

南投縣第四屆縣長盃國中學生八年級

英文聽力閱讀測驗暨引導式寫作比賽

測驗試題

本測驗共分三部份，第一部份聽力測驗，第二部分閱讀理解測驗和第三部份引導式寫作，作答時間 70 分鐘。

第一部份 聽力測驗：共 10 題，每題 2 分，滿分 20 分。（每題只播放一次，請選出最適當的答案）

Part A: Short Conversations 簡短對話（每題 2 分，共 10 分）

1. W: Are you joining the beach cleanup this Saturday?
M: Of course! I want to help keep our beaches clean.
Question: What will the boy do on Saturday?
(A) Go swimming.
(B) Join a cleanup.
(C) Stay home.
(D) Play basketball.
2. M: I forgot to bring my lunch today.
W: Don't worry. You can share mine.
Question: What does the girl mean?
(A) She brought extra food.
(B) She doesn't have lunch.
(C) She will buy food.
(D) She is not hungry.
3. W: You look excited. What happened?
M: I just won first prize in the English speech contest!
Question: Why is the boy happy?
(A) He passed an exam.
(B) He won a contest.
(C) He met his teacher.
(D) He got a new phone.

4. M: Can you help me carry these boxes to the classroom?

W: Sure, no problem.

Question: What will the girl do?

- (A) Refuse to help.
- (B) Help carry boxes.
- (C) Go to the library.
- (D) Wait for the teacher.

5. W: What's wrong? You look pale.

M: I think I caught a cold. I sneezed all night.

Question: What's the matter with the boy?

- (A) He's tired.
- (B) He has a cold.
- (C) He hurt his leg.
- (D) He didn't eat breakfast.

Part B: Short Talks

6. "This is a reminder from the student council. The charity bake sale will take place this Friday in front of the library. All money we raise will be donated to help children in need."

Question: What is the purpose of the bake sale?

- (A) To buy new books.
- (B) To help children.
- (C) To celebrate a festival.
- (D) To raise money for sports.

7. "Attention, travelers. The 3:00 p.m. train to Kaohsiung will be delayed by 20 minutes. We're sorry for the inconvenience."

Question: What happened to the train?

- (A) It arrived early.
- (B) It was canceled.
- (C) It will be late.
- (D) It left on time.

8. "Our school library opens from 8:00 a.m. to 5:00 p.m. every weekday. Please keep your voice down and do not eat or drink inside."

Question: What can students NOT do in the library?

- (A) Read quietly.
- (B) Eat and drink.
- (C) Borrow books.
- (D) Study together.

9. “Good evening! Tomorrow’s weather will be sunny but windy. It’s a great day for outdoor sports, but remember to bring some water.”

Question: What is tomorrow’s weather like?

- (A) Sunny and windy.
- (B) Cold and rainy.
- (C) Cloudy and warm.
- (D) Snowy and wet.

10. “This is an announcement from Eco Club. Please bring old batteries to Room 203 this week. We’ll send them for safe recycling.”

Question: What are students asked to bring?

- (A) Used books.
- (B) Plastic bottles.
- (C) Old batteries.
- (D) Reusable cups.

第二部份 閱讀理解測驗：共 20 題，每題 2.5 分，滿分 50 分。

說明：本部份包括 [A]–[E] 五段短文，每段短文後有 4 個相關問題，試題本上均提供 (A)、(B)、(C)、(D) 四個選項，請從選項中選出最適合者，標示在答案紙上。

[A]

The Student-Run Breakfast Corner

When the school opened a small “Breakfast Corner” next to the library, few students noticed it. But after a month, lines began to form every morning. The corner was started by the home economics club to offer simple, healthy food at a low price: rice balls, soy milk, fruit cups, and oatmeal. Student volunteers arrived at 7:15 a.m. to prepare ingredients and keep the area clean. Teachers used the space to remind students about balanced diets and the importance of not skipping breakfast. Some classmates who used to feel sleepy in first period later reported better focus. The team also designed a “pay-it-forward” box. If a student forgot money, they could still take a

meal and leave a note to “return it next time.” The Breakfast Corner didn’t just feed students; it built trust and kindness across grade levels.

11. What is the main purpose of the Breakfast Corner?

- (A) To sell expensive snacks.
- (B) To teach cooking classes only.
- (C) To provide a healthy, affordable breakfast.
- (D) To replace the school cafeteria.

12. What can be inferred from the passage?

- (A) Fewer students ate breakfast as time went on.
- (B) Students’ attention in morning classes improved.
- (C) Volunteers were late almost every day.
- (D) The project failed to build trust.

13. Vocabulary in context: What does **balanced** (line 5) most nearly mean?

- (A) Spicy
- (B) Regular
- (C) Healthy and varied
- (D) Cold

14. Replacement: Choose the best rewrite for *pay-it-forward* in line 8.

- (A) Pay more for yourself.
- (B) Help others first without asking for return.
- (C) Save money for later.
- (D) Pay by credit card.

[B]

Biking to School: A Small Change with Big Effects

At Maple Junior High, the student council started a “Bike-to-School Week.” At first, only a few students joined because they were worried about safety and rain. The council then worked with local police to mark a safer route and taught basic bike checks: brakes, tires, and lights. They also set up a covered parking area near the front gate. By Friday, over 120 students arrived on bicycles. Some said the ride helped them feel awake and less stressed. Teachers noticed fewer late arrivals and a quieter hallway after the bell, perhaps because students had already used up some energy outdoors. The council posted tips about sharing the road with walkers and buses.

Parents who couldn't allow biking still supported the idea by organizing walking groups. The goal wasn't to force everyone to bike, but to show that daily habits can be changed step by step.

15. What problem did the council solve to increase participation?

- (A) Lunch prices
- (B) Internet access
- (C) Route safety and parking
- (D) Homework load

16. Which statement best reflects the writer's attitude?

- (A) Biking must be mandatory.
- (B) Gradual habit change is valuable.
- (C) Exercise makes students noisy.
- (D) Cars are the only safe option.

17. Vocabulary in context: participation (line 1) is closest in meaning to

- (A) joining
- (B) arguing
- (C) teaching
- (D) repairing

18. Replacement: The phrase *step by step* in the last line can be best replaced with

- (A) suddenly
- (B) carefully and gradually
- (C) loudly
- (D) secretly

[C]

Grandma's Dialect Podcast

When Mia's grandmother moved in, Mia often heard her speaking a local dialect on the phone. Mia understood only a little but loved the warm rhythm. For a media project, Mia recorded short conversations with her grandmother about food, festivals, and sayings from the old town. She added simple subtitles in Chinese and English and uploaded the clips as a podcast. At first, she expected only relatives to listen. To her surprise, classmates commented that the stories sounded like bedtime songs. A social studies teacher even played one episode to discuss migration and cultural identity.

Some listeners requested a glossary of dialect words. Mia realized that technology was not only for entertainment—it could also protect disappearing voices. The podcast didn't make her a star, but it helped her see her grandmother as a living library and encouraged other students to interview their elders, too.

19. What is the main benefit Mia discovered?

- (A) She became famous online.
- (B) She improved math scores.
- (C) She helped preserve cultural voices.
- (D) She learned to cook fast food.

20. What can be inferred about Mia's classmates?

- (A) They found the podcast boring.
- (B) They liked the sound and stories.
- (C) They refused to comment.
- (D) They preferred only videos.

21. Vocabulary in context: ***glossary*** (line 8) most nearly means

- (A) long story
- (B) word list with meanings
- (C) cooking tool
- (D) music playlist

22. Replacement: Choose the best rewrite for ***a living library*** (second to last line).

- (A) A person full of knowledge and memories
- (B) A robot that reads books
- (C) A quiet study room
- (D) A bookstore with discounts

[D]

The “Good Night, Screens” Experiment

A homeroom teacher invited students to try a two-week sleep experiment called “Good Night, Screens.” The rule was simple: after 9:30 p.m., put phones and tablets outside the bedroom. Students also wrote a short diary about mood and energy. During the first days, many felt restless—some reached for their phones without thinking. By the second week, several reported falling asleep faster and waking up less tired. One student noticed fewer arguments with family at breakfast; another felt

more patient during group work. The class discussed blue light and how messages at night can increase stress. The teacher didn't punish anyone who failed; instead, they shared strategies, like reading a paper book before bed or setting a charging station in the living room. The experiment did not "solve" every sleep problem, but it helped students see the link between small choices and daily well-being.

23. What is the main purpose of the experiment?

- (A) To ban phones at school
- (B) To test a simple sleep habit
- (C) To finish more homework
- (D) To learn phone repair

24. Which is a result mentioned in the passage?

- (A) All students slept perfectly.
- (B) Students argued more.
- (C) Some fell asleep faster and felt less tired.
- (D) Everyone quit social media.

25. Vocabulary in context: *restless* (line 3) is closest to

- (A) calm
- (B) unable to relax
- (C) hungry
- (D) polite

26. Replacement: The phrase *link between small choices and daily well-being* (last line) can be replaced by

- (A) how tiny habits affect how we feel each day
- (B) why grades are the only thing that matters
- (C) where phones should be charged
- (D) when students must sleep at school

[E]

A River Cleanup that Sparked New Ideas

The local river used to be a quiet place where families took walks. Recently, plastic bags and bottles collected along the bank after heavy rain. A science teacher and the eco club planned a Saturday cleanup. Volunteers wore gloves, sorted trash, and counted items to learn which products appeared most. The results showed many

single-use drink bottles and snack wrappers. Instead of stopping there, the club asked stores near the school to try a “bring-your-own-cup” discount for one month. They also designed posters reminding people that rivers carry trash to the sea. By the end of the month, the stores reported more customers bringing reusable bottles. The river wasn’t perfect yet, but students realized that cleaning once is not enough; changing community habits matters, too. The project turned a dirty weekend job into a lesson about responsibility and teamwork.

27. What did volunteers do besides cleaning?

- (A) Built a new bridge
- (B) Counted types of trash and talked to local stores
- (C) Went fishing
- (D) Closed the riverside path

28. What lesson did students learn?

- (A) One cleanup solves everything.
- (B) Community habits must change to reduce waste.
- (C) Discounts are useless.
- (D) Posters don’t help at all.

29. Vocabulary in context: **single-use** (line 5) most nearly means

- (A) used many times
- (B) used once and thrown away
- (C) very cheap
- (D) very large

30. Replacement: Choose the best rewrite for ***turned a dirty weekend job into a lesson*** (last line).

- (A) Made the task feel longer
- (B) Changed hard work into meaningful learning
- (C) Stopped the task halfway
- (D) Forgot the task completely

第三部份 引導式寫作：共 1 大題，滿分 30 分。

[評分] 內容 10 分、組織 8 分、文法 8 分、標點符號和大小寫 4 分。

[注意] 請用至少 100 個英語單詞寫作，寫在「測驗答案紙」標示的位置。請不要寫出自己或就讀學校的名字。

[說明] 請以 “One Day Without My Phone” 為題，寫一篇英語短文，請你想像有那麼一天，**你不能使用手機**，或是**你真的曾經有過這樣的一天**。可以真實描述，也可以想像情境，說明那天（或那樣的一天）你做了什麼、感覺如何，以及你從這次經驗或想像中得到的啟發或想法。

第一部份 聽力測驗 (1-10 題)

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第二部份 閱讀理解測驗 (11-30 題)

[A] CBCB [B] CBAB [C] CBBA [D] BCBA [E] BBBB