

臺北市 107 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 107 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。

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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）

1. 有家長認為，孩子出門前拖拖拉拉，造成被禁閉在音樂廳外，這種懲處就像是自然（Nature）所施予的。此觀念稱作「自然懲罰」，是誰的著名主張？
(A)裴斯塔洛奇 (J. H. Pestalozzi) (B)杜威 (J. Dewey)
(C)盧梭 (J.-J. Rousseau) (D)蒙特梭利 (M. Montessori)
2. 劉老師反對「教室即工廠生產線」的觀念，主張教師應視學生為有個性的主體，而非同一的物體，強調師生的「吾與汝」(I-Thou)，而非「吾與它」(I-It)的關係。這與哪個教育思潮的理念相符？
(A)精粹主義 (B)永恆主義 (C)理性主義 (D)存在主義
3. 陽光國中目前正在討論下學期各科用書，試問下列規定哪一項說明錯誤？
(A)學校教科圖書應由學校教師評審委員會會議訂定辦法公開選用之
(B)教科圖書審定委員會教師代表不得少於三分之一
(C)教科圖書審定委員會由學科及課程專家、教師及教育行政機關代表等組成
(D)學校所選用之教科圖書，得由教育部或教育部指定之直轄市、縣（市）政府辦理採購
4. 胡老師想增進學生同理他人和換位思考的能力，讓學生體會不同處境下的行為表現，則胡老師較適合採用下列哪一種教學方法？
(A)問題解決教學法 (B)道德討論法
(C)角色扮演法 (D)探究教學法
5. 卉文在資源回收場發現隔壁班同學被玻璃瓶刺傷鮮血直流，緊急送同學到保健室消毒包紮，結果午休遲到，必須依班規記缺點一次。風紀股長了解情況後，主動向導師報告，並建議行為對錯宜考量特殊狀況或共同認可的契約而定，因此在班會提出班規的彈性處理原則。根據柯爾伯格 (L. Kohlberg) 的道德發展理論，請問這位風紀股長目前處在哪個發展層次？
(A)相對功利取向 (B)好男/好女取向 (C)遵守法規取向 (D)社會法制取向
6. 大華出身中產階級家庭，在國中唸書時發現學校對於生活常規的要求和父母親的做法極為類似，使得自己在學校生活的適應較為順利。請問此種說法較符合下列哪種理論的觀點？
(A)俗民方法論 (B)抗拒理論 (C)文化再製論 (D)依賴理論
7. 下列何者是行為主義教師所持之觀點？
(A)經由強化的刺激控制，引導學生學習表現
(B)資訊的改碼與儲存之策略發展
(C)成為主動意義發展與過程的夥伴
(D)新的學習必須建立在舊有的經驗之上

8. 陳老師的班級學生會使用書、雜誌、網路資訊，獲得我們能源製造與用電之間的供需問題，他們也訪問了很多人，包括在地居民、專家、農漁民，以及環保、能源官員，收齊資料後進行分析與討論，請問這是何種教學法？
- (A)建構式教學法 (B)探究式教學法
(C)教師本位教學法 (D)編序教學法
9. 2015年實驗三法正式通過，亦即擇校世代來臨，請問下列何者為其影響？
- (A)學校經營特色化 (B)保障學生學習權
(C)保障家長教育選擇權 (D)以上皆是
10. 十二年國民基本教育政策的願景之一為成就每個孩子，故其提供充分機會探索學生的個性才能，助其適性發展。請問上述說法強調的是教育的何項功能？
- (A)社會化 (B)照顧 (C)選擇 (D)社會流動
11. 陳老師教英文時要求嚴格，經常指責學生，導致學生變得不太喜歡英文課。這種現象可用下列何種原理解釋？
- (A)漣漪效應(ripple effect) (B)替代學習(vicarious learning)
(C)操作制約(operant conditioning) (D)古典制約(classical conditioning)
12. 請問下列何項並非皮德思(R. Peters)教育三大規準？
- (A)合共享性 (B)合認知性 (C)合價值性 (D)合自願性
13. 陳老師今年受聘本市陽光國中任教，報到後，教務處介紹了一位任教於同學年和同科目的張老師給他，以協助他盡速認識和適應班級(群)、學校、社區及教職環境，進而提升教學品質。請問張老師的角色是下列何者？
- (A)專任輔導老師 (B)教學輔導老師 (C)專業視導老師 (D)兼任視導老師
14. 陳老師想要協助學生成為獨立、自主、高效能的學習者，他應採取下列哪些方法？
- (甲)鼓勵學生基於已有的知識經驗，運用記憶、辨別、分析、歸納等方法獲得新知 (乙)培養學生讀書時做摘要、聽講時做筆記的習慣 (丙)鼓勵學生和同儕以口語或文字分享自己的學習方式和結果 (丁)鼓勵學生反覆閱讀和練習，熟悉教材的內容和評量的取向
- (A)甲乙丙 (B)甲丙丁 (C)甲乙丁 (D)乙丙丁
15. 李老師為了提升學生的學習成績，訂定「每次上課必定小考，每錯一題，罰抄正確解題三遍」的規定，多數同學因為每次有錯，抄不勝抄，出現「每天一大早就開始頭痛、胃痛、心跳加速、甚至嘔吐」的狀況，直至數學課下課為止，請問下列哪一個理論可以解釋此一現象？
- (A)最近發展區 (zone of proximal development)
(B)社會學習論 (social learning theory)
(C)自我歸因論 (self-attribution theory)
(D)條件作用 (conditioning)

16. 我國「教育部品德教育促進方案」明確宣示以培養知善、樂善、行善的道德人為目標。其所依據的主要哲學學理為何？
- (A)亞里斯多德 (Aristotle) 的德行倫理學
 - (B)彌爾 (J. S. Mill) 的效益論
 - (C)柯爾伯格 (L. Kohlberg) 的道德認知發展論
 - (D)諾丁斯 (N. Noddings) 的關懷倫理學
17. 經過幾年的努力，張老師總算成為國中正式專任教師；到學校報到第一天，人事主任提出幾項教師享有的權利。試問：以下哪一項不是「教師法」中所保障的教師權利？
- (A)對學校教學及行政事項提供興革意見
 - (B)參加在職進修、研究及學術交流活動
 - (C)擔任班級導師
 - (D)參加教師組織，並參與其他依法令規定所舉辦之活動
18. 下列有關教學理論的主張，哪一項敘述較為正確？
- (A)奧蘇貝爾 (D. P. Ausubel) 的意義學習論主張讓學生自行探索的學習才會有意義
 - (B)奧蘇貝爾認為學生在學習前所具備的前導組織 (advance organizer) 是意義學習產生的必要條件
 - (C)訊息處理學習論主張長期記憶中，有關生活事件實況的記憶是為語意記憶
 - (D)班杜拉 (A. Bandura) 的社會學習論認為，個體藉由旁觀者的身份觀察別人的行為，即可產生模仿學習
19. 下列有關問題導向學習 (problem-based learning, PBL) 的敘述，何者正確？
- (A)配合中學生形式運思能力，問題導向學習法特別鼓勵學生運用批判思考和可能性思維，設法解決未來想像世界可能有爭議的問題
 - (B)問題導向學習法激勵學生蒐集和研究學習資訊，以對問題產生更多解決方案
 - (C)中學教育屬基礎教育，學生學科知識普遍不夠深入，因此不同於大學生，中學現場採用問題導向學習法時教師應居於主導者的角色
 - (D)問題導向學習法強調在學期末須協助學生完成專題計畫或形成作品
20. 有效的回饋 (effective feedback) 是藉由使學生習得技能的過程更有效來增加學生的動機，下列哪一項不是有效回饋的特點？
- (A)立即的
 - (B)歷久不衰的
 - (C)提供正確訊息
 - (D)具積極情緒的語言
21. 甚麼是教師領導 (teacher leadership)？
- (A)教師的終極目標應該是擔任校長
 - (B)教師應該發揮專業功能擴大影響層面
 - (C)教師應該積極擔任校內行政工作
 - (D)教師應該參加教師工會領導教師專業

22. 「甲、分科課程」、「乙、融合課程」、「丙、廣域課程」、「丁、相關課程」。
請將上述四種課程組織形式從統整到分化的程度排序？
(A)乙丙丁甲 (B)丙丁乙甲 (C)丁乙丙甲 (D)丙乙丁甲
23. 下列何者是結構功能論對階層化的解釋？
(A)人們在社會中的位置越是重要，其所獲得的待遇也會越好
(B)貧窮之所以持續存在，是因為它具有經濟上與社會上之功能
(C)生產工具是形成階級社會的基礎
(D)階層化只存在於某些社會與群體中
24. 輔導室藉由生涯探索測驗，協助學生找到自己的發展方向，這是希望幫助學生達成艾瑞克森 (Erik H. Erikson) 所主張的何種發展任務？
(A)自主獨立 (autonomy) (B)勤奮進取 (industry)
(C)自我統合 (identity) (D)完美無缺 (integrity)
25. 下列哪些屬於教師專業發展的內涵？(甲)教師分級制度 (乙)教學實務能力 (丙)教育專業態度 (丁)學科專業知識
(A)甲乙丙 (B)甲丙丁 (C)乙丙丁 (D)甲乙丙丁
26. 受限於學校的網速，陳老師教學時需要請學生開啟網頁，卻發現學生不耐等待，產生浮躁情緒，他可採行以下哪些策略改善之？(甲)課前備妥離線教材 (乙)協助學生接受學校網速有限的事實 (丙)避免使用網路教學 (丁)師生共同尋覓正常管道向學校提出建議
(A)甲乙丙 (B)甲乙丁 (C)乙丙丁 (D)甲乙丙丁
27. 當教師們進行「共同備課」時，除了討論本單元的核心概念，以安排漸進或螺旋式的學習內容外，還須討論哪些重點？
(甲)分析學生的準備度，以為本單元學習的起點 (乙)設定欲培養的能力，供設計多樣的學習活動 (丙)決定學生學習的成果，為本單元學習的目標和評量的參照 (丁)參照討論的結果分配每個人所承擔的教學活動設計工作，以作為大家教學的依據
(A)甲乙丙 (B)甲丙丁 (C)甲乙丁 (D)乙丙丁
28. 面對部分學生「只要能夠領到結業證明書，均可以繼續升學，所以不用管學不學得會，也不用在乎考了多少分」的心態，陳老師希望培養學生的學習意義感，他可以採行以下哪些策略？(甲)提供和學生生活經驗高度相關的教材 (乙)鼓勵學生想像自己的「未來我」 (丙)協助學生建立積極正向的自我價值感 (丁)反覆表達對學生的高度期待
(A)甲乙丙 (B)甲丙丁 (C)甲乙丁 (D)乙丙丁

29. 在「如何提升學生的學習動機」的討論會上，陳老師主張「學習是由個體先採取行動，然後根據行為的結果調整行為的歷程，只要善用賞罰，便可激發強烈的動機。」而李老師提出「人性本善，自有追求成長和發展的原動力，當學生覺察學習的意義並感受良好的師生關係時，便會展現良好的學習動機。」下列敘述何者為是？
- (A)陳老師傾向內動機，李老師傾向外動機
(B)陳老師傾向行為主義，李老師傾向人本主義
(C)陳老師傾向人本主義，李老師傾向行為主義
(D)陳老師傾向習得性動機，李老師傾向原始性動機
30. 洪老師和黃老師、藍老師共同為701、702、703的學生，設計了「走進臺北城」的課程，由三位老師分別輪流到課堂上擔任國文、歷史及地理的教學，並由三位老師針對學生完成的分組實作報告共同評分，請問他們採行了下列何種教學模式？
- (A)聯合 (B)同時 (C)偕同 (D)協同
31. 有論者主張，當T教學時，必然存在他人S與被教的某物X。是以，「我們教的是學生，而非學科」及「我們教的是學科，而非學生」，這兩種主張都有偏頗之嫌。這是哪個派別最擅長的分析手法？
- (A)觀念分析學派 (B)女性主義 (C)批判理論 (D)後現代主義
32. 下列有關「傳統教學觀摩」和「專業相互觀課」的比較，何者為是？(甲)前者的目的在向教學者學習教學方法和技巧；後者的目的在共同發現提升學習成效的教學設計 (乙)前者的本質是張揚優點；後者的本質是評鑑成效 (丙)前者觀察的重點在教師行為；後者觀察的重點在教師理念 (丁)前者教師多演示自己最擅長的教學技巧；後者鼓勵教師提供學生難以學會的課程
- (A)甲丙 (B)甲丁 (C)乙丙 (D)乙丁
33. 當學生上課時出現下列表現，傳達出可能有何種問題？
- (甲)遲到、精神萎靡、語文能力減退、作業缺交 (乙)焦躁不安、過動或注意力缺損、易怒、沮喪 (丙)人際疏離、對現實環境反應變差 (丁)手顫抖、頭痛、腸胃不適
- (A)家庭暴力 (B)沉迷網路 (C)性侵害 (D)霸凌
34. 為了協助學生提升自我效能感 (self-efficacy)，陳老師宜採用下列哪些策略？
- (甲)設計適當的挑戰，提供學生克服困難以獲得成功的真實體驗 (乙)發展競爭的文化，鼓勵學生選擇超越對象且不斷追求凌駕對方 (丙)形成強化的機制，為學生設定個別的預期成就標準和達成與否的獎懲辦法 (丁)留意身心的狀態，如協助學生增強體能、紓解壓力、保持正向情緒等
- (A)甲乙 (B)甲丙 (C)甲丁 (D)丙丁

35. 下列有關「葉杜二氏法則」(Yerkes-Dodson law)的描述,何者正確?
- (A)用來解釋心理壓力、父母期待與作業成績三者之間的關係
 - (B)因為動機而產生的心理壓力或情緒,對作業表現具有穩定正相關的促動功能
 - (C)在簡單容易的工作情境下,較高的心理壓力會抑制自動化功能的速度,容易感到乏味而產生較低的作業表現
 - (D)面對複雜困難的工作,如果心理壓力過高,注意力容易窄化,思考稍有疏忽,就難免忙中出錯
36. 依據「十二年國民基本教育課程綱要總綱」實施要點規定:各領域課程設計應適切融入重要與新興議題,下列哪一項是學校規劃與實施各領域/科目課程與教學時較適宜的作法?
- (A)學校可將重要議題的精神融入學校組織規章、獎懲制度中
 - (B)在實施議題教學時,可以學科為中心,融入核心教材內容
 - (C)議題連結領域/科目內容時,以知識理解與應用作為核心層次引導學生學習
 - (D)學校可於彈性學習課程/時間中規劃相關議題,但不宜在校訂課程中加以融入
37. 以下針對「校園霸凌」的敘述,何者錯誤?
- (A)係指相同或不同學校學生與學生間,於校園內、外所發生之霸凌行為
 - (B)二人以上行為人分屬不同學校者,為求中立,應改由警政單位處理
 - (C)學校訂定校園霸凌防制規定時,應包括校園安全規劃、校內外教學及人際互動應注意事項等內容
 - (D)學校受理申復後,應交由防制校園霸凌因應小組於三十日內作成附理由之決定
38. 下列關於聯合國教科文組織發布之「教育2030行動框架」目標,何者敘述錯誤?
- (A)到2030年,確保所有青少年完成免費、公平及優質的小學和中學教育,並獲得有效的學習成果
 - (B)到2030年,確保所有兒童接受優質的兒童早期發展、保育及學前教育,從而為初等教育做好準備
 - (C)到2030年,確保所有人負擔得起優質的職業技術教育和高等教育
 - (D)到2030年,確保所有教師樹立新的教學觀,與教學實踐相結合,以運用新的教學方法,增進教學品質
39. 下列何者不是迴歸分析的基本假定?
- (A)自變項的變異數必須有齊一性或等分散性
 - (B)自變項之間必須要具有獨立性
 - (C)與依變項淨相關最大自變項應該要剔除
 - (D)不管預測變項的分數高低,效標變項的估計標準誤都一樣大
40. 下列敘述何者對於「新教育社會學」的概念有誤?
- (A)理論觀點傾向社會功能的微觀分析
 - (B)探討社會優勢群體的價值,透過學校教育傳遞給學生
 - (C)知識的獲得係透過文化的傳承
 - (D)社會階級對於學生學習的影響力甚鉅

貳、英語

選擇題 (共 40 題, 每題 1.5 分, 共 60 分)

I. Choice

41. When a kid rebels against authority, it is thought as aggression, but it is also _____ an initiative toward independence which is necessary and valuable for growing up.
(A) manifesting (B) manipulating (C) maneuvering (D) magnifying
42. Two wonderful inventions, the microscope and the telescope had begun to reveal that nature in more _____ - teeming with tiny creatures and boundless galaxies - than anyone had ever imagined.
(A) unpretentious (B) extravagant (C) monotonous (D) recurrent
43. Rare images from inside Yemen's city of Taiz show the devastation wrought by months of fighting between Houthi forces backed by Iran and Yemeni government forces, _____ by Saudi Arabia and its US-equipped air power.
(A) transferred (B) obstructed (C) bolstered (D) jettisoned
44. The success of extensive reading depends largely on _____ students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read.
(A) marooning (B) enticing (C) sloughing (D) laminating
45. A new exhibition at New York's MoMA, Endless House: _____ of Art and Architecture, "considers the single-family home and archetypes of dwelling as themes for the creative endeavors of architects and artists".
(A) Propositions (B) Estrangements (C) Intersections (D) Premises
46. Discourse is not just a _____ of preordained sentential meanings; it is a dynamic process of meaning creation.
(A) patchwork (B) rampart (C) pastiche (D) crash project
47. The bakery keeper became an eventual _____ after eating bread almost every day.
(A) shopaholic (B) diabolic (C) carboholic (D) demoniac
48. Organizations demanding respect and equal rights for people regardless of gender identity or sexual orientation emerged in the United States in the 1950s. Early groups used the term "_____", meaning "loving the same," to describe themselves.
(A) homogeneity (B) homoscedasticity (C) homophobia (D) homophile
49. In the Life of Addison, Johnson wrote: "A _____ may be compared to lines converging at a point, and is more excellent as the line approach from greater distance." It usually uses "like" or "as" to state something.
(A) metaphor (B) notation (C) simile (D) dialectic

50. Which phrase means "the main or most necessary part"?
- (A) alpha and omega (B) fore and aft
(C) rant and rave (D) systole and diastole
51. A: In retrospect, I wish I had planned my career path well in advance.
B: Well, the best-laid plans of mice and men often go _____.
- (A) afield (B) awry (C) droll (D) dreary
52. A: Where are we going to stay when we are in Milan?
B: Perhaps a backpacker hostel, or we can stay with my cousin if he's home. We'll have to _____ and see what happens as I can't reach him at the moment.
- (A) stick out a mile (B) hit below the belt
(C) rub it in (D) play it by ear
53. A: I thought we were going to have a potluck next week?
B: No, it got cancelled, so I'm _____. I wouldn't have any idea what dish to bring.
- (A) off the hook (B) out of the loop
(C) in the doghouse (D) part of the furniture
54. Drones have already broken through rigid traditional barriers in industries which otherwise seemed _____ by similar technological innovations.
- (A) evocative (B) obtrusive (C) impenetrable (D) ambient
55. Olive oil is one of the most _____ foods. Some products were thinned out with soybean, corn, sunflower, safflower, canola, or palm oil.
- (A) adulterated (B) outraged (C) incubated (D) embroidered

II. Cloze

(A)

Reading Is Its Own Reward

The learners' experience of reading the text is at the center of the extensive reading experience, just as it is reading in everyday life. For this reason, extensive reading is not usually followed by comprehension questions. It is an experience (56) in itself.

At the same time, teachers may ask students to complete follow-up activities based on their reading. The reasons for this are (57): to find out what the student understood and experienced from the reading; to monitor students' attitudes toward reading; to keep track of what and how much students read; to make reading a shared experience; to link reading to other aspects of the curriculum. (58), students may be asked to do such things as write about their favorite characters, write about the best or worst book they have read, or do a dramatic reading of an exciting part of a novel. Such activities, while respecting the (59) of students' reading experiences, extend them in interesting and useful ways.

56. (A) completion (B) completed (C) complete (D) completing
 57. (A) identical (B) various (C) lateral (D) onerous
 58. (A) For the present (B) For the record (C) For the most part (D) For such reasons
 59. (A) integument (B) integrity (C) iniquity (D) innovation
 (B)

We can't win in life on our own. We can't grow on our own. That's why we have schools; that's why we have friends. Human beings only fully exist in their relations with others.

For those who seek to improve and grow, there's often nothing better than having someone who is willing to guide and train them.

Of course, being treated (60) by a smug and arrogant person is not a positive experience. It will be up to you to judge the character of those (61). It is essential that you have the wisdom to be able to do so.

Goethe purposely chose a strict (62). For Goethe, the opportunity to undergo Herder's rigorous training was a source of joy and gratitude. He said, "I could count myself lucky that all the smugness, desire to preen, (63), pride, and arrogance that was either latent or active in me was exposed to a very hard test." "It's not good for man to be alone, and especially to work alone. He needs sympathy and suggestion to do anything well."

60. (A) patronizingly (B) obsequiously (C) fervently (D) desolately
 61. (A) you intend to learn (B) who are tranquil
 (C) who are besieged with crowds, (D) you decide to follow
 62. (A) kibitzer (B) mentor (C) spectator (D) monitor
 63. (A) propriety (B) celibacy (C) vanity (D) expediency
 (C)

The "me too," movement was founded in 2006 to help survivors of sexual violence, particularly young women of color from low wealth communities, find pathways to healing. Our vision from the beginning was to (64) the dearth in resources for survivors of sexual violence and to build a community of advocates, driven by survivors, who will be at the forefront for creating solutions to interrupt sexual violence in their communities.

In less than six months, because of the viral #metoo hashtag, a vital conversation about sexual violence has been thrust into the national dialogue. (65) started as local grassroots work has expanded to reach a global community of survivors from all walks of life and helped to (66) the act of surviving by highlighting the breach and impact of a sexual violence worldwide. Our work continues to focus on those who need it to find entry points for individual healing and galvanizing a broad base of survivors to (67) the systems that allow for the global proliferation of sexual violence.

Our goal is also to reframe and expand the global conversation around sexual violence to speak to the needs of a broader spectrum of survivors. Young people, queer, trans, and disabled folks, Black women and girls, and all communities of color. We want perpetrators to be held (68) and we want strategies implemented to sustain long term, systematic change.

64. (A) address (B) provoke (C) reclaim (D) embark
65. (A) Those (B) That (C) What (D) Which
66. (A) devocalize (B) deescalate (C) depersonalize (D) destigmatize
67. (A) disrupt (B) evacuate (C) kindle (D) justify
68. (A) subordinate (B) accountable (C) straightforward (D) appeasable

III. Reading Comprehension

(A)

Contemporary civilization has reached a turning point, summed up in the stark question: Can humanity survive? The threat to peace posed by the arms race and a blind faith in the inevitability of progress seem to be propelling humanity on a veritable death march. What can we do to enable humankind to survive? Enlightened scholars now debate this issue passionately.

I wish to urge that what we need in such times as these is a true restoration of humanity. The revival or restoration I have in mind must enable human beings to live in harmony with all of our fellow living creatures. People must cease being the servants of machines and become once more masters of our own technological creations. The renaissance I have in mind would help us find a way to achieve this.

The renaissance must begin with a revival in the fields of philosophy and learning. If humanity can rouse and sate a new enthusiasm for learning and the pursuit of truth, if we can turn our wide-open eyes to the future, I am certain that the kind of philosophy needed to enable human survival will be elucidated and established. Such a philosophy will not only contribute to the survival of humanity--the first sine qua non of education--but will also underpin a new civilization that will truly celebrate humanity.

The task of creating such a university which can contribute in a meaningful way to the attainment of the enormous goal is clearly not an easy one. It demands perseverance as well as repeated, rigorous debate and sustained determination. Results may not be immediately apparent. But if all the people associated with this university now and in the future--comparable sharing the same aspiration--can develop an organic collaborative unity, even such great dreams can be achieved. Please enjoy a rich, full student life, not only as representatives of this institution but also its proud founders and constructors. Let your experiences here serve as a springboard to a fulfilled and satisfying life after graduation.

From the bottom of my heart, I ask the members of the faculty to do all within their power to help our students grow into fine human beings. I shall conclude my remarks by expressing my hope for and pride in the part the university will play in the future of humanity.

69. What is the best title for this passage?
- (A) Spiritual Freedom (B) Pride and Devotion
(C) A Modern Renaissance (D) How to Build a University
70. Which of the following is **NOT** mentioned in the passage?
- (A) The dream that he wanted to achieve.
(B) The desideratum of creating the university.
(C) The expectation for the students in the university.
(D) The cooperation with other humanity organizations.
71. The phrase "sine qua non" in the third paragraph is the **LEAST** closest in meaning to:
- (A) prerequisite (B) underpinning (C) imperative (D) proliferation
72. With which of the following subjects is the author mainly concerned?
- (A) The accomplishments of the students graduating from the university.
(B) The tranquility of the university he created.
(C) The titanic mission the university shouldered.
(D) The future of contemporary civilization.

(B)

This paper continues the development of a general theory of comprehension, focusing on story understanding the role that syntax plays therein. Partly as a reaction against the almost exclusive concern of some linguists and psycholinguists with syntax, syntactic questions play only a minor role in the current work on discourse processing, text comprehension, and conversation. Maybe this is too strong a statement as far as the field as a whole is concerned, but it certainly characterizes my own work in this area. Syntax plays a role in that it directs the reader how to parse a text into meaning units (propositions), but all the most interesting processes psychologically seem to occur at the level of meaning and language use.

This imbalance needs to be redressed. Such an essential feature of language as grammar surely must be more important than we have given it credit for; and a recent paper by Givon (1989), in which he proposes that grammatical cues function as mental processing instructions, may give us some clues as to the manner in which syntactic cues are used in discourse processing. I shall show how Givon's ideas can be incorporated into a model of discourse comprehension, how such an extended model could account for some salient empirical results that have been reported previously by others as well as myself, and I shall argue that by paying attention to the role of syntactic cues in processing, we can greatly expand the power of our model and throw some light on some currently controversial issues. Specifically, I shall show how only a single verbal signal may determine whether a text

representation will be organized linearly or in terms of a topic-subtopic structure, and how syntactic cues may indicate the presence of important causal relations in a text. Thus, it is possible to arrive at rather similar mental representations of a text either via weak but general syntactic strategies, or by more powerful, knowledge-based, but domain-limited processing strategies.

73. Where does this passage most likely appear?
- (A) A scholarly monograph. (B) A curriculum guidelines.
(C) A psychological magazine. (D) A preface of a grammar book.
74. What is the passage mainly about?
- (A) The composition of stories.
(B) The teaching of reading ability.
(C) The importance of grammatical cues.
(D) The factors involved in discourse processing.
75. What does “This imbalance” in the second paragraph mean?
- (A) Story comprehension has not received due attention.
(B) Too much emphasis is put on discourse structure.
(C) Psychology has dominated the study of linguistics.
(D) The value of syntax has been ignored.
76. What is likely to be discussed in the text following the passage?
- (A) The causal relations between text and its mental representation.
(B) How syntactic cues may contribute to text comprehension.
(C) How to design an experiment to solve controversial issues.
(D) The current practice of teaching reading strategies.

(C)

A team of researchers led by Andrew Huberman, Ph.D., professor of neurobiology and of ophthalmology at Stanford University in California, investigated the role of the ventral midline thalamus (vMT) in determining how animals respond to visual threats. The thalamus is a brain region that acts as a relay station, taking in sensory information, such as what is seen and heard, and sorting out where in the brain to send that information.

Dr. Huberman and his colleagues showed that the vMT was activated when mice were confronted with a threat, specifically a black circle that grew larger on top of their cage, mimicking the experience of something looming over them. When faced with the looming threat, the mice spent most of the time freezing or hiding and very little time rattling their tails, which is typically an aggressive response.

To further investigate the role of vMT, Dr. Huberman’s team used **state-of-the-art** tools, including designer drugs that allowed specific circuits to be turned on and off. Although inactivating the vMT had no effect on freezing and hiding, it eliminated the tail rattling response. Turning on the vMT increased the number of tail shaking responses and caused the mice to move around more and spend less time hiding or freezing.

Dr. Huberman’s group also discovered that the vMT sends information primarily to two brain areas: the basolateral amygdala (BLA) and the medial prefrontal cortex (mPFC). These circuits turned out to be critical in determining how the mice reacted to a visual threat. Turning on the circuit that projected to the BLA caused more freezing responses, while activating the mPFC circuit increased tail shaking responses.

Dr. Huberman and his team showed that activation of the vMT increased arousal, a state of heightened alertness. Mice preferred spending more time in a room where they received vMT activation, suggesting that turning on that brain circuit made them feel good. Although there may have been a difference in response to the visual threat, either tail shaking or freezing, the underlying positive feeling was the same for both types of reactions.

“This study may help explain why acts of courage, such as standing up for yourself or for a cause, or a physical challenge can feel empowering. Experiencing that good feeling can also make it more likely to respond to future threats in a similar way,” said Dr. Huberman. “Although our study was done in mice, learning more about the vMT may provide some insight into conditions such as generalized anxiety disorder and post-traumatic stress disorder and we are now pursuing study of the human vMT for that reason.”

Future research is needed to increase understanding of ways in which the vMT circuit affects behavior and how to develop treatments that can target specific parts of this system.

77. What is the main purpose of this passage?
- (A) To pay tribute to Dr. Huberman and his team.
 - (B) To raise funding for a research project.
 - (C) To describe an innovative research method.
 - (D) To introduce a research study.
78. The word “state-of-the-art” in the first line of the third paragraph is closest in meaning to ____.
- (A) creative
 - (B) sophisticated
 - (C) latest
 - (D) diverse
79. Which of the following statements is true according to the passage?
- (A) Mice’s tail-rattling behavior is usually an indication of aggression.
 - (B) The mice in Dr. Huberman’s study perceived designer drugs as a threat.
 - (C) The mice in Dr. Huberman’s study preferred their vMT to be turned off.
 - (D) The BLA and the mPFC receive sensory information and send it to other parts of the brain.
80. What is the main finding of Dr. Huberman’s research?
- (A) It identified the vMT circuit by comparing mice’s responses to visual and auditory threats.
 - (B) It uncovered brain circuits behind putting up a fight or freezing in place.
 - (C) It developed treatments for anxiety and stress disorders.
 - (D) It found that the vMT functions in a similar way for mice and humans.