

新北市立國民中學 105 學年度教師聯合甄選試題

科目： 英語 科

— 考生作答說明 —

- 一、 請核對答案卡科目、准考證號碼是否與准考證內容相符，如果不符，請立即向監試人員反應。
- 二、 題目如涉及計算，禁止使用電子計算功能設備運算。
- 三、 請使用 2B 鉛筆於「答案卡」上畫記作答，切勿使用修正液(帶)，以免無法判讀。
- 四、 答案卡與試卷須一起繳交，方可離開試場。
- 五、 請務必填上准考證號碼。

准考證號碼： _____

科目：英語科

選擇題：共50題，每題2分，總分100分。

I. Professional Knowledge

(A)1. When a reading test calls for short written responses, and the grading of these responses takes into account spelling and grammar, _____ is said to be missing.

- (A) scoring validity
- (B) concurrent validity
- (C) scorer reliability
- (D) holistic scoring

(D)2. In Canale and Swain's model of communicative competence, _____ refers to the ability to combine ideas to achieve cohesion in form and coherence in thought.

- (A) vocabulary competence
- (B) grammatical competence
- (C) sociolinguistic competence
- (D) discourse competence

(B)3. Which of the following statements about Differentiated Instruction (DI) is **NOT** true?

- (A) DI is more qualitative than quantitative.
- (B) DI is basically a kind of collaborative learning.
- (C) Differentiation may focus on content, process, of product.
- (D) The target audience of DI include learners at all levels of proficiency.

(C)4. What teaching method does the following excerpt refer to?

In the 1960s, Freire developed a native-language literacy program for slum dwellers and peasants in Brazil. He engaged learners in dialogues about problems in their lives. Those dialogues not only became the basis for literacy development, but also for reflection and action to improve students' lives. Freire believed that education is to help students to understand the social, historical, or cultural forces that affect their lives, and then to help empower students to take action and make decisions in order to gain control over their lives.

- (A) Task-based Instruction
- (B) Content-based Instruction
- (C) Participatory Approach
- (D) Communicative Approach

(B)5. Which of the following is characterized by its use of background knowledge to enhance the language-comprehension process?

- (A) Cooperative learning
- (B) Schema theory
- (C) Extrinsic motivation
- (D) Sociocultural theory

II. Vocabulary & Grammar

(C)6. The continual noise of the machine became a(n) _____ disturbance to the workers. It seemed that they could never get rid of it.

- (A) catchy
- (B) episodic
- (C) perpetual
- (D) spasmodic

(C)7. The sense of community is slowly _____ by the lack of sidewalks in many towns, which makes it harder to walk around and meet the neighbors.

- (A) abominated
- (B) exploited
- (C) debilitated
- (D) mitigated

(C)8. New words are born, old words die, and rarely-used words are launched into the spotlight by _____ events, medical breakthroughs, or even new trends in music or fashion.

- (A) brittle
- (B) voluminous
- (C) calamitous
- (D) delectable

(B)9. The closing agreement procedures set forth in the revenue ruling is not a legal _____ for the treaty exemption.

- (A) inception
- (B) prerequisite
- (C) exponent
- (D) precaution

- (D)10. Fang Binxing, one of the creators of “The Great Firewall of China,” spoke to the gathering about “cyber_____.” He said national borders should be guarded in the online world as they are in the real world. And he said foreign interference with a country’s government should not be accepted.
 (A) impediment (B) interjection (C) dimension (D) sovereignty
- (B)11. As Brazil prepares for the huge sporting event, it faces not merely the political storm in the capital, Brasilia. Former House Speaker of Brazil Eduardo Cunha had been second in line to the presidency, but he was suspended from office this month over charges of _____ of justice and corruption.
 (A) doctrine (B) obstruction (C) emblem (D) discernment
- (D)12. While rental costs go higher in California, _____from rental housing is also a problem. Activists say some landlords have forced people to move from rental units so they can be offered to tech workers, who will pay a higher price.
 (A) accommodation (B) accretion (C) elongation (D) eviction
- (D)13. The weather in this Mediterranean city is agreeable. _____ above twenty-eight degrees Celsius.
 (A) Rarely the temperature goes (B) Rarely does go the temperature
 (C) Rarely goes the temperature (D) Rarely does the temperature go
- (A)14. I was once seriously ill. If _____ for the doctor’s care, I should not be speaking to you now.
 (A) it had not been (B) it were not (C) it has not been (D) it is not
- (C)15. The real challenge is how to balance complex variables like safety and convenience, all while _____ politicians that they should invest in infrastructure.
 (A) convince (B) convinced (C) convincing (D) to convince

III. Cloze Test

A.

The World Bank plans to 16 \$2.5 billion during the next five years for projects promoting female education in low-income countries, first lady Michelle Obama announced Wednesday in Washington. She said the investment is a powerful statement of belief in the power of education 17 the lives and prospects of millions of girls worldwide, as well as the prospects of their families, their communities, and their countries. It is also “an affirmation of these girls’ extraordinary promise,” she added.

Development experts say education is one of the most effective ways to foster economic development. A World Bank study found that a woman’s lifelong income increased by 18 percent for every year she attended school.

This education project is not the World Bank’s first for females. A program it operated between 1994 and 2008 led to girls 18 boys as the majority in Bangladeshi schools. A \$500 million project in India has put 4.3 million more girls in secondary schools since 2012. Similar projects 19 in Nigeria and Yemen, also yielding positive results.

Michelle Obama is promoting the “Let Girls Learn” initiative, which she started with President Barack Obama last year. The initiative strives to provide adolescent girls, particularly in developing countries, 20 education.

- (C)16. (A) put off (B) bring about (C) set aside (D) set off
- (A)17. (A) to transform (B) transforming (C) to transfer (D) transferring
- (D)18. (A) to overtake (B) overtook (C) overtakes (D) overtaking
- (B)19. (A) have launched (B) have been launched (C) are launching (D) have been launching
- (C)20. (A) to access (B) for access to (C) with access to (D) with access for

B.

The world could 21 fossil fuels within a decade, according to a new study. Writing in the journal Energy Research & Social Science, Benjamin Sovacool, Director of the Sussex Energy Group at the University of Sussex, says the world could wean itself off the polluting fuels quickly, 22 a “collaborative, interdisciplinary, multi-scalar effort.”

“Moving to a new, cleaner energy system would require significant shifts in technology, political regulations, tariffs and pricing regimes, and the behavior of users and adopters,” he said. “Left to evolve by itself—as it has largely been in the past—this can indeed take many decades. A lot of stars have to align all at once.” He added that the past may offer some clues about 23 to transition from fossil fuels to cleaner, sustainable forms of energy.

For example, for Europe to move from wood to coal took between 96 and 160 years, but electricity only took 47 to 69 years to be mainstream. Transitioning to cleaner energies could 24 by several factors, he said, citing “the scarcity of resources, the threat of climate change and vastly improved technological learning and innovation.”

In the study, some of the quicker transitions are listed as potential road maps. For example, in Ontario, Canada, coal was replaced from 2003 to 2014. In Indonesia, two-thirds of the population shifted from kerosene stoves to LPG stoves in just three years. All of these, Sovacool says, were done with “strong government intervention 25 shifts in consumer behavior.”

“The mainstream view of energy transitions as long, protracted affairs, often taking decades or centuries to occur, is not always supported by the evidence,” he said.

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|--------|--------------------|----------------------|----------------------|------------------|
| (D)21. | (A) put out | (B) rule out | (C) cross out | (D) phase out |
| (A)22. | (A) given | (B) giving | (C) to give | (D) gives |
| (B)23. | (A) why | (B) how | (C) where | (D) what |
| (C)24. | (A) have expedited | (B) be expired | (C) be expedited | (D) have expired |
| (D)25. | (A) got over with | (B) in contrast with | (C) in conflict with | (D) coupled with |

C.

The Internet of Things (IoT) is a computing concept. It mainly describes a world where almost every physical object can be connected and communicate in an intelligent fashion. In other words, with the IoT, the physical world is becoming one big information system. The IoT is significant because an object that can represent itself digitally becomes something greater than the object by itself. 26 does the object relate just to you, but is now connected to surrounding objects and database data.

A thing, in the IoT, can be a person with a heart monitor implant, an automobile with built-in sensors to alert the driver, or any other natural or man-made object that can be assigned an IP address and provided with the ability to 27 data over a network. For example, we can build bridges with smart cement: cement equipped with sensors to monitor stresses, cracks, and warpages. This is cement that alerts us to fix problems before they cause a catastrophe. If there’s ice on the bridge, the same sensors in the concrete will detect it and communicate the information via the wireless Internet to your car. Once your car knows there’s a 28 ahead, it will instruct the driver to slow down, and if the driver doesn’t, then the car will slow down for him.

The IoT revolves around machine-to-machine (M2M) communication; it’s built on cloud computing and networks of data-gathering sensors. It is mobile, virtual, and it provides 29 connection. In the M2M connection, what really matters is the sensor; the IoT really comes together with the connection of sensors and machines. The real value that IoT creates is at the intersection of gathering and leveraging data. And the cloud functions as a(n) 30 in place to analyze the data in real time. The IoT doesn’t function without cloud-based applications to interpret and transmit the data coming from all the sensors.

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|--------|--------------------|--------------------|-------------------|------------------|
| (A)26. | (A) No longer | (B) No wonder | (C) Little | (D) Only if |
| (D)27. | (A) delete | (B) download | (C) retrieve | (D) transfer |
| (B)28. | (A) flutter | (B) hazard | (C) indent | (D) venture |
| (C)29. | (A) extemporaneous | (B) impromptu | (C) instantaneous | (D) intermittent |
| (B)30. | (A) buttress | (B) infrastructure | (C) interstice | (D) superstratum |

D.

Musterbation is a term coined by Dr. Albert Ellis. It refers to emotional and cognitive demands that result in self-defeating behavior and 31 terms such as “should, must, awful, need, have to, etc.”

According to Dr. Ellis, people don't just get upset; they 32 their own upsetness. That is, things don't disturb people, but rather their view of things disturbs them. And the way people feel is mostly influenced by how they think. This is the main idea behind Rational Emotive Behavior Therapy (REBT), his most important contribution to psychology.

From the perspective of REBT, we always have the power to think. And we have the power to think about our thinking. We also have the power to think about thinking about our thinking. So, this means we have the power to control how much we are thinking about being upset. And 33, we have the power to change our upsetness.

When we hold irrational beliefs about us or the world, that's when we create problems since irrational beliefs are self-harming. They contain unrealistic expectations and are often most unlikely to work. People who keep following these principles are more likely to live 34 lives.

The goal of REBT is to help people change their irrational beliefs and negative thinking patterns in order to overcome mental distress. Some of the irrational beliefs we all have are actually the “musts” we impose on ourselves and these are the very things that bring us down or hold us back. Dr. Ellis called this situation “musterbation.” He thinks that if we don't musterbate, then we won't awfulize, terribilize, or catastrophize, and so we won't put ourselves down. 35 we recognize that our “musts” are just very rigid expectations we are putting on ourselves, we will be relieved from the intensity of the negative self-defeating and the irrational beliefs we have about ourselves.

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|----------------------------------|----------------------------|------------------------------|---------------------------|
| (A)31. (A) is closely related to | (B) is often attributed to | (C) has a great influence on | (D) has little to do with |
| (A)32. (A) contribute to | (B) implore for | (C) stave off | (D) veer away from |
| (D)33. (A) after all | (B) even so | (C) nonetheless | (D) therefore |
| (B)34. (A) dissolute | (B) frustrating | (C) mediocre | (D) sedentary |
| (C)35. (A) Although | (B) Even if | (C) Once | (D) Unless |

IV. Reading Comprehension

A.

Value judgments cannot be made in science in the way that such judgments are made in philosophy, religion, and the arts, and indeed in our daily lives. Whether or not something is good or beautiful or right in a moral sense, for example, cannot be determined by scientific methods. Such judgments, even though they may be supported by a broad consensus, are not subject to scientific testing.

At one time, the sciences, like the arts, were pursued for their own sake. They were pursued for pleasure and satisfaction of insatiable curiosity with which we are both cursed and blessed. In the twentieth century, however, the sciences have spawned a host of giant technological achievements—the hydrogen bomb, the polio vaccine, pesticides, indestructible plastics, nuclear energy plants, perhaps even ways to manipulate our genetic heritage—but have not given us any clues about how to use them wisely. Moreover, science, as a result of these very achievements, appears enormously powerful. It is thus little wonder that there are many people who are angry at science, as one would be angry at an omnipotent authority who apparently has the power to grant one's wishes but who refuses to do so.

The reason that science cannot and does not solve the problems we want it to is inherent in its nature. Most of the problems we now confront can be solved only by value judgments. For example, science gave us nuclear power and can give us predictions as to the extent of the biological damage that might result from accidents that allowed varying levels of radioactivity to escape into the environment. Yet it cannot help us, as citizens, in weighing the risk of damage from conceivable accidents against our energy needs. It can give us data to weigh our judgments on, but it cannot make those judgments for us.

- (A)36. Why does the author feel that science and the arts were similar?
- (A) Both were intensely sought after.
 - (B) Both had enormous power.
 - (C) Both made people angry.
 - (D) Both helped solve many problems.

- (D)37. Which of the following is the best title for the passage?
- (A) Technological Achievements of the Twentieth Century
 - (B) Science versus Art
 - (C) Art for Art's Sake
 - (D) Scientific Investigation and Value Judgments
- (C)38. With which of the following statements would be the author of the passage **LEAST** agree?
- (A) Science creates more problems than it solves.
 - (B) Science is enormously powerful.
 - (C) Science can measure right and wrong.
 - (D) Science can make predictions about nuclear damage.
- (A)39. What's the author's attitude toward science?
- (A) Objective
 - (B) Pessimistic
 - (C) Awed
 - (D) Disgusted
- (B)40. Which of the following would **NOT** be the subject of scientific inquiry?
- (A) Manipulating genetic heritage
 - (B) Being right in a moral sense
 - (C) Measuring levels of radioactivity
 - (D) Developing indestructible plastics

B.

Virginia Woolf, an English novelist, essayist, biographer, and feminist, is a prolific writer. She represents a historical moment when art was integrated into society, as T.S. Eliot describes in his obituary for Virginia. "Without Virginia Woolf at the center of it, it would have remained formless or marginal... With the death of Virginia Woolf, a whole pattern of culture is broken." Moreover, Virginia Woolf is considered the founder of modern feminist literary criticism. Prior to her landmark contributions to the field, in particular her feminist manifesto of literary criticism, *A Room of One's Own* (1929), very few works register in historical accounts of its genesis.

When much of Woolf's feminist writing concerns the problem of equality of access to goods that have traditionally been monopolized by men, her literary criticism prefigures two other concerns of later feminism: the reclaiming of a female tradition of writing and the deconstruction of gender difference. Woolf argues passionately for the right of women to create and think independently. Her eloquent advocacy of her gender's capability has made her a lasting feminist icon. Faced with the question of whether women's writing is specifically feminine, she concludes that the great female authors "wrote as women write, not as men write." She thus raises the possibility of a specifically feminine style, but at the same time she emphasizes that the greatest writers, among whom she includes Shakespeare, Jane Austen, and Marcel Proust, are **androgynous**, able to see the world equally from a man's and a woman's perspective. To her, a mind that is able to reconcile both its masculine and feminine parts is the most creative.

Virginia Woolf has only a certain type of woman in mind when she speaks or writes of equality—educated, upper class, and intellectual elite women like herself. She is a product of a very specific social class in a rigidly stratified society. And although she spends a lifetime pushing limits, ultimately she cannot break down the tormenting barriers of her own mind. Yet, Virginia Woolf's goal is never to be a spokeswoman for all womankind. For as she writes in *A Room of One's Own*, "When I rummage in my own mind, I find no noble sentiments about being companions and equals and influencing the world to higher ends. I find myself saying briefly and prosaically that it is much more important to be oneself than anything else." In her unbending determination to be only herself, Virginia Woolf paves the way for other artists to do the same.

- (D)41. Why is Virginia Woolf regarded as the one who began feminist literary criticism?
- (A) Because she proposed some new ideas about feminist literary criticism.
 - (B) Because she is a prolific writer who wrote a lot on feminist literary criticism.
 - (C) Because she represents an important period when art was integrated into society.
 - (D) Because she wrote the book that is the milestone of feminist literary criticism.

- (A)42. What does the word **androgynous** in the second paragraph possibly mean?
 (A) bisexual (B) gendered (C) transvestite (D) homosexual
- (B)43. According to this passage, why did Woolf consider Jane Austen a great writer?
 (A) Jane Austen shows the possibility of feminine writing.
 (B) Jane Austen accommodates the views of both genders.
 (C) Jane Austen deconstructs the gender difference in her novels.
 (D) Jane Austen, as a female writer, has written many famous novels.
- (C)44. Which of the following best states the meaning of the sentence “And although she spends a lifetime pushing limits, ultimately she cannot break down the tormenting barriers of her own mind”?
 (A) Although Woolf tries to find more possibilities for women, she herself doesn’t really believe it is worthwhile.
 (B) Although Woolf disregards the social limits, deep in her mind she still cannot ignore all the obstacles for women.
 (C) Although Woolf tries to find equality for women, she still doesn’t identify herself with women of lower social classes.
 (D) Although Woolf does her best to speak for women of all classes, she still looks down upon women of lower social classes privately.
- (A)45. Which of the following is the best topic for this passage?
 (A) Virginia Woolf’s Ideas of Feminism and Criticism
 (B) Virginia Woolf and Feminine Writing
 (C) Virginia Woolf’s Position in History of Literature
 (D) Virginia Woolf and Equality Between the Two Sexes

C.

The aurora borealis (northern lights) and aurora australis (southern lights) are beautiful, dynamic luminous displays seen in the nighttime sky. The most common form of an aurora is curtain-like luminosity extending east to west. Auroras occur in the upper atmosphere of both poles and are occasionally visible from middle latitudes as a dark red glow near the pole-ward horizon. Auroral displays are the strongest at times of greatest sunspot activity, when magnetic storms disturb radio communications.

An extensive series of satellite, rocket, and ground-based observations has revealed that they result from large-scale electrical discharge processes surrounding the Earth. The discharges are powered by the electromotive force generated by the interaction between the solar wind and the Earth’s magnetic field. The auroral luminosity comes from excited, or ionized atoms and molecules: energetic electrons carrying the discharge current, are channeled toward the poles by the Earth’s magnetic field and collide with and excite, or ionize, upper atmospheric atoms and molecules. The most common source of light is the green color emitted by energized oxygen atoms. The occasional crimson color results from the emission band of excited nitrogen molecules.

Auroral activity is controlled by solar activity through the magnetic field and the speed of the solar wind. A gusty solar wind generated by a solar flare often considerably enhances the auroral discharge, causing the auroral oval to expand to a geomagnetic latitude of 60 degrees or lower. During the declining sunspot period, a fairly intense beam of the solar wind can blow out from a rather quiet region of the Sun and last for from a few months to two years. Since the Sun rotates in a period of about 27 days, **the beam** hits the Earth at 27-day intervals, causing the so-called 27-day recurrence of auroral activity.

- (C)46. The main subject of the passage is _____.
 (A) the auroras as bad omens
 (B) the Earth’s magnetic field
 (C) the visible spectacle of the Sun’s solar wind interaction with the Earth’s magnetic field
 (D) the infra-red and ultra-violet light show in the Earth’s polar regions

- (D)47. Auroras are more visible _____.
- (A) in the winter in the Southern Hemisphere
 - (B) in the summer in the Northern hemisphere
 - (C) from middle latitudes
 - (D) from dusk to dawn
- (B)48. In the last sentence, the phrase "**the beam**" refers to _____.
- (A) sunlight
 - (B) solar wind
 - (C) solar flare
 - (D) auroral oval
- (D)49. The passage does **NOT** discuss _____.
- (A) the electromotive force generated by the interaction between the solar wind and the Earth's magnetic field
 - (B) the enhancement of the auroral discharge by gusts of solar wind generated by a solar flare
 - (C) that auroras result from large-scale electrical discharge processes surrounding the Earth
 - (D) that the auroral umbra comes from excited, or ionized atoms and molecules
- (A)50. According to the passage, _____.
- (A) auroral activity may sometimes occur at 27-day intervals
 - (B) the auroras are seen more frequently as the incidence of sunspots decreases
 - (C) auroras occur closest to the equator only during the periods of solstice
 - (D) crimson is the dominant color of the auroral displays.