

國立嘉義大學九十七學年度
幼兒教育學系碩士班招生考試試題

科目：專業英文

第 1 至 25 題：請將答案寫於答案紙上，每 5 題一行，並須清楚註明題號。

I. 文意選填：每空格為一題，第 1 至 10 題請依文意在文章後所提供的(A)到(J)選項中選出最適當者，依序標示題號填入答案卷中 (20%) (每題 2 分)

Using play to teach in a developmentally appropriate way also involves 1 how particular children play. Try to become aware of what each child does well in play and to 2 areas in which individual children may need your support in play socially. Children who are 3 into associative and cooperative play will benefit from play props and themes that suggest social 4, but they may need your 5 and support as they interact. For example, a post office offers more 6 possibilities than, say, a puzzle. A number of roles are needed, and children need to talk with one another to make the play theme go. You can support children's associative and cooperative play by 7 play behaviors (write a letter; put it in an envelope; take it to the post office; say that you would like to mail it; purchase a stamp). Noted play researcher Jerome Bruner (1983) has found that children who 8 in a teacher-supported intellectual activity during some period of the day play later in a more 9 way. He suggests that teachers and children playing together serves as a model for 10, child-initiated play at a later time. (Gretchen Owocki, 1999, *Literacy through Play*, p.14)

(A) determine (B) elaborate (C) emerging (D) encouragement (E) interaction
(F) interactive (G) modeling (H) observing (I) participate (J) spontaneous

II. 第 11 至 16 題請依據文意選出一個最接近畫線單字意義的答案。(12%) (每題 2 分)

Multicultural education is an idea stating that all students, regardless of the groups to which they belong, such as those related to gender¹¹, ethnicity, race, culture, language, social class, religion, or exceptionality, should experience educational equality in the schools. Some students, because of their particular characteristics¹², have a better chance to succeed in school as it is currently structured than students from other groups. Multicultural education is also a reform movement designed to bring about a transformation¹³ of the school so that students from both genders and from diverse¹⁴ cultural, language and ethnic groups will have an equal chance to experience school success. Multicultural education views the school as a social system that consists of highly interrelated parts and variables. Therefore, in order to transform the school to bring about education equality, all the major components of the school must be substantially¹⁵ changed. A focus on any one variable in the school, such as the formalized curriculum, will not implement¹⁶ multicultural education. (James A. Banks, 2005, *Multicultural Education: Characteristics and Goals*, p. 25)

11. (A) generation (B) ideology (C) gene (D) sex
12. (A) opportunities (B) capabilities (C) features (D) situations
13. (A) transmission (B) change (C) contention (D) challenge
14. (A) varied (B) similar (C) comparable (D) akin
15. (A) subversively (B) significantly (C) promptly (D) subtly
16. (A) damage (B) influence (C) execute (D) impose

III. 綜合測驗：每空格為一題，第 17 至 20 題請依文意選出最適當的一個選項 (10%) (每題 2 分)

The literature in a research study 17 several purposes. It shares with the reader the results of other studies

that are 18 to the study being reported. It relates a study to the larger 19 dialogue in the literature about a topic, filling in gaps and extending 20 studies. It provides a framework for establishing the importance of the study as well as a benchmark for 21 the results of a study with other findings. All or some of the reasons may be the foundation for writing the scholarly literature into a study. (John W. Creswell, 2003, *Research Design*, pp.29-30)

17. (A) accomplishes (B) proposes (C) establishes (D) designs
18. (A) limited (B) related (C) restricted (D) reserved
19. (A) interesting (B) irrelevant (C) ongoing (D) debated
20. (A) contemporary (B) academic (C) classic (D) prior
21. (A) competing (B) comparing (C) providing (D) conforming

IV. 閱讀測驗 (依照文章，每題選出一個最適合的答案) (8%) (每題 2 分)

Based on ecological theory, this study examined how four components of children's home and child-care literacy environments, and the connections between these environments, were associated with preschool-age children's literacy and language development. Interview and standardized assessment data were collected from 85 preschool-age children, their parents, and child-care teachers. Findings from correlation and hierarchical multiple regression analyses revealed that (a) the literacy environments in a home and in a child-care center were associated with children's literacy and language development in varied and multifaceted ways, (b) aspects of home and child-care literacy environments combined to support children's skills, and (c) some of these associations remained after one year. The findings have implications for how researchers conceptualize the contexts in which preschool-age children's literacy and language development occurs and how they study connections among those contexts. (Weigel, Martin, & Bennett, 2005, *Ecological Influences of the Home and the Child-Care Center on Preschool-Age Children's Literacy Development, Reading Research Quarterly*, 40(2), p. 205)

22. What was the main purpose of this study?
(A) To support ecological theory.
(B) To explore the connection between young children's literacy and language development with multifaceted factors.
(C) To assess young children's literacy development.
(D) To investigate preschool children's home-school relations.

23. How many preschool-age children were interviewed in this study?
(A) none (B) unknown (C) eighty-five (D) four

24. What research method did the authors employ to analyze data?
(A) ecological theory (B) survey
(C) interview and standardized assessment (D) multiple regression

25. What finding was **NOT** reported in this study?
(A) Children's literacy and language development were related to the literacy environments in a home.
(B) Children's literacy skills were enhanced by the joint home and child-care literacy environments.
(C) The associations between young children's literacy skills and environments disappeared shortly after the study.
(D) The literacy environments in a child-care center were relevant to children's literacy development.

V.文意摘要 (50%)

Part A (25%)

Please use your own words to summarize 5 key points of the following passages in Chinese.

Five-year-olds know the characteristics of various shapes, have improved number sense, and can think more abstractly. They can count out a collection of up to “20” items, conduct simple addition and subtraction, and identify which number in a set is larger. Five-year-olds understand and use words related to position, such as “under” or “behind”. They sequence events in order and are learning to tell time. They can also sort objects on more than one characteristic.

Some five-year-olds can count to “100” by tens at the beginning of the year, but the average five-year-old is able to do this in the second half of this year. (some children understand how to do this at age six).

At the beginning of this year, some children may still be learning how to verbally count one by one from a starting point other than “one.”

At the beginning of this year, some children will be able to correctly use formal relational terms (e.g., “greater than,” “less than,” and “equal to”). The average child can effectively apply these terms in the second half of this year, while others may not until age seven.

A very small number of five-year-olds will understand terms related to estimation (e.g., “about,” “near,” “closer to,” and “between”). The average child, however, understands how to do this at age six.

A very few children may begin to use informal and symbolic representations (e.g., drawings of objects, a tally) to represent the number of items in a collection up to “nine.” (The average child can do this at age six, but other children may not be able to until age seven.)

<Cited from PBS-sponsored program "Child Development Tracker">

Part B (25%)

Please use your own words to summarize 5 key points of the following passages in Chinese.

Researchers suggested that certain experiences would build the specialized kinds of language skills that children need to become literate. Indeed, previous analyses of homes and classrooms revealed three dimensions of children’s experiences during the preschool and kindergarten years that are related to later literacy success:

Exposure to varied vocabulary. Opportunities to hear and use a variety of new and interesting words in conversations with adults were especially important to children. Knowing the “right word” is vital if one is to communicate information clearly. Large vocabularies have long been known to be linked to reading success; they also are a signal that children are building the content knowledge about the world that is so critical to later reading.

Opportunities to be part of conversations that use extended discourse. Extended discourse is an important contributor to children’s language and literacy development. Extended discourse is talk that requires participants to develop understandings beyond the here and now and that requires the use of several sentences to build a linguistic structure, such as in explanations, narratives, or pretend talk.

Home and classroom environments that are cognitively and linguistically stimulating. Children are most likely to experience conversations that include comprehensible and interesting extended discourse and are rich with vocabulary when their parents are able to obtain and read good books and when their teachers provide classrooms with a curriculum that is varied and stimulating.

<Cited from "Spotlight on Young Children and Language">