

臺北市 103 學年度市立國民中學正式教師聯合甄選

英 語 科 題 本

請不要翻到次頁！

讀完本頁的說明，聽從監試委員的指示才開始作答

※請先確認你的答案卡、准考證與座位號碼是否一致無誤。

請閱讀以下測驗作答說明

測驗說明：

這是臺北市 103 學年度市立國民中學正式教師聯合甄選英語科題本，題本採雙面印刷，共 80 題，每題只有一個正確或最佳的答案。測驗時間共 100 分鐘，作答開始與結束請聽從監試委員的指示。

注意事項：

1. 所有試題均為四選一的選擇題，答錯不倒扣。
2. 依試場規則規定，答案卡上不得書寫姓名及任何標記。故意污損答案卡、損壞試題本，或在答案卡上顯示自己身份者，該科測驗不予計分。

作答方式：

請依照題意從四個選項中選出一個正確或最佳的答案，並用 2B 鉛筆在答案卡上相應的位置劃記，請務必將選項塗黑、塗滿。如果需要修改答案，請使用橡皮擦擦拭乾淨，重新塗黑答案。

請聽到鈴（鐘）聲響後再翻頁作答

新聞稿用卷

壹、教育專業科目

選擇題（共 40 題，每題 1 分，共 40 分）

- 有關十二年國民基本教育免試入學之規定，下列哪一項是正確的？
(1)103年度各就學區之總名額，應占核定招生總名額百分之七十五以上。
(2)各校提供免試入學名額比率不得低於該校核定招生總名額百分之二十五。
(3)學生報名人數未超過學校核定招生名額者，全額錄取，超過者，採抽籤方式錄取。
(4)免試入學不得採計國中教育會考成績。
(A)1和2 (B)1和3 (C)2和3 (D)3和4
- 國民中學學生成績評量，依問題解決、技能、參與實踐及言行表現性目標，採書面報告、口頭報告、口語溝通、實際操作、作品製作、展演、行為觀察等方式，稱之為：
(A)實作評量 (B)檔案評量 (C)紙筆測驗 (D)學習單
- 下列哪一項是臺北市政府教育局推行多年的政策與評選活動？
(A)優質學校 (B)卓越學校 (C)特色學校 (D)藍帶學校
- 依「國民中小學中途輟學學生通報及復學輔導辦法」之規定，中輟生是指學生有未經請假、請假未獲准或不明原因未到校上課連續達幾日以上者？
(A)一日以上者 (B)二日以上者 (C)三日以上者 (D)四日以上者
- 下列敘述哪一項不屬於「性別平等教育」的觀念？
(A)性別主流化 (B)回歸主流 (C)設置性別友善廁所 (D)設置哺(集)乳室
- 「教育之目的以培養人民健全人格、民主素養、法治觀念、人文涵養、愛國教育、鄉土關懷、資訊知能、強健體魄及思考、判斷與創造能力，並促進其對基本人權之尊重、生態環境之保護及對不同國家、族群、性別、宗教、文化之瞭解與關懷，使其成為具有國家意識與國際視野之現代化國民。」，係出自哪一項法規？
(A)國民教育法 (B)高級中等教育法 (C)教育基本法 (D)憲法
- 學校教育人員透過環境的安排，使學生經自然有利的氣氛而有積極正向的學習，此種「境教」屬於下列哪一項課程？
(A)正式課程 (B)活動課程 (C)空白課程 (D)潛在課程
- 「透過校園建築空間與環境的規劃、建置與運用，以促進教育意境、學校課程、教師教學、學生學習、行政管理和社區公關之提升」，是下列哪一項教育領導理論之論述？
(A)轉型領導 (B)空間領導 (C)情境領導 (D)科技領導
- 依艾瑞克森(E. H. Erikson)的心理社會發展論，國中學生的發展階段為何？
(A)自動自發對退縮內疚 (B)勤奮努力對自貶自卑
(C)自我統整對角色混淆 (D)完美無憾對悲觀絕望
- 教師對學生的期望低，也會造成學生自我期望低落，此稱之為：
(A)刻板化 (stereotype) (B)聽眾效應 (audience effect)
(C)月暈效應 (halo effect) (D)比馬龍效應 (pygmalion effect)
- 依布魯姆(B.S. Bloom)的教學目標分類，下列認知領域的目標哪一項層次最高？
(A)分析 (B)應用 (C)評鑑 (D)綜合

12. 齊勒 (T. Ziller) 和其弟子萊因 (W. Rein) 研究改進赫爾巴特 (J. F. Herbart) 的教學法，提出著名的「五段教學法」，其步驟依序為：
- (A)記憶、理解、應用、分析、綜合 (B)預備、提示、比較、總括、應用
(C)明瞭、聯合、系統、方法、應用 (D)預備、提示、分析、綜合、應用
13. 下列哪一位撰寫「人類悟性論」，主張人類的心靈宛如白紙，一切觀念全由經驗而生？
- (A)洛克(J. Locke) (B)杜威(J. Dewey)
(C)蘭開斯特(J. Lancaster) (D)斯普朗格(E. Spranger)
14. 張老師想探討該校八年級甲班和乙班學生以及男生、女生的數學成績是否有顯著差異，應使用下列哪一種統計方法？
- (A)t-考驗 (B)積差相關 (C)變異數分析 (D)迴歸分析。
15. 王老師在歷史課時都會鼓勵學生以不同的文化背景去思考事件中的人物，當時的感受或討論其複雜的動機，進而引導學生從其他角度看世界。請問王老師的教學策略可明顯促進學生哪項發展的變化？
- (A)觀點轉換 (perspective taking)
(B)後設認知 (metacognition)
(C)近側發展區 (zone-of-proximal-development)
(D)自我調整 (self-regulation)
16. 蕭老師在講授國中歷史課程時，選定婦幼節當天介紹女性典範人物的故事，請問這是屬於多元文化課程發展中的哪種模式？
- (A)附加模式 (B)轉型模式 (C)貢獻模式 (D)社會行動模式
17. 學生課堂上玩手機，過去教師慣用「沒收」一途，現在最好改用何種做法較合法？
- (A)沒入 (B)暫時保管 (C)充公 (D)拍賣分享
18. 強調觀察、訪談、文件分析、專家判斷、辯論、批評或鑑賞等方式，然後以厚實的文字，來描述課程種種複雜的現象，進而對課程的優劣做價值判斷。此為何種課程評鑑？
- (A)量化 (B)質性 (C)內在標準 (D)外在標準
19. 請問以下哪一種教育措施是為了減少地區背景不利對教育的影響，所採取的「積極性差別待遇」(positive discrimination)？
- (A)廣設高中大學 (B)教師專業發展評鑑 (C)教育優先區 (D)學習共同體
20. 「真正認同多元文化教育的教師，必須要有能力在教學之中融入多元文化的精神」，請問下列哪一項不屬於文化回應教學(culturally responsive teaching)的特色？
- (A)為學生建立支持學習的社群 (B)以教師的母文化作為學習橋樑
(C)重視差異性與共同性 (D)營造社會正義及民主公平的教室氣氛
21. 美國課程學者古德拉 (J. Goodlad) 將課程區分成五個不同層次，學生在班級教學後實際感受的課程，係指下列何者？
- (A)理念課程 (B)正式課程 (C)運作課程 (D)經驗課程
22. 確保學生充分學會單元中某一小單元的內容後，再進入後續單元的學習，藉此讓絕大多數的學生都能學會，此種方法的名稱為何？
- (A)協同教學法 (B)拼圖學習法 (C)精熟學習法 (D)練習教學法

23. 採行之輔導與管教措施，應與學生違規行為之情節輕重相當，這就是所謂的「比例原則」，請問其意涵不包括下列何者？
- (A)採取之措施應有助於目的達成
 - (B)違規行為之處罰應重視尊嚴，不可公開為之
 - (C)採取之措施所造成之損害不得與欲達成目的之利益顯失均衡
 - (D)有多種同樣能達成目的之措施時，應選擇對學生權益損害較少者
24. 心理學家吉莉庚（C. Gilligan）的主張，曾經對郭爾堡（L. Kohlberg）之道德發展理論提出批評，下列敘述何者正確？
- 甲、男性的道德判斷反映正義取向，認為道德共識是建立在將法律做為維護社會秩序之正確普遍原則上
 - 乙、女性進行道德推理採取關懷取向，強調經由關係溝通、展現合作與利他精神等尋求解決辦法
 - 丙、依據吉莉庚的主張，由於男女社會化經驗不同，年輕女性的道德發展通常停留在第三階段
 - 丁、目前大部分的研究均支持吉莉庚的主張，男女在道德推理有明顯的性別差異
- (A)丙丁 (B)甲乙丙 (C)乙丙丁 (D)甲乙丙丁
25. 英、美在1970年代興起的批判性（critical）教育社會學所帶來的主要貢獻，以下何者有誤？
- (A)開創知識社會學的新領域
 - (B)檢視過去被視為理所當然的命題或假設
 - (C)班級社會學成為研究重點
 - (D)強調教育現象的量化實證研究
26. 近年來全球化趨勢造成全球公民（global citizenship）概念的勃興，請問下列關於發展全球公民教育的敘述何者有誤？
- (A)以全球福祉角度思考與行事
 - (B)強調國家主權與國民身分認同
 - (C)解決全球社會不公義的問題
 - (D)重視對全人類的責任
27. 以下對「世界咖啡館」（world café）匯談規則的描述，何者有誤？
- (A)透過「匯談石」的運用，鼓勵成員提出個人的想法與經驗
 - (B)成員將自己所言所想，藉由塗鴉、繪圖、文字，呈現在桌布上
 - (C)回合議題討論時，不宜離桌移動，以便能專注討論
 - (D)回合之間的換桌，桌長請到其他桌，把本桌想法分享給其他參與者
28. 依據富勒（F. Fuller）的關注理論（concerns theory），教師的關注面向具發展性和持續性，對照教師專業發展評鑑的指標，下列何者是經驗豐富教師較為關注的面向？
- (A)說明學習目標或學習重點
 - (B)有組織條理呈現教材內容
 - (C)結合學生生活經驗
 - (D)板書正確、工整有條理
29. 黃校長運用校內的師資在差異化與活化教學上的專長，並配合十二年國民基本教育政策的推動，決定發展學校的教學特色，上述的考量較屬SWOT分析的哪一類？
- (A)S-O (B)S-T (C)W-O (D)W-T

30. 劉校長想採取一種經常、快速、短暫、有焦點的教學觀察方式，以瞭解班級中教與學的真實狀況，採取下列那一種方法較為適合？
(A)知識領導 (B)授業研究 (C)教室走察 (D)全面品質管理
31. 教育計畫中經常使用的「計畫評核術」(PERT)，最重視的是下列何者的管理？
(A)時間管理 (B)經費管理 (C)人力管理 (D)設備管理
32. 下列何者非差異化教學(differentiated instruction)課堂的特徵？
(A)重視學生興趣 (B)運用彈性分組教學
(C)設計多元化教材滿足學生需求 (D)對學生個體差異的忽略
33. 臺北市政府教育局針對「100-103學年公私立國民中學校務評鑑」的實施成效進行評估，以做為檢討與改進下一輪校務評鑑規劃之參考，此較屬下列何者評鑑？
(A)追蹤評鑑 (B)回應評鑑 (C)對抗評鑑 (D)後設評鑑
34. 學校中的教師透過彼此間的省思對話與分享，將其「內隱知識」(tacit knowledge)轉化為「外顯知識」(explicit knowledge)的過程稱之為何？
(A)社會化(socialization) (B)外部化(externalization)
(C)結合化(combination) (D)內在化(internalization)
35. 臺北市幸福國中為了有效處理校園霸凌事件，特別擬訂「防制校園霸凌執行計畫」，其性質較屬下列何者？
(A)策略性計畫 (B)運作式計畫 (C)問題解決計畫 (D)工作計畫
36. 梁校長鼓勵教師組成教師專業學習社群(PLC)，下列何者非教師專業學習社群的特徵？
(A)個人責任 (B)共同願景 (C)成果產出 (D)合作共享
37. 強調永遠給孩子最好的教育內容或資源，不因成績或家境不好就降低教育內容與教學水準，是「學習共同體」哪一項哲學主張？
(A)差異性 (B)民主性 (C)公共性 (D)卓越性
38. 下列何者非「協同學習」(collaborative learning)的特徵？
(A)強調共同學習成長 (B)以學習小組為基本組織形式
(C)善用小組間的競爭 (D)強調互相教導的關係
39. 臺北市推動十二年國民基本教育中，主張應強化校長課程教學領導責任，其具體作法不包括下列何項？
(A)校長教室走察與觀課 (B)領導學校校本課程發展
(C)帶領教師專業學習社群 (D)加強特色招生考試
40. 陳校長所領導的是一群有能力但卻沒意願參與校務的教師，依據Hersey 與Blanchard的情境領導理論，較適合採取下列何種領導方式？
(A)高倡導高關懷 (B)低倡導高關懷 (C)低倡導低關懷 (D)高倡導低關懷

貳、英語專業科目

選擇題（共 40 題，每題 1.5 分，共 60 分）

I. Choice

41. When I saw Josh and Judy together at the party, I felt they shared an _____. They certainly have a natural liking for each other.
(A) illusion (B) oblivion (C) eternity (D) affinity
42. A glance at Jason's trophies in his room and you'd think his whole goal in life was to _____ swimming awards.
(A) rupture (B) garner (C) swindle (D) contrive
43. It is a natural _____ for ostriches to stick their heads in the sand, hoping to go unnoticed by other animals.
(A) propensity (B) provision (C) propriety (D) prototype
44. I work better with definite, confident people, not folks who are _____ all the time.
(A) vacillating (B) escalating (C) penetrating (D) renovating
45. When Peter finished telling the story of the accident, one look at the _____ faces of his listeners made him realize that they did not believe him.
(A) incredible (B) incredulous (C) discreditable (D) accredited
46. You need to handle the delicate matter in a most _____ manner to keep it from being damaged.
(A) unceasing (B) frivolous (C) corrosive (D) felicitous
47. Without the protection of the ozone layer, people are more _____ to skin cancer and eye damage.
(A) voracious (B) susceptible (C) mandatory (D) congenial
48. Dr. Wang's finding about the effects of psychological load on decision making was further _____ by the findings of two other studies.
(A) abridged (B) indicted (C) captivated (D) buttressed
49. If measures are not taken, the declining birth rate of this country would _____ a once healthy population.
(A) alienate (B) explicate (C) decimate (D) fabricate
50. Solar radiation bombarding the particles causes them to lose orbital _____ and eventually fall into the nearest planet.
(A) deportment (B) luminance (C) quandary (D) velocity
51. The new drug could not be used without more _____ evidence of its effectiveness.
(A) dismal (B) desolate (C) tantamount (D) empirical

II. Cloze

(A)

Pyotr Ilyich Tchaikovsky (1840 – 1893) was a Russian composer of the Romantic era. His wide ranging output includes symphonies, operas, ballets, instrumental and chamber music and songs. He wrote some of the most popular concert and theatrical music in the classical 52, including the ballets Swan Lake, The Sleeping Beauty and The Nutcracker, the 1812 Overture, his First Piano Concerto, his last three numbered symphonies, and the opera Eugene Onegin.

Born into a middle-class family, Tchaikovsky was educated for a career as a civil servant, despite his obvious musical 53. He pursued a musical career against the wishes of his family, entering the Saint Petersburg Conservatory in 1862 and graduating in 1865. This formal, Western-oriented training set him apart from the contemporary nationalistic movement embodied by the influential group of young Russian composers known as The Five, with whom Tchaikovsky's professional relationship was mixed.

Although he enjoyed many popular successes, Tchaikovsky was never emotionally secure, and his life was 54 by personal crises and periods of depression. Contributory factors were his suppressed homosexuality and fear of exposure, his disastrous marriage, and the sudden collapse of the one enduring relationship of his adult life, his 13-year association with the wealthy widow Nadezhda von Meck. Amid private turmoil Tchaikovsky's public reputation grew; he was honored by the Tsar, awarded a lifetime pension and lauded in the concert halls of the world. His sudden death at the age of 53 is generally 55 cholera, but some attribute it to suicide.

Although perennially popular with concert audiences across the world, Tchaikovsky's music was often 56 by American critics in the early and mid-20th century as being vulgar and lacking in elevated thought. By the end of the 20th century, however, Tchaikovsky's status as a significant composer was generally regarded as secure.

- | | | | |
|----------------------|------------------|-----------------|--------------------|
| 52. (A) reservoir | (B) repertoire | (C) revenue | (D) inventory |
| 53. (A) precocity | (B) prestige | (C) legacy | (D) lineage |
| 54. (A) perpetuated | (B) prosecuted | (C) paraphrased | (D) punctuated |
| 55. (A) described as | (B) inscribed in | (C) ascribed to | (D) prescribed for |
| 56. (A) dismissed | (B) ignored | (C) appraised | (D) dispensed |

(B)

Rauscher, Shaw, and Ky (1993) reported that college students perform better on standardized tests of spatial abilities after listening to 10 minutes of a Mozart sonata than after listening to relaxation instructions or sitting in silence. 57 the short-term nature of the so-called Mozart effect (10–15 min), the results received widespread attention in the popular and scientific media. The notion that “music makes you smarter” has become one of the most popular interpretations (or 58 misinterpretations) of a psychological finding.

Although the Mozart effect has been replicated by some researchers, failures to replicate the effect by others raise doubts about its 59. Nonetheless, based on a meta-analysis of 16 studies, Chabris (1999) conceded that there may be a small intermittent effect, but that it probably arises from “enjoyment arousal” 60 by music. Compared with listening to Mozart, sitting in silence or listening to a relaxation tape is less arousing. 61, previous investigations of the Mozart effect may have confounded differences in listening condition with differences in arousal and mood. It seems possible that the Mozart effect has little to do with Mozart in particular or with music in general.

- | | | | |
|-------------------------|-----------------|-------------------|--------------------|
| 57. (A) Concerning | (B) Despite | (C) Against | (D) Without |
| 58. (A) rather | (B) indeed | (C) barely | (D) namely |
| 59. (A) accessibility | (B) equability | (C) mutability | (D) reliability |
| 60. (A) attenuated | (B) undermined | (C) induced | (D) edified |
| 61. (A) On the contrary | (B) By no means | (C) For one thing | (D) In other words |

(C)

Stonehenge is a prehistoric monument located in the English county of Wiltshire, at the centre of the most dense complex of Neolithic and Bronze Age monuments in England. Archaeologists 62 that the iconic stone monument was erected around 2500 BC. One recent theory, however, has suggested that it may have been erected at the site as early as 3000 BC. The site and its surroundings were 63 the UNESCO's list of World Heritage Sites in 1986.

There is little or no direct evidence for the construction techniques used by the Stonehenge builders. Over the years, various authors have suggested that supernatural or anachronistic methods were used, usually asserting that the stones were impossible to move 64. However, conventional techniques using Neolithic technology have been demonstrably effective at moving and placing stones of a similar size.

Proposed functions for the site include usage as an astronomical observatory, or as a religious site. More recently two major new theories have been proposed. Professor Mike

Parker Pearson, head of the Stonehenge Riverside Project, has suggested that Stonehenge was part of a ritual landscape and was joined to Durrington Walls by their corresponding avenues and the River Avon. He suggests that the area around Durrington Walls Henge was a place of the living, whilst Stonehenge was a domain of the dead. A journey along the Avon to reach Stonehenge was part of a ritual passage from life to death, to celebrate past ancestors and the recently 65. On the other hand, Geoffery Wainwright, president of the Society of Antiquaries of London, and Timothy Darvill of Bournemouth University have suggested that Stonehenge was a place of healing. They argue that this 66 the high number of burials in the area and for the evidence of trauma deformity in some of the graves. However, they do concede that the site was probably multifunctional and used for ancestor worship as well.

62. (A) believe (B) have believed (C) were believed (D) had believed
63. (A) rated as (B) added to (C) granted with (D) recognized by
64. (A) hitherto (B) henceforth (C) otherwise (D) elsewhere
65. (A) deceased (B) released (C) obliterated (D) conceived
66. (A) relates to (B) accounts for (C) connects with (D) abides by

III. Reading Comprehension

(A)

Mothers and fathers used to bring up children: now they parent. Critics used to review plays: now they critique them. Athletes podium, executives flipchart, and almost everybody Googles. Watch out—you've been verbed.

The English language is in a constant state of flux. New words are formed and old ones fall into disuse. But no trend has been more obtrusive in recent years than the changing of nouns into verbs. It is found in all areas of life, though some are more productive than others. Financiers are never lacking in ingenuity: Investec recently forecast that "Better-balanced autumn ranges should allow Marks & Spencer to anniversary tougher comparisons"—whatever that may mean. Politics has come up with "to handbag" (a tribute to Lady Thatcher) and "to doughnut"—that is, to sit in a ring around a colleague making a parliamentary announcement.

New technology is fertile ground, partly because it is constantly seeking names for things which did not previously exist: we "text" from our mobiles, "bookmark" websites, "inbox" our e-mail contacts and "friend" our acquaintances on Facebook—only, in some cases, to "defriend" them later. "Blog" had scarcely arrived as a noun before it was adopted as a verb, first intransitive and then transitive.

Sport is another ready source. “Rollerblade,” “skateboard,” “snowboard,” and “zorb” have all graduated from names of equipment to actual activities. Football referees used to book players, or send them off: now they “card” them.

Verbing—or denominalization, as it is known to grammarians—is not new. Steven Pinker, in his book *The Language Instinct* (1994), points out that “easy conversion of nouns to verbs has been part of English grammar for centuries; it is one of the processes that make English English.” Elizabethan writers revelled in it: Shakespeare’s Duke of York, in *Richard II* (1595), says, “Grace me no grace, nor uncle me no uncle,” and the 1552 *Book of Common Prayer* includes a service “commonly called the Churching of Women.”

There is a difference today, says Robert Groves, one of the editors of the new *Collins Dictionary of the English Language*. “Potential changes in our language are picked up and repeated faster than they would have been in the past, when print was the only mass communication medium, and fewer people were literate.” So coinages can be trialed around the world—and greenlighted—as soon as they are visioned.

What’s the driving force behind it? “Looking for short cuts, especially if you have to say something over and over again, is a common motivator,” says Groves. So fund-raisers say “to gift-aid” rather than repeat “donate using gift aid” all day long, and CIA agents looking for suspects to kidnap find “to rendition” handier than “to subject to extraordinary rendition.”

Sometimes the results are ridiculous—notably when verbs are minted from nouns which were formed from verbs in the first place. To say “Let’s conference” instead of “Let’s confer,” “I’ll signature it” instead of “I’ll sign it,” or “they statemented” instead of “they stated,” makes the speaker seem either ignorant or pretentious. Using an elaborate verb when there is a far simpler alternative—such as “dialogue” for “talk”—has the same effect.

Some lovers of the language deplore the whole business of verbing (Benjamin Franklin called it “awkward and abominable” in a letter to Noah Webster, the lexicographer, in 1789); others see it as proof of a vibrant linguistic culture. **Certain words seem to bring people out in a rash**—among them “auctioning,” “tasking,” “impacting,” “efforting,” “accessing,” “progressing,” and “transitioning.” Often, though, the dictionary yields surprising precedents: “impact” was used as a verb in the 17th century, and “task” in the 16th. Other verbs have managed to escape linguistic ghettos: “to access” was recognized by the *Oxford English Dictionary* over 20 years ago, but only as a computing term. Still others acquire new meanings: “to reference,” originally meaning “to supply with references,” has now become a near-twin of “to refer to.”

Not every coinage passes into general use, and with luck “to incest” will quietly fade away. But as for trying to end verbing altogether, forget it. You’d simply be Canuting.

67. What is the main idea of the passage?
- (A) English has a long tradition of changing nouns to verbs.
 - (B) Changing nouns to verbs is a popular trend in English today.
 - (C) Verbing is a natural process of language change and should not be resisted.
 - (D) English is now using nouns as verbs more often than any other languages.
68. Which of the following is true according to the passage?
- (A) High frequency nouns are more likely to be used as verbs.
 - (B) Most verbs formed from nouns fall into disuse very quickly.
 - (C) People use nouns as verbs because there are no ready verbs for use.
 - (D) Grammarians do not consider verbing as a proper way of language use.
69. According to the passage, which of the following people was against verbing in English?
- (A) Stephen Pinker.
 - (B) Robert Groves.
 - (C) Benjamin Franklin.
 - (D) William Shakespeare.
70. Which of the following is considered by the author as absurd in the trend of verbing?
- (A) Adopting technical terms and using them on daily basis.
 - (B) Using a noun as a verb when it is originally created from a verb.
 - (C) Taking words randomly from the dictionary and using them as verbs.
 - (D) Looking for words to name new things and then turn the words into verbs.
71. What does the author mean by saying “**Certain words seem to bring people out in a rash**” ?
- (A) People are very much surprised by the popular use of certain words.
 - (B) People openly express their opinions about the use of certain words.
 - (C) Certain words are known to only a limited number of people.
 - (D) Certain words become popular among people very quickly.

(B)

A simple idea underpins science: “trust, but verify.” Results should always be subject to challenge from experiment. That simple but powerful idea has generated a vast body of knowledge. Since its birth in the 17th century, modern science has changed the world beyond recognition, and overwhelmingly for the better.

But success can breed complacency. Modern scientists are doing too much trusting and not enough verifying—to the detriment of the whole of science, and of humanity. Too many of

the findings that fill the academic ether are the result of shoddy experiments or poor analysis. A rule of thumb among biotechnology venture-capitalists is that half of the published research cannot be replicated. Even that may be optimistic. Last year researchers at one biotech firm, Amgen, found they could reproduce just six of 53 “landmark” studies in cancer research. Earlier, a group at Bayer, a drug company, managed to repeat just a quarter of 67 similarly important papers. A leading computer scientist frets that three-quarters of papers in his subfield are bunk. In 2000-2010, roughly 80,000 patients took part in clinical trials based on research that was later retracted because of mistakes or improprieties.

Even when flawed research does not put people’s lives at risk, it squanders money and the efforts of some of the world’s best minds. The opportunity costs of stymied progress are hard to quantify, but they are likely to be vast. And they could be rising.

One reason is the competitiveness of science. In the 1950s, when modern academic research took shape after its successes in World War II, it was still a rarefied pastime. The entire club of scientists numbered a few hundred thousand. As their ranks have swelled, to 6 to 7 million active researchers on the latest reckoning, scientists have lost their taste for self-policing and quality control. The obligation to “publish or perish” has come to rule over academic life. Verification does little to advance a researcher’s career. And without verification, dubious findings live on to mislead.

Careerism also encourages exaggeration and the cherry-picking of results. In order to safeguard their exclusivity, the leading journals impose high rejection rates: in excess of 90% of submitted manuscripts. The most striking findings have the greatest chance of making it onto the page. Little wonder that one in three researchers knows of a colleague who has pepped up a paper by, say, excluding inconvenient data from results “based on a gut feeling.”

Conversely, failures to prove a hypothesis are rarely even offered for publication, let alone accepted. “Negative results” now account for only 14% of published papers, down from 30% in 1990. Yet knowing what is false is as important to science as knowing what is true. The failure to report failures means that researchers waste money and effort exploring blind alleys already investigated by other scientists.

All this makes a shaky foundation for an enterprise dedicated to discovering the truth about the world. What might be done to shore it up? One priority should be for all disciplines to follow the example of those that have done most to tighten standards.

Ideally, research protocols should be registered in advance and monitored in virtual notebooks. This would curb the temptation to fiddle with the experiment’s design midstream so

as to make the results look more substantial than they are. Where possible, trial data also should be open for other researchers to inspect and test. Journals should allocate space for “uninteresting” work, and grant-givers should set aside money to pay for it.

Science still commands enormous—if sometimes bemused—respect. But its privileged status is founded on the capacity to be right most of the time and to correct its mistakes when it gets things wrong. The false trails laid down by shoddy research are an unforgivable barrier to understanding.

72. Which of the following is the best title for the passage?
- (A) Trust, But Verify
 - (B) How Science Goes Wrong
 - (C) Science: Problems and Retrospection
 - (D) What Makes Science A Respected Discipline?
73. What is the main idea of the second paragraph?
- (A) Some erroneous findings were repeated in many scientific studies.
 - (B) A huge amount of published research in science was found invalid.
 - (C) Most experiments in biotechnology were sponsored by drug companies.
 - (D) Many patients went through clinical trials based on wrong research findings.
74. Which of the following is true about the leading journals in science today?
- (A) They publish less than 10% of the manuscripts they have received.
 - (B) They publish more papers on “negative results” now than 20 years ago.
 - (C) They dislike papers which exclude inconvenient data for striking results.
 - (D) They require contributors to verify the findings before submitting their papers.
75. What is the author’s attitude toward scientific research today?
- (A) Pessimistic. (B) Overwhelmed. (C) Concerned. (D) Indifferent.
- (C)

The term *governmentality* is a combination of the words govern and mentality, and is frequently defined as the “art of government” or governing. It is a concept studied in social sciences, a social theory credited to Michel Foucault, a philosopher from France. It includes the practices of governments and their effects on the people who are governed. *Governmentality* should not be confused with the simple act of governing however, at least not in a strict sense, because it also includes the way people govern or conduct themselves, as well as how these two issues are intertwined.

Foucault coined the term *governmentality* and continued to expand upon it throughout the last decade of his life. He died in 1984. It was in lectures during the late 1970s and early 1980s that he established his theory of *governmentality* as a basis for determining the theme of a given society's practices of governance and the personal governance of its citizenry and the interaction of the two.

Foucault gave a lecture in the late 1970s that bore the title “*governmentality*” or *gouvernementalité*, in French. Related works created a stir and the concept grew more popular throughout academia. The translated text of the lecture as well as several other written works by Foucault and other scholars and an interview with Foucault were contained in the book *The Foucault Effect: Studies in Governmentality* edited by Graham Burchell, Colin Gordon, and Peter Miller.

There are several terms useful in helping to define further the concept of *governmentality*. Technologies of power, technologies of self, and technologies of the market are the main points of interest. Technologies of power are the resources used to help develop good behavior with the idea of creating positive attitudes and attributes while attempting to avoid negative ones.

Technologies of self revolve around the capacity of individuals to control and therefore govern themselves. This means restricting their own negative behaviors while promoting positive behaviors because of personal and societal benefits rather than the rule of law.

Included in the technologies of self are responsibilization, healthism, normalization, and self-esteem. Responsibilization indicates personal responsibility, and healthism is another aspect of it, in that people are expected to live healthfully. Both of these are for personal and societal benefits and without dependence on government. Normalization, in its simplest sense, means living according to established norms. Self-esteem means self-empowerment, but this is based on an earned respect of self through continual self-evaluation, personal discipline, and self-improvement.

The concept of the technologies of the market is described as being “governed” into buying things both wanted and needed due to psychological manipulation and personal identity based on the types of items people purchase. Clearly, each of the technologies represented in the concept of *governmentality* can work together or even overlap at times, helping to establish the roles of both the government and the governed in a particular society.

76. Which of the following is **LEAST** likely the target readers of the passage?

(A) Sociologists.

(B) Marketing managers.

(C) Technology specialists.

(D) Political science majors.

77. Which of the following does the theory of governmentality mainly concern?
- (A) Significance of citizenship.
 - (B) The functioning of a government.
 - (C) Ways to make a society governable.
 - (D) Approaches to reaching social justice.
78. Which of the following is true about the book *The Foucault Effect: Studies in Governmentality*?
- (A) It was the best seller among Foucault's books.
 - (B) Peter Miller co-authored some of the articles with Foucault.
 - (C) One major part of the book is a lecture by Foucault in 1970s.
 - (D) All chapters in this book came from face-to-face interviews with Foucault.
79. What is the relationship between paragraph 5 and paragraph 6?
- (A) An argument and its counter arguments.
 - (B) A theoretical account and its problems.
 - (C) A thesis statement and its examples.
 - (D) A construct and its components.
80. What might best explain the craze for brand name products in modern societies?
- (A) Principles of normalization.
 - (B) Technologies of the market.
 - (C) Desires for self-empowerment.
 - (D) Nations' practices of governance.

【試題結束】

新聞稿用卷