The time when humans crossed the Arctic land bridge from Siberia to Alaska seems remote to us today, but actually represents a late stage in the prehistory of humans, an era when polished stone implements and bows and arrows were already being used and dogs had already been domesticated.

When these early migrants arrived in North America, they found the woods and plains dominated by three types of American mammoths. These elephants were distinguished from today’s elephants mainly by their thick, shaggy coats and their huge, upward-curving tusks. They had arrived on the continent hundreds of thousands of years before their human followers. The woolly mammoth in the North, the Columbian mammoth in middle North America, and the imperial mammoth of the South, together with their distant cousins the mastodons, dominated the land. Here, as in the Old World, there is evidence that humans hunted these elephants, as shown by the numerous spear points found with mammoth remains.

Then, at the end of the Ice Age, when the last glaciers had retreated, there was a relatively sudden and widespread extinction of elephants. In the New World, both mammoths and mastodons disappeared. In the Old World, only Indian and African elephants survived.

Why did the huge, seemingly successful mammoths disappear? Were humans connected with their extinction? Perhaps, but at that time, although they were cunning hunters, humans were still widely scattered and not very numerous. It is difficult to see how they could have prevailed over the mammoth to such an extent.

1. With which of the following is the passage primarily concerned?
   (A) Migration from Siberia to Alaska
   (B) Techniques used to hunt mammoths
   (C) The prehistory of humans
   (D) The relationship between human and mammoth in the New World

2. The underlined word “implements” in line 3 is closest in meaning to
   (A) ornaments (B) tools (C) houses (D) carvings

3. Where were the imperial mammoths the dominant type of mammoth?
   (A) Alaska
   (B) the central portion of North America
   (C) the southern part of North America
   (D) South America

4. It can be inferred that when humans crossed into the New World, they
   (A) had previously hunted mammoths in Siberia
   (B) had never seen mammoths before
   (C) brought mammoths with them from the Old World
   (D) soon learned to use dogs to hunt mammoths

5. The passage supports which of the following conclusions about mammoths?
   (A) Humans hunted them to extinction.
   (B) The freezing temperatures of the Ice Age destroyed their food supply.
   (C) The cause of their extinction is not definitely known.
   (D) Competition with mastodons caused them to become extinct.

6. Which of the following is NOT true about prehistoric humans at the time of the mammoths’ extinction?
   (A) They were relatively few in number.
   (B) They were concentrated in a small area.
   (C) They knew how to use bows and arrows.
   (D) They were skilled hunters.
第二段：
What is meant by the term *economic resources*? In general, these are all the natural, man-made, and human resources that go into the production of goods and services. This obviously covers a lot of ground: factories and farms, tools and machines, transportation and communication facilities, all types of natural resources and labor. Economic resources can be broken down into two general categories: property resources-land and capital-and human resources-labor and entrepreneurial skills.

What do economists mean by *land*? Much more than the noneconomists, land refers to all natural resources that are usable in the production process: arable land, forests, mineral and oil deposits, and so on. What about *capital*? Capital goods are all the man-made aids to producing, storing, transporting, and distributing goods and services. Capital goods differ from consumer goods in that the *latter* satisfy wants directly, while the former do so indirectly by facilitating the production of consumer goods. It should be noted that *capital* as defined here does not refer to money. Money, as such, produces nothing.

The term *labor* refers to the physical and mental talents of humans used to produce goods or services (with the exception of a certain set of human talents, entrepreneurial skills, which will be considered separately because of their special significance).

Thus the services of a factory worker or an officer worker, a ballet dancer or an astronaut all fall under the general heading of labor.

7. What is the author's main purpose in writing this passage?
   (A) To explain the concept of labor
   (B) To criticize certain uses of capital
   (C) To contrast capital goods and consumer goods
   (D) To define economic resources

8. In lines 3-4, the author uses the expression “This obviously covers a lot of ground…” to indicate that
   (A) the factories and farms discussed in the passage are very large.
   (B) economic resources will be discussed in great depth.
   (C) the topic of economic resources is a broad one.
   (D) land is an important concept in economics.

9. When noneconomists use the term “land,” its definition
   (A) is much more general than when economists use it
   (B) is much more restrictive than when economists use it
   (C) changes from place to place
   (D) includes all types of natural resources

10. The underlined phrase “the latter” in line 12 refers to
    (A) economists (B) noneconomists (C) capital goods (D) consumer goods

11. Which of the following could be considered a capital good as defined in the passage?
    (A) a railroad (B) money (C) a coal mine (D) human skills

12. The skills of all the following could be considered examples of labor, as defined in the passage, EXCEPT
    (A) scientists (B) architects (C) carpenters (D) entrepreneurs

第三段：
The attitude of American society toward the idea of women working outside the home has gone through a series of changes over the last two and a half centuries. For the presence of women in the workplace and their right to be treated with respect for the contributions they make, there is almost a universally accepted fact of life in modern American society. We tend to look upon this as a relatively recent
development, the product of the 20th century movement toward genuine equality of opportunity for all members of society. But in fact, this view is significantly oversimplified.

During the early colonial period at least two influences conspired to create circumstances under which women were expected, and at times even compelled, to work outside of the home. An imbalance in the ration of men to women, especially in the newly settled areas along the frontier, had the effect of placing women who were willing to brave the less-than-civilized conditions in a position of enhanced social status to which greater bargaining power was attached. Hence, opportunities were available for women in these regions that would have been closed to them in the more restrained atmospheres of cities like Boston, New York or Philadelphia.

However, even in the relatively tame and settled regions of New England, the powerful influence of Puritan religious thought, which held that people should keep themselves occupied with constructive activities, and the still pressing demands of life in the new country, pushed women into occupations both inside and outside of the home. It is true that by far the largest number of working women were employed in so-called cottage industries, that is to say home-based production. But the fact is that women were engaged in an astounding array of economic activities. The very diversity of their employment indicates that a significant number had to have been involved in work outside of the home.

It was not until the mid to late nineteenth century that the society’s attitude toward women in the workplace hardened significantly. Men, at least from most of the country, were the hard exigencies of life on the frontier and women employed in shops or factories were judged unfavorable against the idealized image of a wife and mother devoting herself solely to the affairs of home and family. Ironically, this did not mean that women were discouraged from working. Economic necessity dictated otherwise. What it did mean is that they were deprived of the respect and credit they were due for the enormously important contributions they were making.

13. What is the main purpose of this passage?
   (A) To outline changes in the attitude toward women working outside the home
   (B) To compare the status of men and women in the colonial period
   (C) To describe the typical occupations Puritan women usually held
   (D) To discuss the impact of women working outside the home on their families

14. What does the underlined phrase “these regions” in line 15 refer to?
   (A) Puritan settlements (B) New England (C) Big cities (D) The frontier

15. It can be inferred from the passage that the status of a woman working outside her home in the colonial period was comparatively
   (A) uncertain (B) low (C) high (D) stable

16. The author provides explanation for all of the following terms EXCEPT
   (A) the idealized image of a wife and mother (B) colonial period (C) Puritan religious thought (D) cottage industries

17. The underlined word “solely” in line 30 is closest in meaning to
   (A) absolutely (B) industriously (C) willingly (D) selflessly

18. According to the passage, what influence did Puritan thought have on women?
   (A) It discouraged them from working outside the home.
   (B) It confined them to cottage industries.
   (C) It made their employment more acceptable.
   (D) It forced them to do little except look after home and family.
第四段：
Throughout history human populations have experienced pandemics. A pandemic is an outbreak, a sudden occurrence of disease that affects a large group of people over a large area. The most infamous of pandemic causing diseases was the Black Plague. Outbreaks of this illness, which is transmitted from rats to humans by fleas, have cost countless millions their lives. In a 5-year period of time during the mid 14th century, the Black Plague killed 24 million people in Europe. Finally, in the 19th century, new understanding of how this terrible affliction was spread resulted in measures being taken to control the rat population in European cities. Thus, the deadly sequence of recurrences that had lasted for 1500 years was finally brought to an end.

The next major pandemic was the influenza outbreak of 1918. This resulted in more deaths than were caused by the First World War. It is important to note that the pandemic of 1918 was a worldwide phenomenon, whereas previously, such outbreaks were always limited to a particular region. Transportation across global distances had become much more common by this time, and the disease causing virus was readily able to hitch a ride.

Today, with advanced health care available in most developed countries and the prevalence of rudimentary health care and health-related education in even the poorest regions, we have become complacent in regard to the danger posed by contagious diseases. We tend to regard it as a thing of the past, as no longer posing a serious threat to large portions of the human population. Unless we can change this attitude, the future may hold in store a devastating surprise. It may in fact, already be upon us. The AIDS virus, first identified in the early eighties, is now present on every continent, and in nearly every country. Before it has run its course, it will likely affect a large number of people than all the other historical pandemics combined.

Despite the undeniable successes of modern medicine, our faith in it to protect us from such a fate may prove ill-placed. It has shown only slow fitful progress in the fight against AIDS. What has prevented the pandemic from being even more serious than it has already become is the manner by which the virus is spread, and the effectiveness of efforts to educate the public about prevention. The next killer virus to appear might very well be an airborne variety. The consequences of that are almost too horrible to contemplate.

19. What does the passage mainly discuss?
   (A) The prospect of pandemics in the decades to come
   (B) The cause and effect of the Black Plague
   (C) The growing awareness of how the AIDS virus can afflict such a huge number of people
   (D) The history and future outlook of widespread diseases

20. The author mentioned World War I primarily because
   (A) it caused fewer deaths in comparison with the 1918 influenza outbreak
   (B) it had a direct connection to the outbreak of influenza in 1918
   (C) it was, like the 1918 influenza outbreak, a worldwide phenomenon
   (D) many soldiers in the Great War died of influenza

21. Which of the following words or phrases is explained in the passage?
   (A) Affliction  (B) Hitch a ride  (C) Rudimentary  (D) Complacent

22. According to the passage, what made the influenza outbreak of 1918 a worldwide phenomenon, rather than a local occurrence?
   (A) The First World War
   (B) New means of transportation
   (C) The habit of hitch-hiking
   (D) Poor hygiene
23. The underlined word “rudimentary“ in line 18 is closest in meaning to
   (A) improved (B) complex (C) basic (D) beneficial
24. The author’s attitude toward the current advances in medicine’s fight against
   AIDS can be best described as
   (A) reserved (B) optimistic (C) impatient (D) expectant
25. The passage is developed primarily by means of
   (A) contrast (B) chronological sequence (C) random description (D) cause and
   effect analysis

二、英文作文，共計 100 分。

Not long ago, many college students from across the country rallied outside the
Ministry of Education (MOE) to protest and file petitions in opposition to tuition
hikes. However, the MOE released a letter in response to the protestors, declaring that
college tuition fees in Taiwan are relatively low compared to schools in most of the
world’s advanced countries.

Please write a composition to discuss these two positions. Also explain which
view you agree with and why.