L1 READING (3 for each)
1. A few years ago(), I was 2. employed() by the McDonald's 3. Corporation(). On
"Ronald Day," I would 4. dress up() 5(為) Ronald McDonald and visit the 6. <mark>community()</mark>
hospital's sick children. Most of these young patients 7. was / were 8. suffering from() 9. terminal
illnesses(). 10. Thus(), I would 11. try my best() to 12. ease() their pain.
And I found 13(虛受格) 14. <u>tremendously()</u> 15. <u>rewarding()</u> to 16. <u>be able</u>
to() bring some 17. laughter() to the kids.
One of the rules of my job 18. was / were never to visit the children alone when I was dressed 19(為)Ronald,
20. for() I might 21. frighten() them 22. in / with / at my painted face and red
23.wig(). I wasn't 24.permit ted() to have any 25.physical contact() with the
children 26. too / either, 27.since() doing 28. so / such might 29.pass on()
30.germs() to them. 31. Though I understood the 32. reasoning/reason 33. behind() these
rules, I also felt that sometimes nothing could 34. convey() love, 35. empathy(), and
36.warmth() like a heartfelt 37.embrace().
L2 READING (4 for each)
The high 1. ranking () of the 2. kindergarten () group, 3. which / whose / who impressive
structures were 4.tall / taller / tallest than 5.that / those of most adult teams, was mainly a 6.result () of their
7. <u>unique()</u> and 8. <u>innovative()</u> ideas. One reason for this is that kids usually 9. <u>get started</u>
with() what has been given to them right away, 10. whereas() adults usually don't start
putting the structure together 11(直到) they have 12.cost / spent / took most of the time 13.to plan / plan /
planning . This leaves no time to 14. adjust() the design if it cannot support the marshmallow. 15. The other /
another reason is that unlike adults, kindergarteners are quicker to change their 16. methods() after failed
approaches. They 17. rely on() 18. trial and error()—if one method doesn't work, they
quickly move on to the next. This 19.approach() gives them 20.immediate()
21. feedback() about what design 22. elements() work to give their structure
23. height () and 24. stability (). 25. The other / Still another reason for their success is that
children 26. tend to() 27. collaborate() freely and naturally. They don't waste time 28. to
decide / decide / deciding who is 29. in charge(). 30. Instead(), they are more 31. focused
on() working together to 32. figure out() how to build the tallest structure.
L3 READING (3 for each)
At a time 1.when/where there were all-powerful 2.gods() in the 3.universe(), a Titan
known4. for / as / to Prometheus created 5. human beings() out of clay. His brother Epimetheus then gave
all living creatures on earth different 6. qualities (). Epimetheus gave animals 7. speed (),
8. <u>strength()</u> , 9. <u>fur()</u> , and 10. <u>wings()</u> . By the time he 11(get) to human
beings, however, he 12. (run) out of gifts. To 13. make up for () their weaker state, Prometheus
14.enabled() them to 15.stand upright() like the gods. 16(不只) kind 17
(還有) generous, he gave them fire too 18. so that() they could 19. keep warm(), cook
food, and make 20. tools() .
However, Prometheus's love for 21. humankind() brought him into 22. conflict() with Zeus, the
king of the Olympian gods. When the gods and humans met at Mecone to 23. decide on () the
24. distribution () of 25. sacrifices () that humans should 26. do / make to the gods, Prometheus
27. tricked() Zeus for the 28. benefit() of humans. He 29. slaughtered() a bull and
created two offerings. One was a pile of beef 30. hiding / hidden inside a bull's stomach, and 31. the other / another was a
pile of bones 32. covering / covered in shiny fat. He then asked Zeus to 33. choose() one. The king of the
gods chose the second one, 34. to believe/ believing there must be juicy meat 35. underneath () the fat,
but instead he 36. ended up with () 37. nothing but () bones. 38. As a result (),

from that day on, humans would keep the meat for themselves and burn animal bones as an offering to the gods.