

臺北市立第一女子高級中學 103 學年度第一次教師甄選英文科筆試測驗題

1-40 題請於答案卡上作答。

I. Cloze: 10%

Although Einstein's theory of relativity is nearly a century old, its bizarre predictions are still not widely known. Invariably people learn of them with delight, fear and ___1___. Much of the book is devoted to covering the more straightforward consequences of the theory; the broad conclusion I reach, however, is that we are ___2___ having a good grasp of the concept of time. Einstein's work ___3___ a revolution in our understanding of the subject, but the consequences have ___4___ to be fully worked out. Much of the theory of relativity remains uncharted territory, and crucial topics, like the possibility of time travel, have only very recently received attention. There are also major problems which hint at deep-seated limitations of the theory; discrepancies concerning the age of the universe and obstacles to ___5___ Einstein's time with quantum physics are two of the more persistent difficulties. Perhaps more worryingly, Einstein's time is seriously ___6___ with time as we human beings experience it. All this leads me to believe that we must embrace Einstein's ideas, but move on. The orthodox account of time frequently leaves us ___7___, surrounded by a welter of puzzles and paradoxes. In my view, Einstein's time is inadequate to explain fully the physical universe and our perception of it.

The scientific study of time has proved to be disturbing, disorienting and startling. It is also befuddling. I have written this book for the reader with no specialist scientific or mathematical knowledge. Technical jargon is kept to a ___8___, and numerical values are avoided except where absolutely necessary. However, I cannot deny that the subject is complex and intellectually challenging. To try and ease the pain a bit, I have ___9___ to the device of introducing a tame imaginary skeptic, who may from time to time voice the reader's own objections or queries. ___10___, you may well be even more confused about time after reading this book than you were before. That's all right; I was more confused myself after writing it.

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|------------------------|------------------|-----------------|-------------------|
| 1. (A) originality | (B) tranquility | (C) perplexity | (D) novelty |
| 2. (A) a long way from | (B) deprived of | (C) subject to | (D) obsessed with |
| 3. (A) conducted | (B) triggered | (C) defeated | (D) resumed |
| 4. (A) already | (B) frequently | (C) yet | (D) relatively |
| 5. (A) combine | (B) merge | (C) associating | (D) unifying |
| 6. (A) at odds | (B) in tune | (C) in harmony | (D) at liberty |
| 7. (A) dumbstruck | (B) intoxicated | (C) exfoliated | (D) stranded |
| 8. (A) limit | (B) minimum | (C) vault | (D) sanctuary |
| 9. (A) contributed | (B) yielded | (C) resorted | (D) progressed |
| 10. (A) Consequently | (B) Nevertheless | (C) Likewise | (D) Initially |

II. Vocabulary: 10%

- A woman was stabbed to death in Queens, as 38 neighbors watched, doing nothing to alert the police. The news came to speak for urban _____ and moral decline as well as people's unwillingness to get involved.
(A) perturbation (B) pantheon (C) clamor (D) apathy
- Doctors strongly opposed marketing stimulants to the general public because people can simply become _____ to the pills and feel they cannot cope without them.
(A) exempted (B) retracted (C) habituated (D) consolidated
- Police fired warning shots to _____ the rioters and rescue aid workers from the mob, and none were killed or injured.
(A) falter (B) quell (C) impoverish (D) divulge
- Reports that the US had been carrying out covert surveillance on ostensibly friendly nations have sparked _____ in recent weeks.
(A) fidelity (B) indignation (C) soliloquy (D) commemoration
- The government and rebels agreed to a ceasefire on Tuesday, but fighting on the streets continued, which might lead to a(n) _____ cycle of violence that can destroy the fabric of the new nation.
(A) expedient (B) magnanimous (C) imperious (D) perpetual
- Despite raising admissions prices to heights that seem _____ to some people, the theme parks aren't finding it difficult to attract visitors.
(A) sentient (B) irreverent (C) ludicrous (D) boisterous
- Heartbleed, a bug widely replicated in the main system for encrypting consumers' online data, is a _____ reminder that the Internet is still vulnerable to all sorts of unseen dangers.
(A) gratified (B) tangible (C) stark (D) frail
- Walmart, the Bentonville _____ that became the biggest retailer in the world by ruthlessly lowering prices, is planning to make organic food cheap.
(A) behemoth (B) extravaganza (C) oligarch (D) supernova
- Cuts on certain parts of the body, like the scalp, can bleed _____, but that shouldn't necessarily cause alarm. Put pressure on a cut for a while to see if you can get it to stop bleeding.
(A) profusely (B) ravenously (C) biliously (D) insatiably
- Opportunity, NASA's resilient rover, has survived mechanical malfunctions, computer _____, tricky sand traps and long, frigid Martian winters. But maybe not the budget ax.
(A) junctures (B) ramifications (C) verdicts (D) glitches

III. Insertion: 10% (Regardless of capitalization)

Psychologists who study the learning process have observed that there are various distinct stages in cognition; memorization is one of the essential phases. While the acquisition of facts is almost utterly useless without the acquisition of conceptual knowledge and critical thinking skills, the latter cannot be practically taught without the former.

It is a long-held 21 of faith among educators that the possession of a large vocabulary and a “head for names and dates” is only the most superficial sign of the mastery of a subject. 22 excellent mental calculators, people exceptionally skilled at performing mental arithmetic, have become notable mathematicians, because the practice of any academic field relies more heavily on conceptual thinking than raw computation of memorization ability. Thus, students who cram for tests by committing long lists of facts to 23 are unable to make use of those facts, to comprehend, analyze, synthesize, or 24 new ideas. Most educators would argue that these students could hardly be considered educated at all, in fact.

The problem is, however, that ideas, trends, and concepts—the real substance of knowledge—cannot be acquired directly. At a young age, children are much better equipped to remember that 1776 was the year of the signing of the American Constitution than they are able to comprehend the founding fathers’ revolutionary politics. Only once young students acquire a certain store of raw facts can teachers 25 the process of posing challenging questions concerning the facts’ meanings. By 26, one is much better equipped to analyze the meaning of a film after one has watched it, not 27. In order to discuss the abstractions that form knowledge’s true substance, language requires that we first share a language of concrete terms through which we may communicate and form mutual judgments.

It may be argued that what is most crucial is that teachers challenge their students to both acquire facts and analyze them at every stage of the learning process. The ability to memorize is best acquired at a young age, which is why education on many ancient civilizations consisted of the rote memorization of sacred texts. The learning curve of the memorization process does 28 off at a certain point. However, the development of analytic skills can increase exponentially 29 proper education. Memorization is like the infrastructure of a building—one must begin with it, but once it is built, the occupants of the building (the students) may expend as much energy as possible on making the building livable.

Thus, the process of education, contrary to the claims of some purists, requires a certain degree of attention to the acquisition of facts. One cannot understand concepts without applying them 30 specific instances of knowledge, but, at the same time, education is not finished until one is taught to think about what one has memorized.

(A) for	(B) a great many	(C) memory	(D) with	(E) instigate	(AB) article
(AC) analogy	(AD) during	(AE) few	(BC) emulate	(BD) to	(BE) taper

IV. Discourse Structure: 10%

You’re about to savor your first bite from a delicious candy apple when, just as your teeth are about to sink in, the fruit–candy combo slips from its stick and plummets to the ground. The clock is ticking. You quickly snatch the fallen morsel, well within five seconds—the acknowledged time limit for determining whether dropped food should end up in your mouth or in the trash. 31 What to do could also pivot on whether or not the most recent relevant health column you read said that you could get away with putting the dropped food in your mouth without a trip to the emergency room. A lot of research—and common sense, really—might indicate that any dropped food carries a risk of collecting bacteria. 32

Food retrieved just a few seconds after being dropped is less likely to contain bacteria than if it is left for longer periods of time, researchers at Aston University in England recently reported. The Aston team also noted that the type of surface on which the food has been dropped has an effect, with bacteria least likely to transfer from carpeted surfaces. Bacteria is much more likely to linger if moist foods make contact for more than five seconds with wood laminate or tiled surfaces. 33 They found that the initial impact immediately transferred at least a small proportion of bacteria resident on a floor to just about any type of food. 34 “We believe that additional contact is being made between the moist food and the floor as it settles further onto the floor,” Hilton says. Dry foods dropped on the carpet experienced the slowest rate of bacterial migration.

35 Next time when you think it’s fine to eat food that has only had contact with the floor for five seconds or less, it’s better to think twice before eating anything that touches an unsavory surface—whether it’s your kitchen floor or your favorite diner.

- (A) So the only real questions might be how great the risk is and whether it’s worth taking.
- (B) Moist foods left longer than 30 seconds, however, contained up to 10 times more bacteria than food picked up after three seconds.
- (C) One possible conclusion: This is tacit confirmation of another piece of folk wisdom—men are less discerning when it comes to their food’s cleanliness.
- (D) The Aston findings give the dropped-food guideline more legitimacy than have other studies, which tend to consider the “five-second rule” unadulterated baloney.
- (E) The research began as a class project, but Aston says widespread interest in the results has encouraged him to prepare the work for submission to a peer-reviewed journal.
- (AB) In addition to the parameters of time and surface types, the researchers monitored the transfer of the common bacteria *Escherichia coli* and *Staphylococcus aureus* from a variety of indoor floor types to toast, pasta, biscuits and a sticky sweet when contact was made from three to 30 seconds.
- (AC) What happens next is generally a judgment call depending on several factors—what was dropped, where it was dropped and the victim’s level of hunger.

V. Reading Comprehension: 10%

Every day I arrive at school 45 minutes before my students. I check my e-mail and Facebook, peruse articles my friends have

posted, read over teacher blogs, and skim the headlines of the New York Times. I repeat my digital routine during lunch, after school, and one more time at night before turning out the lights. Like most teachers in the Internet age, I confront a barrage of digital text, images, and sound bites daily.

Navigating today's world of abundant information and preparing for tomorrow's requires literacy skills more complex than what previous generations possessed. As educators, we have an obligation to prepare our students for the onslaught of information that bombards them through their personal computer screens.

In the past, one of the primary reasons children attended school was to gain access to information. Prior to the Internet, teachers—especially those in the content areas—had the specialized information and taught it, plain and simple. But those days are over. Today, the Internet gives children access to more information than they can handle. Accordingly, content-area teachers have new responsibilities. They must not just give students information but also, and more important, teach them how to sift through, evaluate, and manage that information. In other words, content-area teachers must become literacy educators. Literacy instruction can no longer be the exclusive domain of English language arts (ELA) teachers. All teachers must share in the task of teaching literacy, especially Internet literacy. At the same time, ELA teachers must be given equal time to renew their other traditional role: teaching literature.

Literary reflection is perhaps more important in the Internet age than it has ever been. If we are to teach the whole child and prepare students to be engaged citizens and competent workers, then we must teach them to step back and ask **tough questions** about the information they sort through on a daily basis. Literature has always been a crucial tool that teachers can use to prompt students to ask questions that allow them to think independently, creatively, and more critically. Literature challenges students to see things from multiple perspectives or consider the ethical implications of people's actions.

Furthermore, reading fiction is different from reading nonfiction because reading fiction does not have a particular end in mind. When we read an online news article or a textbook, we look for specific information. But when we read a poem or a novel, we never know what we may discover. We read for pleasure, and if the reading is good, we walk away with a new perspective. In turn, engaging students in sustained literary reflection can prepare them to do more than just acquire information. It can train their minds to see different angles and consider how information can be used or misused to make a difference in the world. And in our world, thinking in such a way is desperately needed.

Schools must prepare students to not only manage information but also engage with information from multiple perspectives and use information responsibly. Students need to practice reasoning to reach different conclusions and contemplating the consequences of various courses of action based on the information available. Literature has been one of the best tools to promote such critical thinking, and literary study should therefore remain an essential feature of a 21st century education.

In my own experience as an educator, the positive effects of literary study were never so palpable as when I taught a unit titled *Race Relations in the U.S.* For the first week of the unit, I led the class in reading and discussing Toni Morrison's short story "Recitatif." The story features two female characters, one black and one white, but there is no clear indication which character is which race. As we read and discussed the story, students speculated about the characters' respective races, and I challenged students to reflect on their assumptions about race and identity. As we debated the characters' races, we also contemplated why the two protagonists interpreted their shared experiences in conflicting ways. Students wrote response papers in which they explained how two different characters could have the same experience but walk away with very different conclusions.

Following our discussion of "Recitatif," I guided students through an Internet scavenger hunt in which we searched for divergent opinion pieces on race-related issues. Students analyzed the opinion pieces to discern how opposing pundits could contradict one another using the same statistics. Having already had similar discussions as we read "Recitatif," students were quick to point out that facts are not enough to make an argument. Arguments are made when information is arranged and presented from a particular perspective.

Through the study of literature, my students practiced considering multiple perspectives and were thus prepared to understand and deconstruct the journalists' arguments. Because literary reflection formed the basis of the unit, students developed the intellectual disposition to engage the nonfiction texts more critically and responsibly than they would have otherwise.

36. What is the best title for this passage?
- (A) The Impact of the Internet on Literature
 - (B) Literacy and Literature in the Internet Age
 - (C) How Literature Came to Terms with the Internet
 - (D) How the Internet Ruined the Teaching of Literature
37. Which of the following is least likely to be one of the "**tough questions**" mentioned in the passage?
- (A) How can this information be used for good or evil?
 - (B) How does this information challenge my worldview?
 - (C) What does Morrison consider to be her greatest achievement?
 - (D) What conflicting conclusions might I draw from this information?
38. Why does the author elaborate on how he taught the unit titled *Race Relations in the U.S.*?
- (A) To show how he hones his students' ability to reason through literary study.
 - (B) To guide students through an Internet scavenger hunt for race-related issues.
 - (C) To highlight racial stereotypes and racial discrimination in the United States.
 - (D) To explain how different races interpret shared experiences in conflicting ways.
39. According to the author, which of the following is expected of a 21st century education?
- (A) ELA should be reduced to a skill-based discipline that supports other content areas.
 - (B) Literacy instruction must be integrated across the curriculum, and teaching literacy is the responsibility of all teachers.
 - (C) Content-area teachers should focus on teaching their respective subjects and the various modes of thinking unique to each subject.

(D) Each teacher must have the ability to sift through, evaluate and manage information so that they can make choices that are favorable for their students.

40. According to the passage, which of the following statements is NOT true?

(A) People can make contradictory arguments using the same facts or statistics.

(B) ELA teachers can cultivate critical thinking in their students by teaching literature.

(C) It is a teacher's obligation to shield his or her students from information bombardment.

(D) Instead of looking for specific information, we read fiction for pleasure and may gain a new perspective.

選擇題答案：

I. 1-10 CABCD ADBCB

II. 11-20 DCBBD CCAAD

III. 21-30 (AB) B C (BC) E (AC) (AD) (BE) D (BD)

IV. 31-35 (AC) A (AB) B D

V. 36-40 BCABC