

臺北市 106 學年度公立國民小學教師聯合甄選初試專門類科知能試題 - 英語科

說明：本試卷總題數 50 題，總分 100 分，每題 2 分。

一、教育專業(30%)：共 15 題，每題 2 分，均為單選。

- 1 (B) 依據「教師請假規則」之規定，下列何者正確？
 - (A) 因結婚者，給婚假二十一日
 - (B) 女性教師請生理假全學年請假日數未逾三日，不併入病假計算
 - (C) 因配偶分娩或懷孕滿二十週以上流產者，給陪產假七日
 - (D) 因懷孕者，於分娩前，給產前假七日
- 2 (D) McClelland (1962) 所主張「習得的需要理論」中的「權力需求」，與 Maslow (1954) 所倡導的「需求層次理論」中的哪一種需求較相似？
 - (A) 生理需求 (B) 安全需求 (C) 社會需求 (D) 尊榮感需求
- 3 (D) 依據「臺北市 102 至 106 學年度公私立國民小學校務評鑑實施計畫」之規範，下列敘述何者正確？
 - (A) 須組成「臺北市國民小學校務評鑑自評指導委員會」
 - (B) 由臺北市教育局國小教育科邀集相關人員組成「臺北市國民小學校務評鑑規劃與執行小組」
 - (C) 凡任一評鑑向度列為四等以下者列入追蹤評鑑
 - (D) 教學訪視教師入班進行教學觀察乃是訪視評鑑方式之一
- 4 (B) 根據「臺北市國民小學校外教學實施要點」之規定，何者正確？
 - (A) 任課教師配合課程需要，帶領學生到校外社區附近做教學活動之實施時間以一日為原則
 - (B) 辦理「畢業旅行或其他專題性校外教學參觀活動」以不超過三天為原則
 - (C) 辦理「班級、組群或學年性之校外教學活動」應於二日內往返
 - (D) 辦理校外教學如有租用車輛，租用車齡不得超過三年
- 5 (C) 學校中教師與行政間衝突常是不可避免的，如果依 Thomas (1976) 之看法，哪一種衝突解決的方式是屬「我輸你贏」(lose-win) 的局面？
 - (A) 競爭 (B) 妥協 (C) 適應 (D) 逃避
- 6 (D) 教師將「事前規劃設計的課程」付諸實際教學實踐歷程，將書面課程轉化為教室情境的教學行動的教育實踐，這種努力可以稱之為下列何種課程行動呢？
 - (A) 課程研究 (B) 課程規劃 (C) 方案設計 (D) 課程實施
- 7 (D) 下列做法，何者最符合合作學習教學法的「學生小組成就區分法」？
 - (A) 將學生同質分組後，進行小組討論。於討論後，表揚各小組表現最佳的學生
 - (B) 將學生異質分組後，每位小組成員各自研究一個主題，學會後，組內的成員再互相教導
 - (C) 將學生異質分組後，進行小組討論。於討論後，讓學生進行遊戲競賽，再加總遊戲競賽的成績，以評定各小組的表現
 - (D) 將學生異質分組後，進行小組討論。於討論後，對學生進行個別測驗，再加總個別的進步成績，以評定各小組的表現
- 8 (D) 試題難度指標與鑑別度指標間的關係，下列何者正確？
 - (A) 關係大致呈現倒三角形的分布
 - (B) 難度指標值為 0 時，鑑別度指標值則將達到最大
 - (C) 難度指標值為 1.00 時，則鑑別度指標值將趨近於最小
 - (D) 當難度指標愈接近 .50 時，則鑑別度指標值將可能達到最大
- 9 (C) 「試題選項要具有適當的誘答功能，才是一個優良的試題」，而判斷「試題選項是否具有誘答力」之原則為：
 - (A) 低分組學生在每個正確選項上的選答人數百分比值不可以為零
 - (B) 高分組學生在每個不正確選項上的選答人數百分比值不可以為零
 - (C) 低分組學生選答不正確選項上的人數百分比值，不可低於高分組學生選答不正確選項人數百分比值
 - (D) 低分組與高分組學生選答不正確選項人數百分比值都要高
- 10 (C) 「老師思考學生回答的內容，並將學生所談的內容提升至較高層次的概念，然後再以較精簡的話語說出。」此種概念較屬何種「重述」(paraphrasing)？
 - (A) 瞭解與澄清 (acknowledging and clarifying)
 - (B) 摘要與組織 (summarizing and organizing)
 - (C) 改變概念上的焦點 (shifting conceptual focus)
 - (D) 延伸與證明 (extending and justifying)
- 11 (A) 輔導室針對全校四年級學生進行身心適應調查，根據調查結果邀請適應欠佳的學生參加情緒調節的小團體輔導。在上述例子當中，輔導室的作為屬於下列何種層級的輔導措施？
 - (A) 發展性輔導及介入性輔導
 - (B) 發展性輔導及處遇性輔導
 - (C) 介入性輔導及處遇性輔導
 - (D) 發展性輔導、介入性輔導及處遇性輔導
- 12 (B) 小潔自認為數學能力一級棒，然而要考取數學資優班卻還有一段距離，她為此感到焦慮不安。根據 Rogers 的理論，小潔的焦慮來自下列哪兩者之間的差距？
 - (A) 真實我與社會我 (B) 真實我與理想我 (C) 客觀我與理想我 (D) 客觀我與社會我
- 13 (D) 有關大腦皮質區與功能的配對，下列何者正確？
 - (A) 視覺—額葉 (B) 聽覺—枕葉 (C) 身體感覺—顳葉 (D) 空間—頂葉
- 14 (A) 下列何者屬於同一家庭兄弟姊妹的非共享環境 (non-shared environment)？
 - (A) 出生序 (B) 父母的社經地位 (C) 家中的電腦設備 (D) 鄰近社區
- 15 (A) Piaget 對於大多數 6 到 10 歲兒童之道德發展的描述為何？
 - (A) 嚴格地遵守規則 (B) 知道規定可能改變
 - (C) 認為處罰輕重應該配合犯錯程度 (D) 以行為動機來判斷對錯

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二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- 16 (A) Which of the following is a minimal pair in standard American English?
(A) rough/roof (B) bear/ear (C) bee/peel (D) paid/said
- 17 (B) The word “smog” is an example of _____ in word formation.
(A) acronym (B) blending (C) backformation (D) clipping
- 18 (C) Which of the following pairs are homonyms?
(A) radar/laser (B) above/below (C) bear/bare (D) sofa/couch
- 19 (A) What coda has the same place of articulation as [k] and the same manner of articulation as [m]?
(A) sing (B) slug (C) coat (D) neck
- 20 (A) Which of the following statements is true?
(A) *Piglet* is a hyponym of *pig*.
(B) *Eat* and *dinner* are co-hyponyms.
(C) *Finger* and *hand* are synonyms.
(D) *Pear* and *pale* are homographs.
- 21 (D) In English, the past tense marker *-ed* has three pronunciations, [t], [d] and [əd]. The three forms are _____.
(A) three phonemes
(B) three morphemes
(C) allophones of a phoneme
(D) allomorphs of a morpheme
- 22 (A) Consider the following phrases:
The discussion of the issue (NP)
Write a letter (VP)
Under the tree (PP)
These examples show that English is primarily _____.
(A) head-initial (B) head-final (C) head-medial (D) adjunct-final
- 23 (C) Which of the following statements about pidgins is **NOT** true?
(A) Some pidgins are predominantly used as a lingua franca.
(B) The pidgin is used at the beginning primarily as a trade language.
(C) The pidgin is the first language in some speech communities and has native speakers.
(D) The pidgin is a simplified language with reduced vocabulary and grammatical structure.
- 24 (A) The holophrastic stage of child language acquisition is characterized by _____.
(A) single word utterance without structure
(B) vowel sounds only
(C) phrases without function words
(D) subject-VP patterns
- 25 (D) What is an entailment for “Some students were absent?”
(A) No one was absent.
(B) All students were absent.
(C) Not all students were absent.
(D) At least one student was absent.
- 26 (B) Which of the underlined parts is a derivational morpheme?
(A) He walks to school.
(B) The building is on fire.
(C) The apples are juicy.
(D) An elephant is bigger than a flea.
- 27 (D) What is the speech act performed in the speaker B’s response in the following dialogue?
Speaker A: Would you like to come to our party this Sunday evening?
Speaker B: Well, I’m having a math test on Monday morning.
(A) request
(B) suggestion
(C) compliment
(D) refusal
- 28 (D) To teach the relationship between letters and sounds, we need to understand the sound structure of a spoken word. Which word in the following has the largest number of phonemes?
(A) Blue.
(B) Watch.
(C) Town.
(D) Hand.

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- 29 (B) What are the main structures to transfer and communicate information by Total Physical Response?
- (A) Declarative Sentences.
 - (B) Imperative Sentences.
 - (C) Exclamatory Sentences.
 - (D) Interrogative Sentences.
- 30 (B) Which of the following is a characteristic of metacognitive reading?
- (A) Take notes.
 - (B) Confirm prediction.
 - (C) Read word by word.
 - (D) Memorize vocabulary.
- 31 (A) Mr. White believes that a language teacher cannot teach the bulk of the vocabulary. According to him, the most important learning strategy a teacher can give students is to train them to notice and remember clusters or chunks of words during their exposure to language. He uses a concordance program to generate a printout of collocations of a given word from a corpus and asks students to sort the collocations into categories according to meaning.
- Mr. White's teaching is best described as _____.
- (A) the lexical approach
 - (B) the whole language approach
 - (C) communicative language teaching
 - (D) competency-based language teaching
- 32 (A) Assessment can be given before instruction, during instruction, and after instruction. Which assessment is given before instruction so as to provide teachers with information about each student's strengths, weaknesses, knowledge, and skills prior to instruction?
- (A) Diagnostic assessment. (B) Formative assessment.
 - (C) Summative assessment. (D) Dynamic assessment.
- 33 (B) Which approach emphasizes that educators should actively plan for students' differences (e.g., using tiered assignments, flexible grouping and/or ongoing assessment) so that all students can best learn?
- (A) Direct Method. (B) Differentiated Instruction.
 - (C) Content and Language Integrated Learning. (D) Communicative Language Teaching.
- 34 (B) Young children's ability to identify *rhymes* is an important precursor to learning to read English. Which of the following contains words with ending rhyme and would be most appropriate to use to promote rhyme awareness in children?
- (A) This old man, he played one.
He played nick nack on my thumb.
With a nick nack paddy whack, give a dog a bone.
This old man came rolling home.
 - (B) Rain, rain, go away.
Come again another day.
Little Johnny wants to play.
Rain, rain, go away.
 - (C) How many cookies could a good cook cook if a good cook could cook cookies?
A good cook could cook as much cookies as a good cook who could cook cookies.
 - (D) Down by the station, early in the morning,
See the little puffer trains, all in a row.
See the engine driver pull the little handle.
Toot toot, puff puff, off we go!
- 35 (B) Which of the following is adequate for teaching English to young EFL learners?
- (A) Written activities should be used frequently with young EFL learners.
 - (B) The activities for young EFL learners should be largely orally based.
 - (C) For young EFL learners, the activities should be either challenging enough or well below their intellectual level.
 - (D) Activities such as English songs with actions, games, repetitive simple stories, and speaking activities that have communicative values should be used sparingly with young EFL learners.
- 36 (C) Which of the following tests best represents the criterion-referenced test?
- (A) Scholastic Aptitude Test (SAT) (B) Test of English for International Communication (TOEIC)
 - (C) General English Proficiency Test (GEPT) (D) Advanced Subjects Test (AST)
- 37 (D) Which of the following statements best characterizes Vygotsky's zone of proximal development?
- (A) A process where students develop a skill by learning from their mistakes.
 - (B) The language system that the learner constructs out of the linguistic input.
 - (C) A psychological filter that can either facilitate or hinder language production in a second language.
 - (D) The gap between what a learner has already mastered and what he or she can achieve with support from a teacher.

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- 38 (A) Which of the following is an information gap activity?
- (A) Students A and B have different pictures about the layout of a room. They verbally describe their pictures to their partner and find differences between pictures.
 - (B) Students A and B have a vocabulary list of the furniture in a room. They organize the words into two categories: words they know and words they don't know.
 - (C) Students write words they just learned on a BINGO card. They circle the words named by the teacher and those who get a BINGO first win the game.
 - (D) Students stand with their partners and read to each other simultaneously. When the teacher shouts switch, they find another partner to read with.
- 39 (C) Which of the following best illustrates the Audio-Lingual Method?
- (A) It stresses the significance of language functions and learner-centered instruction.
 - (B) Explanations of grammatical rules are always given before learners practice an oral drill in a variety of contexts.
 - (C) Using dialogues and drills, it attempts to formulate good habits in language learners.
 - (D) The language skills are taught in the order of reading, writing, listening and speaking.
- 40 (B) According to the Taipei City Curriculum Guidelines of Elementary English Language Teaching and Learning, second grade students should be able to recognize words like _____.
- (A) "one, two, three, four"
 - (B) "blue, green, red, yellow"
 - (C) "eat, drink, ride, watch"
 - (D) all of the above
- 41 (B) 在分段能力指標的文化與習俗部分，下列哪一項是能力指標重點？
- (A) 語言
 - (B) 節慶
 - (C) 種族
 - (D) 婚姻
- 42 (D) According to the Taipei City Curriculum Guidelines of Elementary English Language Teaching and Learning, which is **NOT** listed as a preferred way of assessment?
- (A) Portfolios.
 - (B) Role play.
 - (C) Games.
 - (D) Translation.
- 43 (A) Which is the first WH-word that students are expected to recognize according to the Taipei City Curriculum Guidelines of Elementary English Language Teaching and Learning?
- (A) What
 - (B) When
 - (C) Where
 - (D) How
- 44 (B) If you want your students to look at page 25, how would you phrase it?
- (A) Please look page 25.
 - (B) Please turn to page 25.
 - (C) Please put page 25 away.
 - (D) Please open your book in page 25.
- 45 (A) One competence indicator in the Taipei City Curriculum Guidelines of Elementary English Language Teaching and learning is "能聽辨句子的語調。" This indicator means that _____.
- (A) students are able to distinguish rising and falling intonation of sentences
 - (B) students are able to recognize stressed and unstressed syllables in a sentence
 - (C) students are able to identify the most prominent syllable in a sentence
 - (D) students are able to link the last sound of one word with the first sound of the next word (e.g., *Stand up.*)
- 46 (D) 依據臺北市國民小學英語課程綱要，各年段聽說與讀寫的比例，下列敘述何者是正確的？
- (A) 低年段：20% 聽說，80% 讀寫
 - (B) 中年段：30% 聽說，70% 讀寫
 - (C) 中年段：40% 聽說，60% 讀寫
 - (D) 高年段：50% 聽說，50% 讀寫
- 47 (D) According to the Taipei City Curriculum Guidelines of Elementary English Language Teaching and Learning, sixth grade students should be able to recognize words like _____.
- (A) "monkey, fish, rabbit, chicken"
 - (B) "hospital, library, school, park"
 - (C) "jacket, glasses, T-shirt, sweater"
 - (D) all of the above
- 48 (B) According to the Taipei City Curriculum Guidelines of Elementary English Language Teaching and Learning, sixth grade students are expected to acquire _____.
- (A) cursive handwriting
 - (B) basic English letter-sound correspondences
 - (C) KK phonetic symbols for transcribing English
 - (D) conjugation of common verbs (e.g., do, did, done/go, went, gone)

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49 (C) 依據臺北市國民小學英語課程綱要，各年段應具備的書寫應用字詞量，下列敘述何者是正確的？

- (A) 高年段：320
- (B) 高年段：165
- (C) 中年段：110
- (D) 低年段：35

50 (A) 在分段能力指標的興趣與方法部分，下列何者非能力指標？

- (A) 養成良好的英語思考習慣
- (B) 能運用情境中非語言訊息，幫助學習
- (C) 樂於參與有助提升英語能力的活動
- (D) 在生活中接觸英語時，樂於探究其涵意並嘗試模仿

新
國
小
教
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