \_\_\_\_\_ (resident) of Britain's prime minister.
44. \_\_\_\_\_ Scientists emphasize the \_\_\_\_\_ (urgent) of addressing climate change before reaching irreversible tipping points.

八、引導式翻譯(3 小題，每格 1 分，共 9 分)

45. 為了健康，Simon 試圖在工作和休息之間取得平衡。  
To stay healthy, Simon tried to ①\_\_\_\_\_ ②\_\_\_\_\_ ③\_\_\_\_\_ between work and relaxation.
46. 在旺季到來之前，這間具有歷史意義的旅館需要徹底打掃一番。  
This historic hotel is ①\_\_\_\_\_ ②\_\_\_\_\_ ③\_\_\_\_\_ a thorough clean-up before the high season arrives.
47. 整個來看，抱著積極態度的人比較有可能成功。  
People with a positive attitude are, ①\_\_\_\_\_ ②\_\_\_\_\_ ③\_\_\_\_\_, more likely to succeed.

九、句型練習 15%, @ 5%

48. 以 S + find/think... + it + adj. + to VR....改寫句子  
It was difficult to get these ideas across to his students. The teacher thought so.
49. Rewrite the sentence using the sentence pattern “If + S + V-ed/were..., S + would/could/might + VR....”  
I don’t see a burglar break into the house, so I won’t report it to the police immediately.
50. Rewrite the sentence using the pattern “(As) adj./adv. + as + S + V, S + V....”  
Although Claire looks young and energetic, she is actually fifty years old.