104 學年度中區縣市政府教師甄選策略聯盟

國小英語試題

選擇題（請以 2B 鉛筆於答案卡上作答，單選題；答錯不倒扣）每題 2 分，共 100 分

I. Vocabulary

1. The musician gave an _____ performance and received loud applause from the captivated audience.

   (A) impulsive   (B) appealing   (C) enthralling   (D) aggressive

2. Dave is thought to be a peculiar person by his friends. One of his _____ is sleeping under the bed instead of in the bed.

   (A) pedestrians   (B) eccentricities   (C) pedagogues   (D) punctures

3. The adjustment of interest rates made among the prime banks does _____with and affect the prices of many commodities and real estates.

   (A) dwindle   (B) duplicate   (C) correlate   (D) identify

4. Due to the increase in the population of elderly people, _____ is now one of the fastest-growing areas of medicine.

   (A) gerontology   (B) theology   (C) physiology   (D) meteorology

5. The investigator tried to_____ information from the criminal suspect, but the suspect wouldn't tell him anything.

   (A) regulate   (B) isolate   (C) extract   (D) terminate

6. Louis _____his sadness after he broke up with his girlfriend by jogging every morning.

   (A) clamored   (B) assuaged   (C) nestled   (D) shimmied

7. Oscar has a new job with a _____contract and great benefits.

   (A) lucrative   (B) thorny   (C) scrappy   (D) botched

8. Joyce's company _____ the local community's trust and destroyed the area's natural resources to make a great profit.

   (A) dribbled   (B) exploited   (C) adhered   (D) withstood

9. His plan to study abroad _____ when his father got hit by a car and was in need of intensive care.

   (A) fizzled out   (B) triggered off   (C) filtered through   (D) dwindled away

10. The students are getting intensive exposure to the social ___ of health, and they also learn not to be afraid of caring for a challenging population.

    (A) compliance   (B) equilibrium   (C) defiance   (D) determinants

11. His enlightened view helped ___ our school forward, in a world where you need to be at the top of your game when competing in a globalized economy.

    (A) vault   (B) ditch   (C) conduit   (D) trench

12. With this refusal to publicly name a successor, 84-year-old Warren Buffett joined the club of billionaire ___ spurning retirement.

    (A) octogenarians   (B) nonagenarians   (C) septuagenarians   (D) centenarians

13. In 2012, ___ predicted the hit would be a new iPhone app called Highlight, which tracks your location and lets you see when friends are nearby.

    (A) pundits   (B) proletarians   (C) laypersons   (D) grassroots

14. I thought the argument was valid, but my attorney advised me that it was _____.

    (A) fallacious   (B) mundane   (C) fortuitous   (D) succinct

15. Rather than lasting forever, George and Mary's love proved _____.

    (A) stolid   (B) verbose   (C) credulous   (D) ephemeral

16. Tim wanted to be an undercover detective so he could participate in _____ operations.

(A) overt　　　　(B) covert　　　　(C) circumspect　　　　(D) banal

17. A scientist must rely on _____ knowledge rather than intuition.

(A) empirical　　　　(B) latent　　　　(C) prototypical　　　　(D) ingenuous

18. When moral dilemmas are posed in a foreign language, people become more coolly _____, focusing on useful, practical functions rather than literature appreciation.

(A) utilitarian　　　　(B) estheticism　　　　(C) facilitation　　　　(D) reconciliation

19. Sugar is a cheap, seductive pleasure, but its sweetness _____ a bitter history. For centuries it was a _____ harvested by slaves who were unpaid and overworked.

(A) twists…product　　(B) distorts …spice　　(C) exhibit … seasoning　　(D) belies…commodity

20. The twin-engined DC-3ruled the skies for over 20 years but by the 1950s aviation experts deemed its days _____ , no more continuing to _____ freight and passengers between countries.

(A) countable…heave　　(B) numbered…haul　　(C) decaying…hoist　　(D)thriving…drag

II. Grammar

21. A search is underway for a tourist from Australia _____ in a remote mountain region a week ago.

(A) who was missed　　(B) that went missed　　(C) who went missing　　(D) that was missed

22. Speech consists not merely of sounds but _____ that follow various structural patterns.

(A) of organized sound patterns　　(B) organized sound patterns　　(C) that sound patterns are organized　　(D) in organizing sound patterns

23. When it rains, these harmful chemicals seep into the ground, or run off into our waterways, ____ our water, too.

(A) poisons　　　　(B) poisoning　　　　(C) poisoned　　　　(D) being poisoned

24. ____, Shakespeare was also a prolific writer of sonnets.

(A) Noted for his plays　　(B) Noting for his plays　　(C) Famous plays　　(D) Noted as his plays

25. ___ the true nature of the patient's condition, she would have never prescribed such a high does.

(A) If the physician would have known　　(B) If the physician knew　　(C) Should the physician know　　(D) Had the physician known

26. Rarely _____ for more than a few seconds once they enter the Earth's atmosphere.

(A) meteors that blaze　　(B) blaze meteors　　(C) do meteors blaze　　(D) while meteors blaze

27. Night-shift workers lead a strange life, working while the rest of us are sleeping, _____ while the rest of us are working.

(A) then they sleep　　(B) until they go to sleep　　(C) then sleeping　　(D) after which they sleep

28. The Ford Company_____ its debut of the latest model cars last Sunday in Taipei.

(A) did　　　　(B) made　　　　(C) took　　　　(D) showed

29. _____ an estimated one million women and men having received plastic surgery.

(A) There are　　　　(B) It is　　　　(C) Approximately　　　　(D) That

III. Cloze Test

The program and the accompanying guides on the teaching of literature have attempted to move teachers away from the notion of literature as content to be handed over. The program works from Rosenblatt's argument that the literary text is continually recreated in the transaction __30__ reader and text, that the text __31__not only by the words on the page, but also by the experiences and expectations that the reader brings to the text. Moreover, the contexts __32__the text is read also influence the nature of the literary transaction. __33__their responses, readers work to rely much more on their own resources as readers and to trust their own experiences of the literary work. Moreover, classroom contexts should encourage readers to become aware of possibilities of meaning (value tentativeness), to become tolerant of ambiguity, and to become unafraid of being wrong. Such contexts should encourage an "aesthetic" __34__ an "efferent" stance, to use Rosenblatt's terms; they should promote exploration, a dwelling on the experience of the poem rather than an immediate search for the one right meaning.

30. (A) between   (B) of them   (C)for   (D) that are

31. (A) is appearing   (B) had constructed   (C) shows   (D) is formed

32. (A) that   (B) within which   (C) of   (D) or

33. (A) In addition to   (B) That are   (C) Drawing from   (D) What about

34. (A) to become   (B) which is   (C) with   (D) rather than

Today, the quality of nonfiction texts for students __35__ dramatically, and many of these serve as an introduction to__36__ of topics. Youngsters are fascinated by __37__ of the world around them, including the people in communities familiar or strange, the stories of heroes, the habits and habitats of animals, the presence of dinosaurs, and the explanations of __38__. Many nonfiction texts today offer significant literacy experiences __39__ they represent some of our most important historical, geographical, scientific, and artistic moments through time. We need to consider our work with nonfiction texts __40__ opportunities for developing literacy skills and for making connections in a response-based classroom.

35. (A) has arisen   (B) has been aroused   (C) has been raised   (D) has risen

36. (A) a vast array   (B) a wide segregation   (C) a different kind   (D) a various collection

37. (A) the most aspects   (B) many the aspects   (C) most aspects   (D) the many aspects

38. (A) tremendous fantasy   (B) scientific wonders   (C) flight of imagination   (D) castle in the sky

39. (A) because   (B) therefore   (C) as well as   (D) however

40. (A) of   (B) as   (C) for   (D) X

IV. Reading Comprehension

You see them everywhere these days: at the back of your favorite box of cereal, on giant posters at bus stops and on adverts in the window of your local estate agent. But what exactly is a QR code, and how can these little black squares be used in education?

QR, or Quick Response codes, are two-dimensional barcodes that can be read using smartphones, tablets, laptops and dedicated QR reading devices. They link directly to articles, emails, websites, phone numbers, videos, social media pages and more. All you need is a camera lens on your device and a QR code scanning program which can be downloaded online for free as an app. QR code readers like kaywa.com, mobile-barcodes.com or beetagg.com also give you the possibility to generate your own QR codes for free. And it only takes a few clicks!

QR technology provides a wealth of benefits for the techno-friendly teacher. Besides the fact that most students own mobile phones that can read QR codes in seconds, they also often have access to laptops in school. Students will not be fazed by a technology that they have probably used outside school already. On the contrary, they are likely to get excited at the prospect of opening Ali Baba's cave of information at the click of a button!

Listed below are the three main reasons why QR codes are brilliant in education:

Inconspicuous as they may seem, QR codes can hold over 4000 characters of information. Instead of printing out a long web article to your students, QR codes could give them direct and instantaneous access to the same resource in class or at home. You save time and you save a tree simultaneously!

They are very easy to generate. To create a QR code, you only need to copy and paste the address of a web page into your QR generating software. Once you have produced your code, you can then transfer it to your teaching resource, or simply leave it on the interactive whiteboard for students to scan in class.

QR codes can be printed on virtually anything: paper, textile, walls, even on your skin as a tattoo for those teachers who are willing to show total commitment to their subject. Some schools use them in the reception area to provide extra information about school events to students, parents and visitors.

41. What is the article mostly about?

(A) Ipad in the classroom   (B) three ways of differentiation   (C) online resources for moral education   (D) QR codes in education

42. What is NOT the strength of QR codes?

(A) immediate access   (B) multi-sensory   (C) easily created   (D) environmentally friendly

43. What is NOT TRUE about a QR code?

(A) It's ubiquitous in our life.   (B) It is a square.   (C) It is a three-dimensional barcode.   (D) It can be printed on almost everything.

44. What does the word "faze" in Line 3 of Paragraph 3 mean?

(A) resist   (B) worry   (C) attract   (D) contort

45. What is the author's attitude toward QR codes?

(A) Teachers should make good use of them.   (B) Generating QR codes is time-consuming.

(C) They can damage learners' eye sights.   (D) They can support cooperative learning in the classroom.

【試題結束】

Language loss in children is a particular reality in the United States. Research by Hakuta and D'Andrea, Wong Fillmore, and Valdes indicates the strength of the dominance of English in US society that places considerable pressure on language minority students not only to acquire English at a young age, but also to replace their minority language with English. In such subtractive situations, the ideal of early bilingualism meets a challenge due to a societal ethos that frequently does not favor bilingualism. Hakuta and D'Andrea found in the United States that early exposure to English (e.g. in the home) can lead to a shift from Spanish to English and the potential loss of Spanish. Such early exposure to English in the US may also decrease the chances of placement in a dual education program where Spanish is used.

This is not to warn against early bilingualism, but rather to suggest that the minority language needs care and attention, status and much usage in the young child. This is not a limitation of early bilingualism, but rather a caution that minority language development needs particular nurturing in political situations where another language is ever-dominant. For example, when English is introduced very early and dominantly into a US language minority child's life, the minority language may be insufficiently stable and developed, and may therefore be replaced by the majority language. A loss of the minority language may have social, emotional, cognitive and educational consequences for the child. As Wong Fillmore argued: "what is lost is no less than the means by which parents socialize their children: When parents are unable to talk to their children, they cannot easily convey to them their values, beliefs, understandings, or wisdom about how to cope with their experiences".

The immigrant, refugee and asylum seeker context and its affect on family language patterns is under-researched, with most of the studies on early childhood bilingualism being located in middle class, majority language and geographically stable families. Tannenbaum and Howie argue that immigration often potentially means loss of the extended family and significant people, a loss of familiarity, family cohesion, family "atmosphere" and secure attachment. Uprooting may affect not only the act of parenting but also the cultural and linguistic development of young children and the language patterns of the immigrant family. Tannenbaum and Howie research on Chinese immigrant families in Australia suggests that family relations affect language maintenance or loss. Families that are more cohesive, more positive in relationships and with secure attachment patterns tend to foster language maintenance in young immigrant children.

(adopted from Colin Baker *Foundations of Bilingual Education and Bilingualism*)

46. What would be the most appropriate title for this article?

(A) A Controversial Issue in Language Status   (B) Language Loss in Bilingual Children

(C) Immigration and Dual Education Program   (D) Cognitive Development of Bilingual Children

47. A societal ethos in the US toward minority children _____.

(A) puts higher status to their language   (B) exposes minority children with their native language and culture

(C) does not support early bilingualism

(D) increases the chances of placement in a dual education program where minority language is used

48. According to the author, most of the studies on early childhood bilingualism investigate context of _____.

(A) political protection seeking and refugee families   (B) immigrant families

(C) higher status of social and economical families   (D) middle class majority families

49. Tannenbaum and Howie's study indicates that language maintenance for immigrant children is strengthened by _____.

(A) positive and secure family relationships   (B) chances to be placed in a dual education program

(C) attachment to significant people of mainstream society   (D) nurturing in situations where majority language is ever-dominant

50. According to the article, which of the following is NOT the cause of language loss for bilingual children?

(A) The overwhelming exposure to the majority language context.

(B) The loss of extended family cohesion and significant family member due to immigration.

(C) The parents socialize their children in new language of their value and belief.

(D) Early exposure to majority language decreases the chances of placement in a dual education where bilingual children's home language may be provided.

【試題結束】