

國立嘉義大學 99 學年度

幼兒教育學系碩士班招生考試試題

科目：專業英文

一、字義辨別：(兩大題，每大題含 5 小題，每小題 2 分，共 20 分)

請將答案寫於答案紙上，每 5 題一行，並須清楚註明題號。

I. 請依據文意選出一個最接近畫線單字意義的答案。

Early literacy activities teach children a great deal(1) about writing and reading but often in ways that do not look much like traditional elementary school instruction(2). Capitalizing on the active and social nature of children's learning, early instruction must provide rich demonstrations(3), interactions, and models of literacy in the course of activities that make sense(4) to young children. Children must also learn about the relation between oral and written language and the relation between letters, sounds, and words. In classrooms built around a wide variety of print activities, then in talking, reading, writing, playing, and listening to one another, children will want to read and write and feel capable(5) that they can do so. (From: NAEYC/IRA, 1998, Learning to Read and Write: Developmentally Appropriate Practices for Young Children, p.6)

1. (A) a little (B) a lot (C) a few (D) a bit
2. (A) examination (B) assessment (C) teaching (D) expectation
3. (A) exhibitions (B) experiments (C) examinations (D) connections
4. (A) are reasonable (B) are useless (C) are effective (D) are helpful
5. (A) reliable (B) feeble (C) helpless (D) able

II. 請依據文意選出一個最接近畫線單字意義的答案。

Family involvement is critical (6) to the success of young children in early learning environments and beyond. Educators must strive (7) to acknowledge and value the many differences of each family. In this latest collection of articles from Young Children and Beyond the Journal, the authors address topics such as sharing the care of infants and toddlers, acknowledging culture and promoting inclusion, conferencing (8) with families, and helping to support learning at home. A list of key (9) resources as well as questions and activities designed to aid (10) readers in reflecting on the articles are included. (Koralek, D. Ed. 2006. Spotlight on Young Children and Families)

6. (A) cruel (B) typical (C) crucial (D) cynical
7. (A) stroll (B) deprive (C) endeavor (D) neglect
8. (A) meeting (B) confronting (C) fostering (D) conferring
9. (A) important (B) empty (C) locked (D) open
10. (A) amid (B) help (C) hinder (D) interfere

二、閱讀理解 (兩大題，每大題含 5 小題，每小題 3 分，共 30 分)

請將答案寫於答案紙上，每 5 題一行，並須清楚註明題號。

Singaporean preschool teachers are responsible for preparing their young students for a formal education that is predominantly conducted in English. What these teachers believe about how young children learn English literacy skills is important to study, especially when much of the research is situated in very different contexts. Talking to teachers about their roles is a way of examining interpretations of 'effective' teaching and learning in terms of actual literacy pedagogy. Three broad categories were discernible in this exploratory study of interviews with eight teachers, clustering around their concepts of the child as learner, their construction of themselves as active facilitators of children's learning, and the impact of parental pressures on **their** decision making. (From: C. Lim & J. Torr, 2008, Teaching Literacy in English Language in Singaporean Preschools: Exploring teachers' beliefs about what works best, *Contemporary Issues in Early Childhood*, 9(2).)

1. What is this article mainly about?
(A) Teaching literacy in English language in preschools.
(B) The role of a responsible teacher.
(C) The tips of learning English.
(D) The beliefs of English teachers.
2. Where was this study most likely conducted?
(A) The United States. (B) Singapore. (C) Philippines (D) Senegal.
3. How many teachers were interviewed in this study?
(A) Three. (B) Eight. (C) None. (D) Ten.
4. What category cannot be drawn from this study?
(A) Teachers' concepts of the child as learner.
(B) Teachers' construction of themselves as active facilitators of children's learning.
(C) The impact of parental pressures.
(D) The best way of learning English.

5. Which one of the following does the term "their" (underlined in the above paragraph) refer to?
(A) The participant teachers'. (B) Parents'.
(C) Preschool students'. (D) The researchers'.

In Taiwan, preschool is an increasingly common solution to the problem of how to educate and socialize children before formal schooling. Preschools play an increasingly important role in helping children grow up in a rapidly changing country. Since the 1970s, demographic and cultural changes in Taiwan have led to profound changes in the Taiwanese family. As more mothers enter the workforce, more young children are being cared for at child care centers and preschools. These changes have influenced the way Taiwanese think about preschool education.

In the last decade, the preschool curriculum has undergone a significant change in Taiwan. The integrated approach to curriculum planning is much more accepted and implemented more often than in the past. Early childhood teachers now place emphasis on developing the whole child. Dramatic play, constructive play and outdoor play are used to foster children's cognitive, social and physical skills. In a preschool classroom, children use construction toys to play "store," "hospital," "hairdresser" and other real-life situations or occupations.
(Liu, K & Chien, C. 1998)

6. How to socialize children before entering elementary school in Taiwan?
(A) go to preschool
(B) watch TV
(C) play baseball
(D) play toys alone
7. Who take care of most young children in the daytime after 1970?
(A) mothers
(B) preschool teachers
(C) fathers
(D) grandmothers
8. What is emphasized in the preschool nowadays?
(A) English
(B) writing
(C) reading
(D) whole child
9. In the integrated approach, what is used to encourage children's thinking?
(A) hands-on activities
(B) guess
(C) reading
(D) mind-on activities

10. Which of the followings is the best title for the article?
(A) Preschool curriculum in Taiwan
(B) The development of preschool in Taiwan
(C) Preschool and integrated approach in Taiwan
(D) Parental involvement in Taiwan

三、文意摘要：(兩大題，每題 25 分，共 50 分)

I. 仔細閱讀以下段落，而後以中文摘錄其中 5 個重點。

Research has shown that literature supports literacy development in a variety of areas. It facilitates language development in both younger and older children. It increases reading comprehension. It positively influences students' perceptions of and attitudes toward reading. And literature influences writing ability and deepens knowledge of written language and written linguistic features. (From: R. H. Yopp & H. K. Yopp, 2001, *Literature-Based Reading Activities*, 3rd edition, p.2)

II. 仔細閱讀以下段落，而後以中文摘錄其中 5 個重點。

The following principles form the philosophical framework of the Child Development Lab programs:

1. RESPECT: We believe that everything we do should be done with respect for the children, their history and culture.
 2. RELATIONSHIPS: We believe that relationships are the foundation of and the context for all learning and development. These relationships build community at the children, classroom, school, university and wider community levels.
 3. WHOLE PERSON: We value the uniqueness of each child and what they bring to the learning process.
 4. COMPETENCE: We believe in the competence and potential of all children.
 5. LEARNING & DEVELOPMENT: We believe that learning and development happen over the span of a lifetime through choices, play, exploration, experimentation and reflection.
- (Introduction of Child Development Lab of University of Illinois)