

新北市 107 學年度國民小學暨幼兒園教師甄選試題

【科目：英語科】

一、教育專業測驗選擇題，共 20 題，每題 1 分。

- B** 1. 有關道德教育之敘述，何者有誤？
(A)道德行為須以道德認知做為先決條件
(B)道德教育的實施與人性的基本假設無關
(C)道德教育強調對道德律則給予恰當的理由說明
(D)德育的目的在培養兒童自律性
- C** 2. 我國「十二年國民基本教育課程綱要總綱」的實施要點強調教師專業發展的重要性，下列何者不屬於專業的認定規準？
(A)具有高深的知識與技能
(B)不斷的在職進修以與時俱進
(C)強調科層化的績效管理
(D)相當的獨立自主性
- D** 3. 按特殊教育法施行細則擬定身心障礙學生個別化教育計畫，下列何者正確？
(A)應於新生及轉學生入學後三個月內訂定
(B)每學年應至少檢討一次
(C)若學生已重新安置於他校，原就讀學校應將個案資料銷毀以保護個人資料
(D)內容包括學生所需特殊教育、相關服務及支持策略等
- A** 4. 在測驗上，為什麼要做「折半信度」(Split-Half Reliability)？
(A)為了求得內部的一致性
(B)為了增加樣本說服力
(C)為了檢視變項間的相關
(D)為了比較差異所在
- D** 5. 有關教育美學之敘述，下列何者正確？
(A)我國教育部將於 107 學年度開始實施美感教育中長程計畫
(B)杜威(J. Dewey)持心理距離說，認為美感欣賞主體與對象間須保持心理適當距離
(C)布洛(E. Bullough)提出平衡說，認為包含「作為」和「感受」兩方面之完整經驗，方能引發美的感受
(D)艾斯納(E. Eisner)認為教學藝術在於講究學生學習知識的方式和過程，不僅止於吸收有用的知識而已
- B** 6. 弗雷勒(Freire)論述主體意識開展有三個層次，下列順序何者正確？
(A)素樸意識→批判意識→神奇意識
(B)神奇意識→素樸意識→批判意識
(C)批判意識→神奇意識→素樸意識
(D)素樸意識→神奇意識→批判意識

- D 7. 王教師計畫在學期末運用檔案評量（portfolio assessment）瞭解學生的學習成果。試問下列哪一種參照，最能符合採用此種評量的精神？
- (A)常模參照 (B)效標參照
(C)結果參照 (D)成長參照
- A 8. 林老師發現山山國小各班學生的英文程度差距很大，為了增進學生的學習成效，她會因不同班級的學生程度調整教學內容。此屬於下列何者？
- (A)運作課程 (B)經驗課程
(C)理想課程 (D)知覺課程
- C 9. 心理學家勒溫（K. Lewin）提倡場地論（Field Theory）之相關敘述，何者為非？
- (A)運用物理學「場」與「力」的概念探討個人日常行為
(B)個人行為是個人和環境相互作用的結果
(C)其示意公式為 $P=f(B \cdot E)$
(D)屬於完形心理學觀點所倡議的人格理論
- B 10. 從素養的觀點來解讀領域的學習，下列敘述何者有誤？
- (A)課堂應該聚焦領域知識的大概念、領域專家思考與探究方式的學習
(B)由於學生跨領域的學習表現更為重要，各領域學習內容應調降難度
(C)提供學科概念靈活運用於不同情境脈絡的學習機會
(D)因不斷增加教育的知識內容有極限，核心素養提供重新檢視領域課程設計的視角
- A 11. 根據史騰伯格（Sternberg）的智力三元論，下列對「實用智慧」（practical intelligence）的描述或舉例何者正確？
- (A)學生在家準備段考時，擔心自己無法成功克制上網玩遊戲的衝動，請家長幫忙保管手機
(B)與傳統的智力定義相似，包含訊息處理、語言表達、思考及分析能力
(C)洞察無明顯相關事情的關聯性，以及有效解決新問題的能力
(D)具泛文化公平的特性，包括成功選擇、適應環境、必要時改變環境的能力
- C 12. 陳校長經過多年努力，將學校行政轉變為分享權力與責任，教師轉變為團隊合作的社群，同時學校也結合社區與家長的開放文化，成為多元異質且富有彈性的組織。上述關於學校組織文化的描述屬於下列何種觀點？
- (A)結構功能論 (B)衝突理論
(C)後現代理論 (D)符號互動論

- A 13. 下列敘述何者最能代表「性向與處理交互作用」(Aptitude-Treatment Interaction, ATI)之例子？
- (A)平日傾向看圖學習的學生在學習視覺心像值高的陌生字詞，很快就能記憶並掌握要領，但對心像值低的字詞，學習效果就沒有那麼理想
 - (B)不同性別學生在大腦不同區域成熟的順序和時間不同
 - (C)小學男生對英語的學習投入與表現普遍比女學生低落，校方決定給男學生另訂一套評分標準
 - (D)教師應欣賞與接納多元的智力表現，鼓勵學生用長處來補足其弱勢之性向
- D 14. 國語文學習領域教學中的內容深究，部分老師善於運用閱讀理解四個層次(直接提取、間接推論、詮釋整合、比較評估)進行提問，那個層次的問題，最適合做為「挑戰題」？
- (A)可以直接提取的問題
 - (B)需要間接推論的問題
 - (C)需要詮釋整合後的問題
 - (D)透過比較與評估的問題
- D 15. 羅爾斯(Rawls)是自由主義哲學家，強調每個人都擁有相等的最大基本自由權利，在「正義論」一書中強調：教育資源若必須作差別分配時，應依據下列何種原則？
- (A)對每個學生都有利
 - (B)對優勢學生最有利
 - (C)對多數學生最有利
 - (D)對最弱勢學生最有利
- B 16. 十二年國民基本教育課程綱要裡，國民小學哪個領域會併入到生活學習領域？且會增加什麼語文課程？
- (A)鄉土教學、原住民語文
 - (B)綜合活動、新住民語文
 - (C)藝術與人文、客家語文
 - (D)團體活動、閩南語文
- D 17. 十二年國民基本教育強調「核心素養」，與「自發、互動、共好」的基本理念相連結，培養以人為本的「終身學習者」。最重要的概念就是要培養學生什麼能力？
- (A)閱讀思考的能力
 - (B)時間管理的能力
 - (C)歸納整理的能力
 - (D)自主學習的能力
- B 18. 英國哲學家培根(Francis Bacon)認為每個人心中都有一些假象或偶像，使人無法正確的思考，所以要打破四種假象，以下哪一個描述是錯的？
- (A)種族假象形成人類中心思想，以人為主體
 - (B)洞穴假象造成「井底之蛙」，形成客觀思維
 - (C)市場假象造成傳言四起，造成各說各話
 - (D)劇場假象造成獨尊唯一版本，造成偏執主張

- A 19. 楊老師關心班級榮譽，積極籌組團隊參與各項班際比賽，勝利時帶頭歡呼，失敗時傷心流淚。老師經常說，「如果愛我，就要照我的意思做！」、「如果拿不到第一名，我就不當你們的老師了！」。請問，楊老師的行為可能出現什麼徵兆？
(A)情緒勒索 (B)情緒障礙
(C)情緒亢奮 (D)情緒憂鬱
- A 20. 新北市為提高教師專業成長及符應專業成長自主性與團隊學習模式，鼓勵學校推動社群成長。為區別成長社群性質，將成長社群分成三級，下列哪一類不是其中之一？
(A)學位社群 (B)學習社群
(C)專業社群 (D)貢獻平台

二、專門知能測驗選擇題，共 40 題，每題 2 分。

I. Vocabulary: Choose the word that best fits the given sentence.

Questions 21-30

- D 21. The immigrants from a large number of different countries have made the United States linguistically and culturally _____.
(A) acute (B) benign (C) candid (D) diverse
- D 22. The _____ reality technology allows teachers to take their students to an offsite tour of the solar system.
(A) novice (B) organic (C) physical (D) virtual
- C 23. Educators often put pupils of similar abilities into classes because they believe that this _____ grouping is advisable.
(A) ambiguous (B) dubious (C) homogeneous (D) capricious
- C 24. Doing the housework is one of those things that you can do frequently with _____ effort, or infrequently with a whole lot of work.
(A) cautious (B) adequate (C) minimal (D) horrible
- A 25. Every teacher knows that the way to find out if an individual child is learning is through continuous _____ that takes a variety of forms - looking at written and small-group work, holding individual conferences and testing when appropriate.
(A) assessment (B) achievement (C) measurement (D) development

- B** 26. It is difficult to define culture in a narrow sense because it _____ all aspects of human life and the patterns for living.
 (A) assimilates (B) encompasses (C) facilitates (D) innovates
- B** 27. In recent years, there has been a boom in publications focusing on how information technology _____ our lives and this boom extends to authors interested in second language learning.
 (A) conceals (B) mediates (C) oppresses (D) rotates
- D** 28. The invention of computer technology has helped propagandists to _____ their favorite doctrines to the public easily and at great speed.
 (A) dissimulate (B) dissuade (C) divulge (D) disseminate
- B** 29. His bold trials proved to be so fascinating and profitable that gradually he abandoned his regular occupation and concentrated on his _____.
 (A) entertainment (B) avocation (C) adventure (D) fantasy
- C** 30. The public roared with anger after the judgment because they thought the punishment was not _____ the seriousness of the crimes.
 (A) appealed to (B) influenced by
 (C) commensurate with (D) count on

II. Language Teaching Pedagogy: Choose the answer that best fits the given text.
Questions 31-40

- A** 31. _____, proposed by Noam Chomsky, is a hypothetical module of the human mind posited to account for children's instinctive mental capacity of acquiring and producing language.
 (A) Language Acquisition Device (B) Scaffolding learning
 (C) Constructivist learning (D) Nativist learning
- D** 32. Phonemic Awareness (PA) refers to the ability to focus on and manipulate phonemes in spoken words and several tasks are used to teach and to assess children's PA. One of it requires breaking a word into its sounds by positioning a marker for each sound, for example, "How many phonemes in ship?" (3: /ʃ/ /I/ /p/). The task is called _____.
 (A) phoneme isolation (B) phoneme identity
 (C) phoneme categorization (D) phoneme segmentation
- A** 33. "The teacher's role is central and active. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance."
 What is the teaching method/approach described in the above statement?
 (A) the Audiolingual Method (B) the Natural Method
 (C) the Oral Approach (D) the Silent Way

- B** 34. When the teacher _____, instead of teaching the conventions of English language in isolation, instruction increases in depth and cross curricular connections to real life emerges.
(A) uses multiple assessments (B) integrates content areas
(C) adopts songs and games (D) adds technological tools
- B** 35. A high school English language learner is making very slow progress in acquiring communicative competence in English. The student only produces short phrases orally or in writing for fear of “saying it wrong” and frequently consults a bilingual dictionary when encountering a new word, even when the context provides clear clues to the word’s meaning. This student’s acquisition of English would likely benefit most from instruction designed to promote development of:
(A) grammatical accuracy. (B) language automaticity.
(C) intrinsic motivation. (D) language transfer.
- C** 36. Which of the following statements about listening in language learning is correct?
(A) The top-down processing model assumes that listening is a process of decoding the sounds.
(B) The bottom-up view suggests that the listener constructs the meaning of the speaker using incoming sounds as clues.
(C) Listening is vital in the language classroom because it provides input for the learner.
(D) In reciprocal listening, the listener is not required to take part in the interaction.
- A** 37. Which of the following statements about speaking proficiency is correct?
(A) Sociolinguistic competence enables learners to encode and decode the discourse around them.
(B) Grammar competence is concerned with intersentential relationship.
(C) Strategic competence involves the rules and norms governing the realization of speech acts.
(D) Discourse competence is the way learners manipulate language in order to meet communicative goals.
- D** 38. Which one of the following is **NOT** a metacognitive strategy in learning an L2?
(A) arranging conditions for learning
(B) setting long and short-term goals
(C) checking one’s comprehension during listening and reading
(D) looking up an unknown word in the dictionary

- A 39. Which of the following statements about Content and Language Integrated Learning (CLIL) is correct?
- (A) Content matter is about the learners creating their own knowledge and understanding and developing skills.
 - (B) The 4Cs Framework integrates four contextualized building blocks: content, communication, cognition and context.
 - (C) Context is a strategy for promoting communication in the language if learning is to take place.
 - (D) In the CLIL classroom, the language level of the learners is the same as their cognitive level.
- D 40. An English teacher records an English language learner responding to several open-ended questions that require the student to describe a personal experience or express a personal opinion. Afterward, the student and teacher listen to and discuss the recording. This strategy is likely to support the student's English language development in which of the following ways?
- (A) helping the student recognize various rhetorical devices used in oral discourse
 - (B) promoting the student's ability to use appropriate pragmatic conventions in various communicative situations
 - (C) providing the student with practice using correct grammatical structures in spontaneous speech
 - (D) developing the student's ability to use self-assessment to monitor the effectiveness of oral language production

III. Cloze Test: Choose the answer that best fits the given text. Questions 41-45

The idea that the left brain is cognitively different from the right is well substantiated, but the idea that those differences are dramatic is not, except for speech, which is only on the left side in almost all people. The right side does have language functions and seems to add 41 to speech, but in isolation, the right brain cannot speak. In the intact person, the mind of the right brain should be able to use the corpus callosum and 42 the speech center in the left brain for its own use, so the right mind in intact individuals is probably very articulate. This may seem strange, but if the right brain wants to move the right hand, whose control center is located only in the left hemisphere, it could 43 accomplish the movement. For instance, someone who had an injury to his left frontal lobe 44 whose motor (movement) cortex was intact would not be paralyzed, and his right brain would control most voluntary movement on both sides.

We shouldn't be too surprised that the left brain of a patient (who had his split-brain operation for epilepsy when he was 13) does not seem overly logical and analytical, because this attribute of the left brain refers to rather subtle comparisons with the right brain. Still, there is some merit to the idea that each hemisphere has a degree of advantage at some cognitive tasks. 45, when the patient returned to his high school after surgery, where he was a very good

student, he had to drop geometry because he couldn't grasp the spatial concepts with his isolated left brain.

- B** 41. (A) contradiction (B) embellishment (C) illumination (D) fulfillment
B 42. (A) avoid (B) control (C) impede (D) obscure
C 43. (A) awkwardly (B) barely (C) easily (D) hardly
A 44. (A) but (B) since (C) or (D) that
D 45. (A) All in all (B) By all means (C) For now (D) For instance

IV. Reading Comprehension: Choose the best answer to each question.

Questions 46-50

Auroras, often called Northern Lights (Aurora Borealis) and Southern Lights (Aurora Australis), are spectacular light displays (from the Latin word aurora, "sunrise" or the Roman goddess of dawn) predominantly seen in the high latitude (Arctic and Antarctic) regions. Auroras occur because of interactions between Earth's magnetic field and solar winds. The solar wind is a stream of charged particles emitted from the sun's corona that travels far into space at speeds of up to 400 miles per second. Charged particles within the solar winds collide with atmospheric atoms and molecules when they reach Earth's magnetic field. The collisions cause quantum leaps, which mean the kinetic energy within the electrons of the particles are converted to light. The collisions of different particles result in different colored lights. Atomic oxygen produces red and green lights, nitrogen produces pink, blue, or violet light, helium produces purple lights and neon produces rippled orange light. Auroras come in a vast array of shapes and forms such as arcs, swirls, "curtains" and glowing shapes. They often appear to be moving.

Auroras often occur as a result of a geomagnetic storm. A geomagnetic storm is the temporary disturbance of the Earth's magnetic field as a result of an event in space such as a solar flare or coronal mass ejection (the ejection of charged particles from the sun's corona). In noteworthy geomagnetic storms, Auroras can be seen well south (or north) of where they usually occur. The famous Great Geomagnetic Storms of 1859 produced what witnesses call the most spectacular auroras ever seen. Such auroras were seen throughout the United States, Japan, and Australia. The event lasted for almost a week.

- C** 46. Which of the following is a necessary element for an aurora?
(A) a stream of polar wind
(B) solar collision with charged particles
(C) the conversion of kinetic energy
(D) the far-travelling corona of the sun
- A** 47. Which of the following could be an outcome of a geomagnetic storm?
(A) northern lights and southern lights
(B) a coronal mass ejection
(C) the earth's magnetic field
(D) charged particles from the sun

- C** 48. Which of the following questions about auroras is answered in the passage?
- (A) How many auroras normally occur in a year?
 - (B) How far does solar wind travel?
 - (C) How long could we see auroras?
 - (D) How could we see auroras in the United Kingdom?
- A** 49. Where would a person most likely view Auroras?
- (A) south pole
 - (B) the sun
 - (C) Equator
 - (D) the United States
- D** 50. Which is true about Auroras?
- (A) They can only appear as arcs or swirls.
 - (B) The most spectacular ones are most often viewed in Japan.
 - (C) They appear to be in motion once in a while.
 - (D) The collision of some particles causes quantum leaps.

Questions 51-55

The Barnley Village Committee is opposed to plans to build a 6,890 panel solar farm on a 15-acre site adjacent to the village recreation ground, currently used for agriculture. Under the proposed scheme, the area will be surrounded by an 8ft-high fence. The panels themselves will be about 7 feet high. The committee has already lodged an appeal to the local authority against construction of the solar farm. The councilors are due to meet on 13th March to vote whether or not plans will go ahead. Residents are invited to attend. Our objections will be presented before the board, and a representative from the solar firm SunGen will put forward the case for the development.

Residents are encouraged to voice their objections to the development. These must address the aspects of the scheme that violate the current planning policy. However, you are welcome to make your objections personal, by stating how the plans will affect you as a user of the recreation ground. Some of the most common objections are listed below:

1. The extensive views from the village and recreation ground across the open country will be blocked by the panels and high fencing. Furthermore, once the site has been built upon, it may be considered brownfield, thus an acceptable site for housing or industrial development. It does not, therefore, comply with the local policy which states that developments must not adversely effect on the appearance or character of the landscape.
2. The recreation ground has recently undergone major improvements including a perimeter running track, new playground equipment and seating. It is heavily used by families, sports teams and dog walkers, and is regularly used for village events. Cricket and football teams regularly use the recreation ground and it is not uncommon for balls to enter the field. Cricketers are worried that they may become liable for damage to solar panels. If teams are forced to relocate, this would adversely affect the character of the village, and may jeopardize participation in the children's teams. This goes

against the National Planning Policy Framework which requires developments to promote high quality public space and encourage the active and continual use of public areas.

- B** 51. What is the main theme of this passage?
- (A) Promoting the benefits of solar energy
 - (B) Encouraging opposition to the project
 - (C) Creating new jobs in the village
 - (D) Cricketers are worried about liability issues
- C** 52. Where is the proposed site for the solar farm?
- (A) Reclaimed land from a rubbish site
 - (B) Open land near the ocean
 - (C) Agricultural site
 - (D) Near high end flats
- B** 53. What is one of the complaints about the proposed project?
- (A) No plans have been made about how to recycle the waste.
 - (B) The views overlooking the countryside will be blocked.
 - (C) The noise from the operation will disturb the sleep of the residents.
 - (D) The savings from the project are less than the cost.
- D** 54. A meeting is scheduled on March 13th for what purpose?
- (A) Suspend the development
 - (B) Proceed with the development
 - (C) Discuss the need for an environmental impact study
 - (D) Decide whether to proceed with the development or not
- D** 55. What does the term brownfield refer to?
- (A) The land can no longer be used
 - (B) The land where an earthquake fault line runs through
 - (C) The land can only be used for recreational purposes
 - (D) The land can be used for further housing and industrial development

Questions 56-60

In the 1950s, structural linguistics had developed in part as a reaction to traditional grammar. The scientific approach to the study of language was thought to consist of collecting examples of what speakers said and analyzing them according to different levels of structural organization rather than according to categories of Latin grammar. A sophisticated methodology for collecting and analyzing data developed, which involved transcribing spoken utterances in a language phonetically and later working out the phonemic, morphological and syntactic systems underlying the grammar of the language. Language was viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and sentence types. The term *structural* referred to these characteristics: (a) Elements in a language were thought of as being linearly produced in

a rule-governed way. (b) Language samples could be exhaustively described at any structural level of description. (c) Linguistic levels were thought of as systems within systems—that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses and sentences.

Learning a language, it was assumed, entails mastering the elements of building blocks of the language and learning the rules by which these elements are combined, from phoneme to morpheme to word to phrase to sentence. The phonological system defines those sound elements that contrast meaningfully with one another in the language, their phonetic realizations in specific environments, and their permissible sequences. The phonological and grammatical systems of the language constitute the organization of language and by implication the units of production and comprehension. The grammatical system consists of a listing of grammatical elements and rules for their linear combination into words, phrases, and sentences. Rule-ordered processes involve addition, deletion, and transposition of elements.

- A** 56. What is the primary purpose of this passage?
- (A) To explain an approach to language study
 - (B) To introduce a theory of language learning
 - (C) To give an example of language elements
 - (D) To illustrate a method of analyzing spoken utterances
- B** 57. Based on the information in this passage, which of the following statements would most likely be considered true?
- (A) Stems, prefixes and suffixes are part of syntactic systems of a language.
 - (B) A language is considered as a structured system consisting of linearly-produced elements for the encoding of meaning.
 - (C) In terms of linguistic levels, phonemic systems are on a higher level than morphemic systems.
 - (D) After the 1950s, categories of Latin grammar were no longer used for analyzing language elements.
- D** 58. According to the author, which of the following elements would learners master first in learning a language?
- (A) words
 - (B) morphemes
 - (C) sentences
 - (D) phonemes

- C** 59. Based on the information in this passage, which of the following statements would the author most likely agree with?
- (A) Rule-ordered processes of grammatical elements are the foundation of a language system.
 - (B) Language learning should base on a theory of language and refer to the psychology of learning.
 - (C) The phonological system defines phonemes, allophones, and phonotactics.
 - (D) Grammar is a branch of logic and the categories of Latin grammar represent ideal categories in languages.
- A** 60. Based on the information in this passage, it can be inferred that--
- (A) An important tenet of structural linguistics was that the primary medium of language is oral.
 - (B) The higher-level systems of phrases, clauses and sentences had a priority in language teaching.
 - (C) A language existed principally as symbols written on paper and what is spoken is secondary.
 - (D) The reaction against traditional grammar was promoted by the movement toward positivism and empiricism.