

104 學年度中區縣市政府教師甄選策略聯盟

國中英語試題

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

Instructions: Choose the best answer for the following items

I. Vocabulary

1. Last month, European Union officials accused Google of unfairly _____ research results. It's the first time the company has faced such charges.
(A) formalizing (B) manipulating (C) contributing (D) shattering
2. A group of enthusiastic environmentalists have begun a _____ campaign to oppose nuclear dumping in the area.
(A) transparent (B) multiple (C) dominant (D) vigorous
3. Nowadays in modern society, obesity is _____, as are high cholesterol levels and high blood pressure resulting in increasing cardiovascular diseases.
(A) rebellion (B) rampant (C) redundant (D) routine
4. Though the legal drinking age is 21, students say alcohol _____ university social life from freshman year; it helps to make social life smoother.
(A) lubricate (B) hesitate (C) mandate (D) squander
5. Brenda feared for the safety of the _____ tightrope walker who crossed the vast expanse in the very tall arena.
(A) audacious (B) assiduous (C) aberrant (D) ambivalent
6. The contagious infection put the entire household under _____ for at least a week.
(A) iridescent (B) pollination (C) quarantine (D) proboscis
7. Many prominent scientists consider extraterrestrial life to be _____ because many planets in the universe meet the main criteria, such as oxygen and liquid water, for supporting life.
(A) tentative (B) oblivious (C) plausible (D) credulous
8. The researchers had divergent opinions on the factors that contribute to aging. The findings of their studies were _____.
(A) synonymous (B) formidable (C) indigenous (D) equivocal
9. One of the most profound human interactions is the offer and acceptance of apologies. The result of that apology process is the _____ and restoration of broken relationships.
(A) reconciliation (B) obsession (C) extortion (D) partition
10. Danny says that he cares about the environment but is constantly littering and spitting. His behavior does not accord with his words. Danny is a _____.
(A) philanthropist (B) counselor (C) hypocrite (D) pediatrician
11. Most people infected with the MERS virus developed severe _____ illness including symptoms such as fever, cough and shortness of breath.
(A) chronic (B) neurologic (C) gastrointestinal (D) respiratory
12. To encourage childbirth, the government enacted a new law to _____ parents who are having newborn babies.
(A) articulate (B) impoverish (C) perplex (D) subsidize
13. Due to illegal operation, Jim was forced to _____ his control of the enterprise and his shares of stocks.
(A) assuage (B) bewilder (C) relinquish (D) usurp
14. It is quite a pity that people tend to truly appreciate the _____ of health until they no longer have it.
(A) bliss (B) sanction (C) unison (D) liability
15. The improvements in his English proficiency have made John shed his _____ and show renewed interest in language learning.
(A) apathy (B) harness (C) rivalry (D) snag
16. Information overload is inevitable in the modern society where _____ access to the world wide web is no longer an ideal but a status quo.
(A) ludicrous (B) strident (C) transient (D) ubiquitous
17. It appears that Jack is _____ to criticism because he has so much confidence in his opinions.
(A) imbalanced (B) immortal (C) impervious (D) insane
18. The climbers had great courage and skills to get on top of the _____ cliffs.
(A) perpendicular (B) abdominal (C) irreversible (D) counteractive

19. The annual _____ of soft drinks and fruit juices is increasing while that of milk is decreasing.
 (A) assumption (B) consumption (C) resumption (D) presumption
20. The governor was infuriated because a reporter _____ the remarks he made at a press conference.
 (A) acknowledged (B) justified (C) misquoted (D) severed

II. Grammar

21. You shouldn't tell lies, _____ take advantage of people you know.
 (A) or you should (B) and you should neither (C) nor should you (D) neither should you
22. A burglar stole 200 million dollars' _____ of art works from the Palace Museum.
 (A) worthy (B) worth (C) worthwhile (D) worthiness
23. When Marco Polo, the Italian traveler, returned to Italy from China in the 1300s, he _____ with the idea for making pasta.
 (A) was returned (B) had told to have returned (C) was said to have returned (D) told to have been returned
24. _____ as the reporter may be in his writing, he does not have a column of his own.
 (A) Interest (B) Interesting (C) Interested (D) With interest
25. _____ you see in the file should never be disclosed to anyone else.
 (A) When (B) That (C) Whom (D) What

III. Cloze

Why do the songs I heard when I was teenager sound sweeter than anything I listen to _____ 26 _____ an adult? I'm happy to report that my own failures of discernment as a music critic may not be entirely _____ 27 _____. In recent years, psychologists and neuroscientists have confirmed that these songs hold disproportionate power over our emotions. And researchers have uncovered evidence that suggests our brains bind us to the music we heard as teenagers more tightly than anything we'll hear as adults—a connection that doesn't weaken as we age. Musical nostalgia, _____ 28 _____, isn't just a cultural phenomenon: It's a neurotic command. And no matter _____ 29 _____ sophisticated our tastes might otherwise grow to be, our brains may stay _____ 30 _____ on those songs we obsessed over during the high drama of adolescence.

(Stern, M. J. (2014, Aug 12). Neutral nostalgia. Slate. Retrieved from

http://www.slate.com/articles/health_and_science/science/2014/08/musical_nostalgia_the_psychology_and_neuroscience_for_song_preference_and.html)

26. (A) as (B) by (C) of (D) with
27. (A) blame (B) blamed (C) blaming (D) to blame
28. (A) last but not least (B) sooner or later (C) in other words (D) on the contrary
29. (A) how (B) who (C) when (D) what
30. (A) jam (B) jammed (C) jamming (D) to jam

Since the advent of computer-based hand-held mobile devices, "anywhere, anytime" learning has been promoted as the pedagogical wave of the future. Within the specific context of mobile-assisted language learning (MALL), the earliest attempts to realize the potential of mobile learning _____ 31 _____ from 1994. In the intervening years, there have been over 345 studies describing MALL implementations based on a _____ 32 _____ of mobile devices that includes e-dictionaries, MP3 players, personal digital assistants, tablet PCs, and most especially mobile phones. _____ 33 _____ the attention it has received, MALL remains on the fringes of foreign language pedagogy. Even after nearly two decades, those who have undertaken MALL studies are mostly restricted to experimenters who have yet to influence the core of the language teaching profession. With few exceptions, published studies of MALL implementations have not progressed _____ 34 _____ pilot testing, that is, design proposals, proof of concepts, limited experiments, class trials. To the extent that any large-scale implementations have been attempted, these have remained _____ 35 _____ to the curriculum, restricted to the use of voluntary complementary materials, most notably vocabulary review. Above all, what is most striking about published MALL implementation studies is the virtual absence of follow-up reports of curricular integration.

31. (A) arise (B) date (C) emerge (D) result
32. (A) realm (B) range (C) scale (D) particle
33. (A) Besides (B) Including (C) Notwithstanding (D) Regarding
34. (A) toward (B) in (C) beyond (D) at
35. (A) critical (B) influential (C) marginal (D) partial

In most religions the life inside monasteries is governed by community rules that stipulate the gender of the inhabitants and require them to remain celibate and own little or no personal property. The degree _____ 36 _____ life inside a particular monastery is socially separate from the surrounding populace can also vary widely. Some religious traditions mandate _____ 37 _____ for purposes of contemplation removed from the everyday world, in which case members of the monastic community may spend most of their time isolated even from each other. _____ 38 _____ focus on interacting with the local communities to provide services, such as teaching, medical care, or evangelism.

The life within the walls of a monastery may be supported in several ways: by manufacturing and selling goods, by donations or alms,

by rental or investment incomes, and by funds from other organizations within the religion. There has been a long tradition of Christian _____ 39 _____ providing hospitable, charitable and hospital services. Monasteries have often been associated with the _____ 40 _____ of education and the encouragement of scholarship and research, which has led to the establishment of schools and colleges and the association with universities. Christian monastic life has adapted to modern society by offering computer services, accounting services and management as well as modern hospital and educational administration.

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|---------------------------|----------------|------------------|-----------------|
| 36. (A) to which | (B) of which | (C) in which | (D) at which |
| 37. (A) addiction | (B) attachment | (C) increment | (D) isolation |
| 38. (A) Those communities | (B) They | (C) The members | (D) Others |
| 39. (A) choirs | (B) communions | (C) ministers | (D) monasteries |
| 40. (A) reservation | (B) provision | (C) independence | (D) eloquence |

IV. Reading Comprehension

Multitasking is often assumed to increase our productivity but it definitely depends on the activities. Of most importance to students is the impact of multitasking on the cognitive processes used while learning. Is multitasking actually detrimental to learning? Keep this thought in mind as you read further: To perform several activities quickly in the same span of time is not the same as trying to learn and store information. It is during activities that require concentration and active thinking that multitasking becomes especially problematic.

Multitasking behaviors need to be understood in the context of their purpose and goals. For example, if a student is using a computer to enter data while listening to music, then these two activities can be done simultaneously. This is known as “dual tasking.” Whenever we are engaged in any two tasks at precisely the same time, then simultaneous processing, or dual tasking, is taking place. However, very often it is sequential processing that occupies our time. For example, a student might be using a computer to write an essay, stops to send a text message, checks Facebook, returns to the essay for five minutes, then stops typing to read the return text message, etc. Delbridge (2001) referred to this type of switching among sequential tasks as “attention switching” because to effectively change tasks requires a change of attention and focus. Changing attention does allow us to switch among activities, but different parts of the brain are involved in the actual performance of each task. It has been clinically demonstrated (Delbridge, 2001) that task and attention switching during sequential processing can indeed result in effectively accomplishing multiple goals in the same general time period. However, researchers have found that focusing on just one task involves fewer errors and requires less time to accomplish than trying to engage in multiple tasks.

Information that is intended to be remembered requires a deeper level of sustained attention to process than information that does not need to be stored in memory. Sequential and simultaneous processing both interfere with our ability to sustain attention unless one of the tasks is very passive or requires little or no thought, such as listening to background music. It is the level of processing during an activity that is most significant to our ability to store information. The more cognitively difficult a task, such as learning complex information, then the greater degree of attention it requires.

Sustained thought is impaired when one’s attention is partial or fractured. Stone (2007) coined the term “continuous partial attention” and distinguished it from multitasking. She wrote that multitasking is driven by a desire to be more productive whereas “continuous partial attention” means, literally, to pay partial attention – continuously. It has little to do with being productive or efficient and more to do with being neurologically stimulated by multiple activities. After all, our brains tend to thrive on novelty and distracting stimulation from our environment. We know that constantly scanning the environment for stimulation and interesting details is easier than trying to maintain focused attention on a difficult task. Think about how easy it is to surf the internet! It might not have any real meaning to us, but it is novel and captures our attention. Given that many students struggle with maintaining focused attention, particularly when reading textbooks, it can be anticipated that they will look for stimulation, whether or not it is relevant to their learning. “Digital multitasking,” which is the tendency to move between and among electronic and digital devices, is especially popular among students and can consume large amounts of their attention and time. Constant use of technology disrupts or interferes with our ability to sustain attention, which is the foundation of thought. Attention is needed not only to learn, but to understand the world in which we live. A challenge for students is to maintain focus and concentration. It is only when we pay attention to information that we can connect it with what we already know, make it personally meaningful, and store it in memory.

We remember what we pay the most attention to. Given that, we have a great deal of control over what we *select* to pay attention to. Perhaps that, alone, is the key to effective multitasking. Students must focus when it matters, sustain thought, work efficiently, and then reward themselves with the multiple modes of technological stimulation that they find so appealing. We know what is required for deep and lasting learning to occur. We also know that multitasking is not compatible with it. Turn off the digital media distractions when learning is a goal. Focus when it matters most. (“Learning and multitasking: Can we do both?” by C. M. Dzubak (2012). Retrieved from <http://www2.yk.psu.edu/student-affairs/2012/02/learning-and-multitasking-can-we-do-both/>)

41. What is the main idea of this passage?
- (A) Multitasking has become more common among students and scientists have sought to understand how it affects learning.
- (B) The effects of multitasking are often unidentified and there are no easy answers for helping students learn to multitask better.
- (C) Digital multitasking stimulates our brains to release chemicals to help people maintain focus and concentration.
- (D) Some people are better multitaskers than others because they have strong sense of purpose and goal attainment.
42. Which of the following statements is **NOT** true about “dual tasking” and “attention switching”?
- (A) Dual tasking refers to the process when people are involved in two activities simultaneously.
- (B) Attention switching refers to the process when people juggle from task to task consecutively.

- (C) Dual tasking and attention switching vary mainly in relation to their degree of time involved.
(D) Both dual taking and attention switching can lead to more errors than concentrating on one task only.

43. The phrase “thrive on” in paragraph 4 is closest in meaning to

- (A) passing under (B) protected with (C) consisting of (D) grow by

44. It can be inferred from the passage that multitasking

- (A) is comparatively unusual for young people
(B) is compatible with shallow information processing
(C) is a valuable life skill for students to acquire
(D) is a natural neurological process that may enhance memory

45. The author’s attitude toward multitasking could best be described as

- (A) neutral (B) concerned (C) indifferent (D) resentful

Although European decisions during the 16th and 17th centuries to explore, trade with, and colonize large portions of the world brought tremendous economic wealth and vast geographic influence, the enormous success of European maritime ventures during the age of exploration also engendered a litany of unintended consequences for most of the nations with which Europe interacted. Due to their incredible military force, religious zeal, and uncompromising goal of profit, Europeans often imposed their traditions, values, and customs on the people with whom they traded. They frequently acted without regard to the long-term welfare of others as their principal concern was short-term economic gain. Since many nations that traded with Europe placed high value on their historical customs, some natives became deeply disconcerted by the changes that occurred as a result of European power. These factors, coupled with perennial domestic political instability, caused numerous countries to grow increasingly resistant to European influence.

One potent example of this ideological shift can be seen in the actions of the Tokugawa government of Japan. In its Seclusion Edict of 1636, the government attempted to extricate cultural interactions with Europe from the intimate fabric of Japanese society. The Edict attempted to accomplish this by focusing on three areas. First, it sought to curb cultural exchange by eliminating people bringing European ideas into Japan. The Edict stated, “Japanese ships shall by no means be sent abroad....All Japanese residing abroad shall be put to death when they return home.” Second, the Edict focused on limiting trade. Articles 11 through 17 of the Edict imposed stringent regulations on trade and commerce. Third, the government banned Christianity, which it saw as an import from Europe that challenged the long-established and well-enshrined religious traditions of Japan. The government went to considerable lengths to protect its culture. Article 8 of the Edict stated, “Even ships shall not be left untouched in the matter of exterminating Christians.”

With the example of Japan and the examples of other countries that chose a different response to European influence, it is perhaps not too far of a stretch to conclude that Japan made the right decision in pursuing a path of relative isolationism. As history unfolded during the next 400 years, in general, countries that embraced European hegemony, whether by choice or by force, tended to suffer from pernicious wealth inequality, perennial political instability, and protracted underdevelopment.

46. It can best be inferred from the passage that in 1636, the Japanese government

- (A) saw its citizens living abroad as potential threats.
(B) considered all foreign religions a danger.
(C) disagreed with the European philosophy that trade brought wealth.
(D) foresaw the economic dangers of European trade and imperialism.

47. The primary purpose of the passage is to

- (A) explore the consequences of some European trade and exploration along with analyzing a country’s response to it.
(B) elucidate the root of frustration with European imperialism.
(C) explain the actions of the Tokugawa government of Japan.
(D) compare the results of countries that pursued protectionism with those that pursued globalization.

48. The author most likely included the quotation from Article 8 of the Edict at the end of the second paragraph to

- (A) highlight the venomous anger many Japanese leaders felt toward the importation of foreign religions.
(B) illustrate how pervasive foreign religious influence had become in Japanese society.
(C) provide an example of Japan’s effort to curb cultural and economic exchange.
(D) emphasize the determination of the Japanese government to protect itself from foreign influences it saw as damaging.

49. According to the passage, which of the following constituted the biggest reason for the Seclusion Edict of 1636?

- (A) Japanese economic potential would be hampered in the long-term.
(B) European trade amounted to a disproportionate transfer of wealth.
(C) Traditional Japanese culture and way of life were threatened by European influence.
(D) With growing European influence, the potential for European military action against the Japanese government became too large.

50. Which of the following best characterizes the most significant motivation for Europe’s behavior with Japan during the 17th century?

- (A) Religious zeal (B) Short-term economic self-interest (C) Cultural imperialism (D) Territorial aggrandizement

【試題結束】