

100 學年度南臺灣國中教師甄選命題策略聯盟【英語科】試題卷

說明：本試題卷共 50 題，均為單選題。

PART I. Multiple-Choice

Please choose the most appropriate answer to each question.

- Which of the following is **NOT** the goal stated in the Grade 1-9 Curriculum Guidelines for English learning?
(A) To acquire basic communicative abilities.
(B) To develop interests in English learning and awareness of effective methods.
(C) To cultivate knowledge of integrating technology into English learning.
(D) To obtain understandings of local and foreign cultures.
- The Grade 1-9 Curriculum Guidelines specify two stages of English learning: Stage One refers to Grade 3-6, and Stage Two, Grade 7-9. Which of the following is listening ability defined for Stage Two?
(A) Recognition of letter-sound correspondence.
(B) Recognition of consonants and vowels.
(C) Understanding of expressions frequently used in classroom and daily life.
(D) Understanding of a speaker's intention through prominence in intonation.
- Which of the following is speaking ability defined for Stage Two?
(A) Using proper intonation in sentences.
(B) Describing people and events in daily life.
(C) Introducing self, family, and friends.
(D) Knowing how to use at least 300 sight words.
- Which of the following is reading ability defined for Stage Two?
(A) Understanding of signs, tables, and figures in English.
(B) Oral reading of dialogues and stories in the textbook.
(C) Recognition of words in rhymes, songs, and stories.
(D) Recognition of upper- and lower-case letters.
- Which of the following is writing ability defined for Stage Two?
(A) Spelling and writing with at least 180 words.
(B) Making sentence transformations with the given cues.
(C) Writing key words based on the given pictures or prompts.
(D) Copying the learned words and sentences.
- Which of the following is **NOT** a cognitive strategy?
(A) Repetition (B) Elaboration (C) Analysis (D) Adaptation
- Which of the following is **NOT** a meta-cognitive strategy?
(A) Grouping (B) Selective attention (C) Self-monitoring (D) Advance organizers
- Which one of the following is integrative testing?
(A) Phoneme Recognition (B) Dictation (C) Word Completion (D) True/False
- A silent period is a time when learners _____.
(A) process the language. (B) study the language.
(C) do written work. (D) read and write more.
- When we focus on the form of language, we _____.
(A) talk with classmates. (B) pay attention to accuracy and usage.
(C) listen to videos and audio cassettes. (D) ignore accuracy but emphasize fluency.

11. How many phonemes does the word *night* have?
(A) 6 (B) 5 (C) 4 (D) 3
12. What is **NOT** true about readers theater (RT)?
(A) It is a dramatic presentation of readers reading a script with expressive voices.
(B) No memorization, costumes, stage properties, or special lighting is needed.
(C) The focus is not only on voice expressions but also on body movements and gestures.
(D) Presentations can easily be done in the classroom. Scripts are held by the readers.
13. What is **NOT** true about the readers theater (RT) script?
(A) RT scripts can be chosen or adapted from stories, poems, chants, and rhymes.
(B) The materials for RT scripts should interest both readers and audience.
(C) For classroom practice, the length of RT scripts should not be a concern.
(D) Script writing can be conducted as a collaborative process within groups, or by the teacher and students together.
14. A student says, "I do not do my homework last night." You respond, "You DO not do your homework last night?" What technique is used for correction?
(A) Ignoring the mistake. (B) Finger correction.
(C) Echo correcting. (D) Peer correction.
15. When L2 learners overgeneralize the target language, they _____.
(A) are experimenting with language. (B) need to be corrected quickly.
(C) are not paying attention to grammar. (D) need great help from the teacher or peers.
16. Both L1 and L2 learners _____.
(A) make errors due to interference. (B) focus frequently on the form of language.
(C) pick up language from their surroundings. (D) start learning from listening and speaking.
17. "Underline all the pronouns and draw arrows to show the nouns they refer to." What is the main objective of this instruction?
(A) Finding collocations. (B) Reading for gist.
(C) Finding connections in a text. (D) Reading for specific information.
18. "Look at the photographs and decide who you think is speaking." What is the main objective of this activity?
(A) Listening for detailed information. (B) Listening for gist.
(C) Finding connections in a text. (D) Finding the grammatical pattern.
19. "Use the notes to make complete sentences. Put the verbs into the correct form." What is the main objective of this assessment?
(A) To assess knowledge of vocabulary. (B) To check knowledge of functions.
(C) To check knowledge of English spellings. (D) To check grammatical knowledge.
20. "Choose the most appropriate response for each of the following situations." What is the main objective of this assessment?
(A) To assess knowledge of vocabulary. (B) To check knowledge of functions.
(C) To check knowledge of English spellings. (D) To check grammatical knowledge.
21. Students look at a town map and discuss the best route from the station to a hotel, and then they listen to a conversation and compare their route with the one heard in the conversation. What main objective is this activity?
(A) To practice reading maps. (B) To practice discussion about a problem.
(C) To practice speaking fluency. (D) To practice listening for detail.

22. Students match words with pictures, and build up word maps, which they compare and develop. Then they work together to produce entries for a class dictionary. What is the main objective of this activity?
- (A) To learn meaning through word study and consolidate vocabulary.
 - (B) To learn the relationship between alphabet, pattern, and meaning.
 - (C) To develop awareness of how words are made into sentence maps.
 - (D) To practice word study and learn word formation.
23. Students listen to a dialogue and identify the tense the speakers use to talk about their plans for next weekend. The teacher checks understanding. Students do repetition drills, and then they practice using the structure in a guided role-play. What is the main objective of this activity?
- (A) To ask students to practice listening for detail.
 - (B) To present and provide controlled practice of the future tense.
 - (C) To give students oral fluency practice.
 - (D) To prepare students for communicative practice.
24. “Can you give me another word with the same meaning?” What is the purpose of this presentation?
- (A) Setting the context.
 - (B) Concept checking.
 - (C) Explaining meaning.
 - (D) Focusing on pronunciation.
25. Students listen to two classmates carrying out a role-play and then give them feedback on their performance. What assessment is this?
- (A) Summative assessment
 - (B) Teacher assessment
 - (C) Peer assessment
 - (D) Formative assessment
26. What are the five strands for foreign language curriculum frameworks used to describe the overall content and skills of foreign language learning, teaching, and assessment?
- (A) Communication, constructions, collaborations, connections, and communities.
 - (B) Communication, cultures, collaborations, contacts, and competencies.
 - (C) Communication, cultures, comparisons, connections, and communities.
 - (D) Communication, comprehensions, comparisons, connections, and competencies.
27. Which of the followings is true of vowels and diphthongs in North American English?
- (A) Vowels are classified as high, mid, or low, referring to the level of the tongue with the oral cavity and the accompanying raised or lowered position of the teeth.
 - (B) Vowels are characterized by the degree of tongue rounding or spreading that occurs during articulation.
 - (C) Vowels can be either tense or glided, referring to the amount of muscle tension used to pronounced the vowel.
 - (D) Vowels are classified as front, central, or back, depending on how far forward or back the tongue is positioned within the oral cavity during articulation.
28. Collocation consists of pairs or groups of words that co-occur with very high frequency and are important in vocabulary learning. What are two main syntactic groups of collocation?
- (A) Semantic or lexical collocations.
 - (B) Grammatical or lexical collocations.
 - (C) Lexical or phrasal collocations.
 - (D) Grammatical or contextual collocations.
29. Communication strategies have been the center of attention in second language acquisition since the 1970s. What are the five main categories of communication strategies according to Tarone and Bialystock?
- (A) Approximation, code-switching, literal translation, paraphrase, and word coinage.
 - (B) Confirmation, message abandonment, paraphrase, simplification, and transfer.
 - (C) Avoidance, appeal for repair, generalization, language switch, and mime.
 - (D) Appeal for assistance, avoidance, mime, paraphrase, and transfer.

30. What are the six main categories of second language learning strategies?
- (A)Cognitive, interactional, memory-related, compensatory, psychomotor, and social strategies.
- (B)Cognitive, metacognitive, memory-related, compensatory, affective, and social strategies.
- (C)Metacognitive, discursive, strategic, social and communication strategies.
- (D)Metacognitive, informational, compensatory, outlining, and synthesizing strategies.

PART II. Cloze: Choose the most appropriate word or phrase

Passage A: Questions 31~35

Does reading great literature make you a better person? There's a theory, vaguely associated with evolutionary psychology, maintaining that fiction builds empathy, and therefore morality, (31)___ inviting us into the minds, hearts and experiences of others. This is what one of the British children's book authors implied recently, when he claimed that "developing in young children a love of poems and stories" might someday (32)___ the human-rights organization Amnesty International obsolete. While many experts are all for (33)___ such tastes in children, they also don't think the love of stories has to be taught. Most children are keenly interested in stories in all their forms. Yet there has always been a need for groups like Amnesty and it seems probable there always will be, no matter how many stories we (34)___ our youth. Isn't it just as likely that many people who are already empathetic and moral will be (35)___ to literature because they're curious about and interested in how others think and feel?

31. (A)for (B)by (C)beyond (D)next to
32. (A)deliver (B)originate (C)convey (D)render
33. (A)granting (B)contributing (C)cultivating (D)enlightening
34. (A)pump into (B)embed into (C)infuse to (D)implant upon
35. (A)illustrated (B)drawn (C)depicted (D)revealed

Passage C: Questions 36~40

Interdisciplinary research suggests that learner beliefs about learning are intertwined with factors such as self-concept and identity, self-efficacy, personality, and other individual differences. For example, students may be directly influenced by their (36)___ of success in learning and levels of expectancy, with realistically high helping to build confidence, and low expectations helping to build incompetence. Many researchers investigated how learners' (37)___ such as beliefs, aptitude, personality, or the concept of identity affect their conceptions of themselves and the learning environment. And they assert that learners work selectively within their learning environment, and upon the linguistic and communicative data made (38)___ to them in that environment. This selectivity (39)___ the learners' conceptualizations of the conditions that they believe to be facilitating or hindering their learning and their conceptualizations of the language to be learned. Such conceptualizations are imbued with the learners' feelings and attitudes, (40)___ the conclusion that affect shapes one's cognitive conceptualizations or beliefs.

36. (A)discrimination (B)discernment (C)perception (D)precedence
37. (A)facets (B)components (C)constituents (D)attributes
38. (A)comprehensible (B)available (C)intelligible (D)permissible
39. (A)derives from (B)extends from (C)discharges from (D)releases from
40. (A)led to (B)to be led to (C)lead to (D)leading to

PART III. Reading comprehension

Passage A: Questions 41~45

Although there have been reformulations of the different components of knowledge that underlie Canale and Swain’s influential model of communicative competence, the model—in its slightly modified form by Canale (1983)—still forms the conventional framework for curriculum design and classroom practice associated with communicative language teaching in an educational context. The notion of communicative competence described in the model entails four competencies, which are commonly referred to as grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The first and foremost is grammatical or formal competence, which refers to the Chomskyan concept of linguistic competence; it is the native speaker’s knowledge of the syntactic, lexical, morphological, and phonological features of the language, as well as the capacity to manipulate these features to produce well-formed words and sentences. It provides the linguistic basis for the rules of usage which normally result in accuracy in performance. The second, sociolinguistic competence, deals with the social rules of language use, which involve an understanding of the social context in which

language is used. Such factors as the role of the participants in a given interaction, their social status, the information they share, and the function of the interaction are given importance. Social context here refers to the culture-specific context embedding the norms, values, beliefs, and behavior patterns of a culture. Appropriate use of the language requires attention to such constructs. Next comes discourse competence, which is the ability to deal with the extended use of language in context. This is ordinarily achieved through the connection of a series of sentences or utterances to form a meaningful whole. These connections are often quite implicit: ideas are linked to each other based on general knowledge of the world as well as familiarity with a particular context. Where these conceptual and experiential bonds are weak or inadequate, the meanings inferred from them are likely to be erroneous. Studies in contrastive rhetoric provide ample evidence for culture-specific thought patterns and organizational differences that lead to serious misunderstandings. In such cases, formal cohesive devices normally used to establish overall coherence among propositions fall short of achieving adequate interpretation. The last component in the model is strategic competence, which is defined as the ability to cope in an authentic communicative situation and to keep the communicative channel open. This requires the knowledge of communication strategies that one can use to compensate for imperfect knowledge of rules, or for factors such as fatigue, inattention, and distraction which limit the application of such rules.

41. How is Canale and Swain's model of communicative competence described in the reading passage?
- (A) It provides the linguistic foundation for the rules of usage in accuracy and fluency in speaking.
 - (B) It involves participants' roles, social status, and the interactional functions in educational contexts.
 - (C) It frames important curriculum design and instructional practice in communicative language teaching.
 - (D) It facilitates the content-specific instruction to develop the norms, values, and beliefs of a culture.
42. Which of the followings is true of grammatical competence, according to the reading passage?
- (A) It refers to the native speaker's knowledge of the syntactic, lexical, morphological, and phonological features of the language.
 - (B) It refers to the nonnative speaker's knowledge of the syntactic and phonological rules in the language system.
 - (C) It refers to the capacity to manipulate the words and sentences, similar to the concept of structural competence.
 - (D) It refers to knowing how to use and respond to language appropriately and accurately, given the context and power relationships.
43. How can discourse competence be achieved according to the reading passage?
- (A) By connecting a series of sentences or utterances to convey meanings.
 - (B) By keeping the communicative channel accessible and using compensation strategies.
 - (C) By applying implicit connection within a particular context.
 - (D) By providing ample evidence for context-specific interactional patterns.
44. How is "strategic competence" defined according to the reading passage?
- (A) The knowledge of compensation strategies that one can use to repair inadequate information of rules.
 - (B) The knowledge of communication strategies to compensate distraction which limits the application of linguistic rules.
 - (C) The ability to deal with authentic communication in natural contexts and to continue the communicative events.
 - (D) The ability to recognize communication repairs in order to learn context-based language rules.
45. Which of the following statements is true of four competencies of communicative competence according to the reading?
- (A) Sociolinguistic competence refers to appropriate language use with an emphasis on the culture-specific norms, values, beliefs, and behavior patterns.
 - (B) Discourse competence is generally achieved through the explicit linguistic rules and the meanings are inferred within a culture-specific context.
 - (C) Organizational competence is defined as an understanding of the social context and social rules for appropriate language use.
 - (D) Linguistic competence, organizational competence, discourse competence, and strategic competence are the four competencies commonly entailed in communicative competence.

English Language Teaching (ELT) has been with us for many years and its significance continues to grow, fuelled, partially at least, by the Internet. Graddol's study (2000) suggests that there were about a billion English learners in the year 2000 - but a decade later, the numbers will have doubled. The forecast points to a **surge** in English learning, which could peak in 2010. The same study indicates that over 80% of information stored on the Internet is in English. For the first time in history there are more non-native than native users of the language and diversity of context in terms of learners' age, nationality, learning background etcetera has become a defining characteristic of ELT today. What does this imply? Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate, work, trade, entertain and learn. And it is non-native users of English, frequently from Asian countries, who are arguably, at the heart of this. It is fair to assert that the growth of the Internet has facilitated the growth of the English language and that this has occurred at a time when computers are no longer the exclusive domain of the dedicated few, but rather widely available to many. Warchauer (2002) has discussed this change in terms of conflicts between local identities and the globalization of the English language; while others have suggested that the Internet may be a contributory factor in shifting away from a communicative towards a context-based approach to language teaching pedagogy. The notion of widespread availability requires some qualification as there are clearly important issues of a 'digital divide' and 'electronic literacy'. This issue is frequently presented as being between nations and it is clearly the case that the most powerful economies dominate Internet activity; but such a perspective explains unequal power relations purely from the influence of external factors and the picture is surely more complex than this. The same type of economic power relations also exist within nations, and divisions of social classes within are equally important here. In short, it is the middle and upper classes in virtually every country who have much greater access to computers, it is the Asian countries which are experiencing massive growth as their economies develop and change. Change of this magnitude clearly raises a number of issues for ELT and, it is argued, necessitates a revision of traditional definitions of what constitutes the English language as well as a move away from the established EFL/ESL classifications and towards a less culturally loaded view of English as a global or international language (EGL/EIL). This in turn has implications for language pedagogy and approaches to syllabus design.

46. What is the main idea of the reading passage?
(A) Influence of economies on language approaches.
(B) The need to revise old language pedagogy.
(C) The shift of the English language.
(D) Importance of language syllabus design.
47. Which of the followings may lead to a change from a communicative towards a context-based approach to language teaching pedagogy, according to the reading passage?
(A) Technological advances.
(B) Digital literacy.
(C) Internet access.
(D) Economic power.
48. What does "surge" mean in the fourth sentence?
(A) rise (B) extension (C) rush (D) sequence
49. What factors might influence the access to computers, according to the reading passage?
(A) The numbers of non-native and native users.
(B) Economic power relations and social classes.
(C) Learners' age, nationality, learning background.
(D) Economic power relations and electronic literacy.
50. What is implied about technology according to the reading passage?
(A) Technology has changed how we communicate and learn globally.
(B) Non-native speakers of English prefer using internet for global communication.
(C) Growth of the Internet has facilitated the growth of the English language.
(D) Computers are no longer the exclusive tool for global communication through internet.