

國中英語科試題

選擇題（每題 2 分，共 100 分）

I. Vocabulary

1. People who clicked on something they should not have on the internet can _____ spread a virus to take control of their computers.
① cautiously ② inadvertently ③ eminently ④ massively
2. _____ in his football uniform, Martin seemed to be unusually muscular.
① Having dressed ② Dress ③ Dressing ④ Dressed
3. Had I known that you were taking the same route to school as we, I would _____ you riding in the same car with John and me.
① have suggested ② suggest ③ suggested ④ be suggesting
4. Write down the events in _____ order, that is, in the order in which they happened.
① chronological ② particular ③ alphabetical ④ insurmountable
5. As more of our time is spent in the _____ world, less is spent in the presence of others to have “old fashioned” conversations.
① immediate ② actual ③ virtual ④ mobile
6. People are saving Word documents, spreadsheets and photos in “the cloud”, a Web-based file cabinet _____ from any device with an Internet connection.
① extricable ② exchangeable ③ accessible ④ retrievable
7. The response to our appeal for help has been rather _____. Very few people have come forward.
① satisfactory ② disappointing ③ positive ④ unconfirmed
8. I can't go to the movies with you on Sunday, but I'll take a rain check.
① go another time ② buy a two-for-one ticket ③ attend a special matinee ④ never go again
9. _____ after Roosevelt's presidency did law makers pass a bill limiting a president to two terms in office.
① Until ② Not until ③ That ④ While
10. The young actress made her _____ in a comedy that turned out to be a huge success. How lucky!
① debut ② break ③ mind ④ line
11. Though Irene uses heavy make-up, her wrinkles still _____ her age.
① perceive ② prevent ③ sacrifice ④ reveal
12. His handwriting is so bad that it is barely _____.
① legible ② edible ③ evangelical ④ gobble
13. The term _____ in assessment refers to the extent to which a test measures what it is supposed to measure.
① reliability ② validity ③ question ④ meaning
14. A(n) _____ is a person whose continued or excessive drinking results in impairment of personal health, disruption of family and social relationships, and loss of economic security.
① workaholic ② shopaholic ③ alcoholic ④ chocoholic
15. Persons with _____ may have difficulty remembering, recognizing, and/or reversing written letters, numbers, and words, might read backwards, and have poor handwriting.
① dyslexia ② insomnia ③ diabetes ④ diarrhea
16. By picking on someone who is weak, shy, or insecure, _____ show that they are in control, and can actually draw the approval of more popular peers who dislike the victim.
① leaders ② cheaters ③ protestors ④ bullies
17. Children use language for a range of purposes. They have to learn to develop different _____, different forms of language that accomplish their purposes in different contexts.
① tones ② sounds ③ registers ④ homonyms
18. She is a very good speaker. Even the least motivated students can be encouraged by her _____ speeches and gain confidence.
① expiring ② expired ③ inspiring ④ inspired
19. She went to a high school where male and female students attended the same school facility. She went to a _____ school.
① private ② public ③ boarding ④ coeducation
20. The teacher put all the students of similar reading ability in the same group for her teaching. She is using _____ grouping to teach her students.
① homogeneous ② homocentric ③ heterogeneous ④ heterocline
21. Using the technique of _____, including displaying visual aids, modeling, and activating students' prior knowledge, may help students to understand new information and ideas.
① lecturing ② scaffolding ③ gaming ④ salvaging

22. Positive support and encouragement by both parents and teachers are the keys to developing a happy and successful student. In other words, parents and teachers are _____ in a child's education.
 ① rivals ② foes ③ allies ④ colleagues
23. Some of my students are outgoing and _____. I sometimes have trouble getting them to stop talking.
 ① extroverted ② extreme ③ extravagant ④ extractable
24. After the devastating earthquake, even the slightest after-shocks can cause in a _____ among the victims.
 ① pleasure ② panic ③ process ④ properganda
25. He was an effective story-teller, and his account of adventures among savage tribesmen _____ thrilling to both Joey and me.
 ① were ② was ③ being ④ to be

II. Grammar and Idioms

26. Extrinsic Motivation can be contrasted _____ Intrinsic Motivation, a highly desired form of incentive that stems from a person's internal desire for self-satisfaction or pleasure in performing the task itself.
 ① in ② with ③ on ④ from
27. If you are run down and _____, your ability to cope with stress can be severely hampered.
 ① worn out ② turned out ③ shut out ④ cleaned out
28. When we go to my parents' tomorrow, we should _____ a bottle of wine with us.
 ① take ② have taken ③ bring ④ be bringing
29. Women and men are both susceptible _____ the disease, and both are carriers.
 ① to ② in ③ on ④ from
30. There are several teaching approaches that prepare students to communicate and to cope _____ academic work in schools.
 ① in ② on ③ for ④ with
31. I can't give you answers _____, but I can look it up and give you the information later.
 ① off on the wrong foot ② off top of my head ③ off the hook ④ off the record
32. I have no idea what I will be asked in the interview. I can only _____.
 ① cry over spilt milk ② count chickens before they hatch
 ③ play it by ear ④ get over it
33. The problem was not as bad as what he described. He was _____.
 ① making a mountain out of a molehill ② biting off more than he could chew
 ③ beating around the bush ④ crossing his fingers
34. When he told Mary that he had won the lottery, he was only _____. He did not win any money.
 ① keeping an eye on her ② crossing her fingers ③ breaking a leg ④ pulling her leg
35. Mary and John are always fighting. Although they blame each other for starting the fights, actually _____.
 ① it is a small world after all ② it takes two to tango
 ③ you can't judge a book by its cover ④ your guess is as good as mine

III. Cloze

Critical to any lesson plan is the idea of learner 36. When lessons 37 students' interests and experiences, students are naturally more motivated to 38 learning. If they are not interested in learning something, their learning is apt to be short-term rote memorization 39. In whole language classes we hope that students' interest is not based simply on the desire to do well on a test or get some other kind of extrinsic reward, but 40 we hope that students will "buy into" the curriculum because they honestly are interested in 41 the questions that they have helped raised.

(Adapted from *Whole Language for Second Language Learners*, by Yvonne S. Freeman and David E. Freeman, page 49)

36. ① center ② centered ③ centeredness ④ centering
37. ① begin with ② begins with ③ beginning with ④ began with
38. ① engaging in ② engaging with ③ engage to ④ engage in
39. ① at least ② at best ③ at ease ④ at all
40. ① instead ② despite ③ otherwise ④ nevertheless
41. ① answer ② to answer ③ answering ④ answered

IV. Reading comprehension

Parents of highly gifted children are often concerned that everything comes too easily to their children. These children learn that they can do everything academic without trying. Parents worry that the children will fall apart the first time they hit an academic task they cannot do effortlessly (and this worry often has a foundation in reality). This is often a large part of the impetus for grade skips or other methods of providing adequate academic challenge.

The problem for twice-exceptional children—that is, children who are gifted but also have learning disabilities or other special needs—is that they learn an even more damaging lesson: that if they cannot do a task right away, they won't be able to do it at all. Everything in school is either too difficult or too easy—nothing is "just right." This is exacerbated by the frequently occurring problem of under-identification; that is, because highly gifted children are so good at compensating for their special needs, their problems often go undetected until they finally "hit the wall." By this time, a great deal of emotional and academic damage may have been done.

Teachers and parents often are unaware that children with special needs may be able to do a task sometimes, but not always. Their coping skills may fall apart when they are tired or ill. They may be able to muster the extra mental/physical/emotional energy to do a difficult task if the subject is one that engages them and they are fresh and rested, but not at the end of the day on a topic they dislike. They may also learn that it is dangerous to perform well, because they will then be held to a standard that they can't maintain consistently ("I know you can do it, because I've seen you") – in other words, they get punished for sometimes succeeding.

Children with special needs can tire quickly when doing non-physical tasks, because they are so much harder for them than for kids without the special needs. For example, imagine spending the day in school with earmuffs on, so that you had trouble hearing – you would be pretty tired! It would take you longer to figure out what was being said, and by the time you figured it out, the class would have moved on. You would be spending so much mental energy decoding what was said that you would have less left for actually thinking about it. If you have ever learned a foreign language, remember how much work it was to carry on a conversation when you had not yet become fluent. This is what school is like for children with auditory processing problems.

There are no easy answers for helping our twice-exceptional kids learn to tolerate difficulty, especially after they have been burned. It certainly helps if you can recognize when a task is hard for them and let them know that you understand. Starting easy and gradually easing them into more difficult work can help. Doing a task together (for example, co-writing a story with the adult acting as "scribe") can be a great way to start. One of the most important parts is being aware that there is a basis for the sometimes seemingly irrational over-reactions of twice-exceptional kids.

(The challenge of the gifted/special needs child by [Meredith G. Warshaw, M.S.S., M.A. Special Needs Educational Advisor](#))

42. What's the main idea of the passage?

- ① The needs of twice-exceptional children are often unidentified and there are no easy answers for helping these children to cope.
- ② The greatest concern for parents of highly gifted children is that they can learn everything too easily.
- ③ Some children of special needs are afraid to perform well because they fear they will be asked to do well all the time.
- ④ Learning a foreign language is difficult for children with auditory processing problems.

43. Who are twice-exceptional children?

- ① Children who have two types of learning disabilities.
- ② Children who cannot do a task right away.
- ③ Children who are not good at doing non-physical tasks.
- ④ Children who are gifted but also have learning disabilities.

44. What's the problem for twice-exceptional children?

- ① Everything comes too easily for them.
- ② Everything in school is either too difficult or too easy for them.
- ③ Nothing is too easy for them.
- ④ They want everything to be "just right."

45. Why the special needs of twice-exceptional children are frequently undetected?

- ① The children have ways to make up for their special needs.
- ② Parents and teachers don't care about their special needs.
- ③ The children usually have a lot of emotional and academic damages.
- ④ All of the above.

46. Why some twice-exceptional children may not want to perform well?

- ① They know it will take them extra energy to perform well.
- ② They want teachers and parents to do the tasks for them.
- ③ They fear they may be expected to do well all the time.
- ④ The tasks maybe too dangerous for them to do.

47. Why do children with special needs get tired quickly when doing non-physical tasks?

- ① Children with special needs usually have auditory processing problems.
- ② They have to spend the day in school with earmuffs on so that they have trouble hearing.
- ③ Non-physical tasks are so much harder for them than for kids without the special needs.
- ④ They spend a lot of time finding tasks that are just right for them.

48. What does the word exacerbated in paragraph two mean?

- ① tailored
- ② worsened
- ③ succeeded
- ④ lessened

49. What does the word muster in paragraph three mean?

- ① disperse
- ② think
- ③ select
- ④ gather

50. What can be inferred from this passage?

- ① Helping twice-exceptional children to cope with difficulty will never become easier.
- ② Irrational or over-reactions of twice-exceptional children can be signs for identifying the needs of these children.
- ③ Ways to help twice-exceptional children may include telling them know that you know they can do it because you have seen them before.
- ④ We should teach twice-exceptional children not to use coping skills to compensate their needs.