

## 高雄市 102 學年度市立國民小學教師聯合甄選

科目：「英語科目」試卷

說明：本試卷共計 50 題，為四選一單選題(每題 2 分，共 100 分)

### I、Vocabulary

1. The scientists \_\_\_\_\_ many experiments to prove that the drug was effective.  
(A)took (B)achieved (C)made (D)did
2. The GE Corporation manufactures small kitchen \_\_\_\_\_ such as electric food processors, mixers, and knife sharpeners.  
(A) applicants (B) appliances (C) aptitudes (D) amplifiers
3. Ten countries \_\_\_\_\_ the trade agreement.  
(A)ratified (B)registered (C)assigned (D)notified
4. It is reported that Edward Snowden, who leaked top-secret surveillance data, is asking for political \_\_\_\_\_ from Ecuador. Up to date, no further information is confirmed.  
(A)astigmatism (B)assimilation (C)assortment (D)asylum
5. This fax from Mr. Yamamoto was \_\_\_\_\_ at 9 a.m. Eastern Standard Time yesterday.  
(A)transplanted (B)transferred (C)transported (D)transmitted
6. Sarah \_\_\_\_\_ that she is completely innocent of the charges.  
(A)intense (B)contents (C)intends (D)contends
7. Lubrication reduces \_\_\_\_\_.  
(A)faction (B)fraction (C)friction (D)fiction
8. Mr. Stevenson has \_\_\_\_\_ to the *New York Times* for over twenty years.  
(A)inscribed (B)described (C)subscribed (D)transcribed
9. I read some wonderful reviews of this new novel on the internet, but personally, I found it \_\_\_\_\_.  
(A)overrated (B)overwhelmed (C)overreacted (D)overhauled
10. I remember it, but can't quite put my \_\_\_\_\_ on the outcome.  
(A)mouth (B)finger (C)hair (D)soul

### II、Grammar

1. A traditional quilt that looks ordinary \_\_\_\_\_ may become a work of abstract art when it is hung on a white wall.  
(A)lying on a bed (B)lies on a bed (C)to be lying on a bed (D)to lie on a bed

2. The art of the post-modernism is characterized by diversity and by the independence of artists \_\_\_\_ main affinities are more often sociopolitical than stylistic.  
(A)whose (B)that (C)they have (D)of which
3. \_\_\_\_, bottle-nosed dolphins become talented performers at many aquariums.  
(A)When to train (B)Are training (C)When trained (D)To train them
4. Trilobites, a group of spineless animals, flourished in the oceans for several hundred million years \_\_\_\_ some 200 million years ago.  
(A)until they became extinct (B)and their extinction (C)that were extinct (D)because their extinction
5. Except for the Sun, all stars are too far from the Earth for their distances \_\_\_\_ in miles or kilometers.  
(A)to be conveniently measured (B)which conveniently measured  
(C)to measure conveniently (D)conveniently measured
6. The pitch of a musical instrument is defined \_\_\_\_ the relative highness or lowness of the sound it produces.  
(A)for (B)as (C)to (D)in
7. Bubble gum was first \_\_\_\_ in 1928.  
(A)markets (B)in the market (C)marketing (D)marketed
8. Working like a telescope, \_\_\_\_ the size of objects at great distance.  
(A)which magnifies a telephoto lens (B)a telephoto lens magnifies  
(C)a telephoto lens which magnifies (D)and magnifying a telephoto lens
9. John Thompson served as president of the American Science Council, an organization that encouraged \_\_\_\_ of scientific and intellectual research.  
(A)ranging wide (B)a wide range (C)which ranged widely  
(D)a widely ranging
10. \_\_\_\_ rainfall in the desert is low, it is one of the most important climatic factors in the formation of desert erosion features.  
(A)Although (B)Why (C)Despite (D)Due to

### III 、 Cloze

So Dr. Lyubomirsky finally turned her research toward those questions. She has found that unhappy people compare a lot and care about the results. They tend to feel better 1. \_\_\_\_ they get poor evaluations but learn others did worse than when they get



excellent evaluations but learn others did better.

2. \_\_\_\_ one experiment, she asked two volunteers 3. \_\_\_\_ to use hand puppets to teach a lesson about friendship to an 4. \_\_\_\_ audience of children. Afterward, the puppeteers were evaluated against 5. \_\_\_\_; you did great but your partner did better, or you did badly but your partner was even worse.

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|-------------------|----------------|----------------|-------------------|
| 1. (A) when       | (B) as if      | (C) though     | (D) compared with |
| 2. (A) In         | (B) With       | (C) For        | (D) Of            |
| 3. (A) at times   | (B) at a time  | (C) make time  | (D) before long   |
| 4. (A) infinitive | (B) imaginary  | (C) inexpiable | (D) imminent      |
| 5. (A) horizon    | (B) comparison | (C) each other | (D) one another   |

Scientists have known for some time that the human brain's ability to stay calm and focused is limited and can be 6. \_\_\_\_ by the noise and hectic demands of city living, sometimes 7. \_\_\_\_ a condition informally known as brain fatigue. With brain fatigue, you are easily distracted, forgetful and mentally 8. \_\_\_\_.

But a new study from Scotland suggests you can ease brain fatigue by simply 9. \_\_\_\_ through a park.

Researchers have long theorized 10. \_\_\_\_ green spaces are calming, requiring less of our directed mental attention than urban streets 11. \_\_\_\_\_. Natural settings invoke "soft fascination," a term for quiet contemplation, 12. \_\_\_\_ the brain can reset overstretched resources of attention and reduce mental fatigue.

But this theory has been difficult 13. \_\_\_\_ to the test. Previous studies have found that people who live near trees and parks have lower levels of cortisol, a stress hormone, in their saliva than those who live primarily 14. \_\_\_\_ concrete, and that children with attention deficits tend to concentrate and perform better on cognitive tests after walking through parks. Scientists have studied volunteers and found that brain wave 15. \_\_\_\_ show that the volunteers are calmer when they view natural scenes.

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|----------------------|------------------|---------------------|----------------------|
| 6. (A) transmitted   | (B) deputized    | (C) prolonged       | (D) overwhelmed      |
| 7. (A) resulting in  | (B) taking on    | (C) looking for     | (D) making over      |
| 8. (A) flipping      | (B) floppy       | (C) flighty         | (D) flaring          |
| 9. (A) striking      | (B) strolling    | (C) stanching       | (D) squalling        |
| 10. (A) how          | (B) that         | (C) where           | (D) when             |
| 11. (A) have         | (B) are          | (C) do              | (D) were             |
| 12. (A) during which | (B) at most      | (C) concerning with | (D) in the beginning |
| 13. (A) for putting  | (B) into putting | (C) to put          | (D) to be put        |
| 14. (A) over         | (B) for          | (C) before          | (D) amid             |
| 15. (A) handouts     | (B) readouts     | (C) diggings        | (D) parades          |



By studying people who love their work, I came to realize that 16. \_\_\_\_ initially landed the jobs they loved; 17. \_\_\_\_, they landed ordinary jobs and turned them 18. \_\_\_\_ extraordinary ones.

Amy Wrzesniewski, professor of organizational behavior at the Yale School of Management in Hew Haven, Connecticut, says people 19. \_\_\_\_ their jobs by exercising the little bit of control they have at work. 20. \_\_\_\_ what she calls job crafting, people can reshape and redefine 21. \_\_\_\_ jobs. She says you can use your knowledge 22. \_\_\_\_ you do best to choose "to do fewer, more, or different tasks than prescribed in the formal job." Changing the quality and amount of interaction 23. \_\_\_\_ your colleagues, she says, can bring a renewed sense of belonging and purpose.

People who want the most 24. \_\_\_\_ their work go boss-shopping. They may change shifts or make lateral moves to 25. \_\_\_\_ bosses who can become influential leaders in their lives.

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|----------------------|----------------|---------------|-----------------|
| 16. (A) almost none  | (B) everybody  | (C) anyone    | (D) no one      |
| 17. (A) instead of   | (B) rather     | (C) more than | (D) besides     |
| 18. (A) off          | (B) over       | (C) into      | (D) away        |
| 19. (A) discover     | (B) eschew     | (C) huddle    | (D) reinvent    |
| 20. (A) For          | (B) Being      | (C) To be     | (D) Through     |
| 21. (A) whatever     | (B) each other | (C) their     | (D) one another |
| 22. (A) however      | (B) of what    | (C) in that   | (D) whose       |
| 23. (A) with         | (B) in         | (C) for       | (D) about       |
| 24. (A) from         | (B) than       | (C) out       | (D) on          |
| 25. (A) compare with | (B) work for   | (C) run after | (D) look into   |

#### IV 、 Reading Comprehension

##### Feeding Habits of East African Herbivores

Buffalo, zebras, wildebeests, topi, and Thomson's gazelles live in huge groups that together make up some 90 percent of the total weight of mammals living on the Serengeti Plain of East Africa. They are all herbivores (plant-eating animals), and they all appear to be living on the same diet of grasses, herbs, and small bushes. This appearance, however, is **illusory**. When biologist Richard Bell and his colleagues analyzed the stomach contents of four of the five species (they did not study buffalo), they found that each species was living on a different part of the vegetation. The different vegetational parts differ in their food qualities: lower down, there are succulent, nutritious leaves; higher up are the harder stems. There are also sparsely distributed, highly nutritious fruits, and Bell found that only the Thomson's gazelles eat much of these. The other three species differ in the proportion of lower leaves and



higher stems that they eat: zebras eat the most stem matter, wildebeests eat the most leaves, and topi are intermediate.

How are we to understand their different feeding preferences? The answer lies in two associated differences among the species, in their digestive systems and body sizes. According to their digestive systems, these herbivores can be divided into two categories: the nonruminants (such as the zebra, which has a digestive system like a horse) and the ruminants (such as the wildebeest, topi, and gazelle, which are like the cow). Nonruminants cannot extract much energy from the hard parts of a plant; however, this is more than made up for by the fast speed at which food passes through their guts. Thus, when there is only a short supply of poor-quality food, the wildebeest, topi, and gazelle enjoy an advantage. They are ruminants and have a special structure (the rumen) in their stomachs, which contains microorganisms that can break down the hard parts of plants. Food passes only slowly through the ruminant's gut because ruminating—digesting the hard parts—takes time. The ruminant continually regurgitates food from its stomach back to its mouth to chew it up further (that is what a cow is doing when “chewing cud”). Only when it has been chewed up and digested almost to a liquid can the food pass through the rumen and on through the gut. Larger particles cannot pass through until they have been chewed down to size. Therefore, when food is in short supply, a ruminant can last longer than a non-ruminant because it can derive more energy out of the same food. The difference can partially explain the eating habits of the Serengeti herbivores. The zebra chooses areas where there is more low-quality food. It migrates first to unexploited areas and chomps the abundant low-quality stems before moving on. It is a fast-in/fast-out feeder, relying on a high output of incompletely digested food. By the time the wildebeests (and other ruminants) arrive, the grazing and trampling of the zebras will have worn the vegetation down. As the ruminants then set to work, they eat down to the lower, leafier parts of the vegetation. All of this fits in with the differences in stomach contents with which we began.

The other part of the explanation is body size. Larger animals require more food than smaller animals, but smaller animals have a higher metabolic rate. Smaller animals can therefore live where there is less food, provided that such food is of high energy content. That is why the smallest of the herbivores, Thomson's gazelle, lives on fruit that is very nutritious but too thin on the ground to support a larger animal. By contrast, the large zebra lives on the masses of low-quality stem material.

The differences in feeding preferences lead, in turn, to differences in migratory habits. The wildebeests follow, in their migration, the pattern of local rainfall. The other species do likewise. But when a new area is fueled by rain, the mammals migrate toward it in a set order to explore it. The larger, less fastidious feeders, the zebras, move in first; the choosier, smaller wildebeests come later; and the smallest species of



all, Thomson's gazelle, arrives last. The later species all depend on the preparations of the earlier one, for the actions of the zebra alter the vegetation to suit the stomachs of the wildebeest, topi, and gazelle.

1. The word "illusory" is closest in meaning to \_\_\_\_\_.
  - (A) definite
  - (B) illuminating
  - (C) misleading
  - (D) exceptional
2. The author mentions the cow and the horse in paragraph 2 in order to \_\_\_\_\_.
  - (A) distinguish the functioning of their digestive systems from those of East African mammals
  - (B) emphasize that their relatively large body size leads them to have feeding practices similar to those of East African mammals
  - (C) illustrate differences between ruminants and nonruminants through the use of animals likely to be familiar to most readers
  - (D) emphasize similarities between the diets of cows and horses and the diets of East African mammals
3. Which of the following herbivores has to eat large quantities of plant stems because it gains relatively little energy from each given quantity of this food?
  - (A) The gazelle
  - (B) The wildebeest
  - (C) The zebra
  - (D) The topi
4. All of the following are true of East African gazelles EXCEPT :
  - (A) They digest their food very quickly.
  - (B) Microorganisms help them digest their food.
  - (C) They are unable to digest large food particles unless these are chewed down considerably.
  - (D) They survive well even if food supplies are not abundant.
5. Which of the following is true of wildebeests?
  - (A) They eat more stem matter than zebras do.
  - (B) They are able to digest large food particles if the food is of a high quality.
  - (C) They tend to choose feeding areas in which the vegetation has been worn down.
  - (D) They are likely to choose low-quality food to eat in periods when the quantity of rainfall is low.