

臺北市 103 學年度公立國民小學教師聯合甄選初試專門類科知能試題 - 英語科

說明：本試卷總題數 50 題，總分 100 分，每題 2 分。

一、教育專業(30%)：共 15 題，每題 2 分，均為單選。

- 1 (D) 2010 年第八次全國教育會議及 2011 年中華民國教育政策報告書—黃金十年，百年樹人，為國家教育揭示了三大共同願景 (Vision)，他們是新世紀、新教育以及下列何者？
(A)新方法 (B)新技術 (C)新視野 (D)新承諾
- 2 (C) 行政學上採行的『漸進決策模式』，強調政策規劃要符合民主程序以及小幅進步，逐步漸進建立體制。此一理論彰顯何者的重要性？(A)計畫 (B)領導 (C)溝通 (D)評鑑
- 3 (A) 臺北市的『優質學校』及『教育 111』標竿學校認證政策，是廣義的『特色學校』教育，特色學校或學校特色的形成，必須符合四大要素：教育性、普及性、卓越化以及下列何者？
(A)課程化 (B)活動化 (C)計畫化 (D)標準化
- 4 (D) Fiedler 權變領導理論，主張領導者為選用合宜的領導方式，應觀察組織之要素為何？
(A)人事 (B)目標 (C)設施 (D)情境
- 5 (C) 為籌措十二年國民基本教育財源，政府已修訂教育經費編列及管理法，將各級政府教育經費之編列，以前三年歲入總額平均之多少百分比編列？(A) 19.5% (B) 21.5% (C) 22.5% (D) 24.5%
- 6 (B) 下列試題的難度是多少時，最能區別出班上同學程度的高低？
(A).23 (B).52 (C).68 (D).95
- 7 (C) 使用不同方法測量不同特質，所蒐集的是哪一種效度證據？
(A)預測效度 (B)聚斂效度 (C)區別效度 (D)同時效度
- 8 (A) 提出概念構圖(concept mapping)教學概念者，是哪一位學者？
(A) J. Novak (B) D. Ausubel (C) B. S. Bloom (D) A. Bandura
- 9 (D) 「有一種教學模式，老師對學生學習的協助，是依據學生的表現水準來調整。基本上，老師會隨著學生知識或技能的發展，逐漸將學習的責任轉移到學生的身上。老師會提供必要的引導與回饋，但也會在不發生危險及成本或代價不致過高的情況下，盡可能讓學生自行處理所遇到的情況與有待解決的問題，並從自己的錯誤中學習」。上述這種教學模式，最有可能是參照了下列哪一套學理來設計的？
(A) D. Ausubel 的前導組體 (advance organizer)
(B) J. S. Bruner 的螺旋型課程 (spiral curriculum)
(C) J. Piaget 的認知發展階段 (stages of cognitive development)
(D) L. S. Vygotsky 的近側發展區 (zone of proximal development)
- 10 (C) 依教育部規定之國民中小學中途輟學學生通報及復學輔導辦法規定，中輟生追蹤列管期限至什麼時候為止？
(A)國中畢業 (B)年滿十五歲 (C)年滿十六歲 (D)返校復學止
- 11 (D) 幼兒在動物園看到一隻小老虎，直喊著「好大的貓！」。經過他人教導後，修改其原有的認知結構，而學會分辨老虎與貓的一種心理歷程，皮亞傑稱為？
(A)基模 (B)組織 (C)同化 (D)調適
- 12 (A) 個人性格傾向積極強烈企圖心，有時間緊迫感且競爭力強是屬於？
(A)A 型行為特質 (B)B 型行為特質 (C)C 型行為特質 (D)D 型行為特質
- 13 (D) 下列哪些敘述是正確的？
①皮亞傑與布魯納的認知理論都認為智力發展是個體與環境交互作用的結果。
②皮亞傑與布魯納都認為發展階段順序不能顛倒。
③皮亞傑與布魯納都認為認知發展，不僅是量的改變，也是質的增加。
④皮亞傑認為認知發展不能藉學習來促進，布魯納則贊成加速學習的觀點。
(A)①② (B)①②③ (C)①③④ (D)①②③④
- 14 (B) 某位學生作弊被逮到，他向老師說：「如果我媽媽知道我作弊，她會氣死，求你不要告訴她好嗎？」這位學生行為準則是以讓父母高興為主要考量，他處於道德發展的哪一個階段？
(A)道德循規前期 (B)道德循規中期 (C)道德非循規期 (D)道德循規後期
- 15 (A) 下列有關增強時制的描述何者正確？
(A)連續增強是固定增強的一種。
(B)在不固定比例的增強方式下所形成的行為習慣很容易消弱。
(C)老師每天隨機抽取三份作業加分，以激勵學生按時繳交作業的行為稱為固定時距增強方式。
(D)使用固定時距增強方式，在反應期間，個體的反應穩定且速度快。

二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- 16 (D) Which of the following is defined as the smallest unit of a word?
(A)A letter. (B)A phone. (C)A phoneme. (D)A morpheme.
- 17 (C) “Salt” is statistically more likely to flow, within two words, by “pepper” than by “sauce”, “cardboard” or “brontosaurus”; “coffee” often appears with “hot” or “strong”. Such type of binomials is an example of _____.
(A)idioms (B)compound words (C)collocations (D)noun phrases

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- 18 (D) Children initially deploy the speech of others in order to communicate with others in their sociocultural environment. This social speech goes underground as inner speech, first passing through a stage of _____.
(A)holophrastic speech (B)two-word speech (C)telegraphic speech (D)egocentric speech
- 19 (B) Children use the word “apple” to refer to similar round objects such as ball and tomatoes but are able to correctly pick out the apple from a collection of such items. This phenomenon is called _____ to describe children generalization of the meaning of a word beyond the sense in the adult language.
(A)underextension (B)overextension (C)conventionality (D)extendibility
- 20 (A) Speakers of any dialect of English who reside for a long periods of time in a region where a different dialect is spoken normally converge themselves to the speech; upon returning to their home region, they converge back to their native dialect. This is called _____.
(A)speech accommodation (B)cooperative principles (C)language shifting (D)code switching
- 21 (C) The structural intuitions which native speakers have about the syntax of their language are of two types, namely (i) intuitions about how sound-sequences in sentences are structured into successively larger structural units which we call _____ and (ii) intuitions about whether particular set of structural units belong to the same _____ or not.
(A)allomorphs, class (B)morphemes, level (C)constituents, category (D)nodes, genre
- 22 (B) Young children initially appear to regard an entire word as if it were a single sound. However, as their vocabulary expands between 15 and 21 months of age, keeping track of a large store of independent sounds becomes very difficult for them to manage. To learn more words, children must begin to break words into smaller number of simpler units, which are sounds that can be used in different combinations to make up many other words. This feature of language can be referred to as _____.
(A)arbitrary (B)duality (C)productivity (D)culture transmission
- 23 (B) Four traits constituting language aptitude are phonemic coding ability, grammatical sensitivity, _____, and memory.
(A) listening comprehensive ability
(B) inductive language learning ability
(C) syllable recognition ability
(D) morphemic construction ability
- 24 (C) The process of turning a message into a set of symbols, as part of the act of communication is called _____.
(A) composing (B) informing (C) encoding (D) comprehending
- 25 (A) The fact that the meaning is not in any way predictable from the form, nor is the form dictated by the meaning indicates which feature of language?
(A)Arbitrariness (B)Interchangeability (C)Communication (D)Creativity
- 26 (A) The pair *absent/present* is an example of _____.
(A)complementary pair (B)gradable pair (C)relational opposite (D)synonymous pair
- 27 (A) Which of the following violates English phonotactic constraints?
(A) [vusatk] (B) [spred] (C) [setir] (D) [krust]
- 28 (A) Errors, in Communicative Language Teaching Method, are seen as _____.
(A)a natural outcome of language learning
(B)something that must be corrected immediately
(C)bad habit formation
(D)something that can be ignored entirely
- 29 (C) “Hands-on activities” and “pantomime” can be grouped under _____ Intelligence in Gardner’s term.
(A) Logical/Mathematical (B)Visual/Spatial (C)Body/Kinesthetic (D)Musical/Rhythmic
- 30 (C) _____ is a method for teaching children to read. Words are always taught in association with pictures or objects, and pronouncing the words is always required.
(A)Look-and-draw method (B)Whole language method (C)Look-and-say method (D)Read aloud method
- 31 (C) The words that are used to signal different kinds of relations between sentences and to enhance coherence of a composition are called _____.
(A)fussy words (B)content words (C)transition words (D)function words
- 32 (B) Teaching new or difficult items which students will encounter before a reading comprehension activity can be termed as _____.
(A)while-reading activity (B)pre-reading activity (C)post-reading activity (D)selective-reading activity
- 33 (B) Thinking about the mental processes used in the learning process, and evaluating learning after it has occurred are _____.
(A)cognitive strategies (B)metacognitive strategies (C)social strategies (D)affective strategies

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- 34 (C) “Negotiation for meaning” in Communicative Language Teaching Method means that interlocutors try to _____.
- (A) argue with each other for truth
(B) make a deal with each other
(C) understand others and make themselves understood
(D) exchange ideas and opinions
- 35 (D) The students are given a passage in which the sentences are in a scrambled order. Then, they are told to unscramble the sentences so that the sentences are in proper order. Such activity can develop students’ language ability _____.
- (A) at word level (B) at sentence level (C) at phonological level (D) at discourse level
- 36 (D) Which of the following instructional approaches/methods mainly employs a structural syllabus?
- (A) Task-Based Instruction
(B) Total Physical Response
(C) Community Language Learning
(D) Situational Language Teaching
- 37 (B) Top-down processing is based on the knowledge of _____.
- (A) grammar (B) situational routines (C) sounds (D) vocabulary
- 38 (C) An essential aspect of _____ is facility in perceiving words as a sequence of sounds. For example, the word “ name” is composed of 3 phones /n/, /e/ and /m/.
- (A) articulatory phonetics (B) phonology (C) phonemic awareness (D) phonics
- 39 (A) Differentiating highly proficient language learners from less proficient language learners is their mastery of a large stock of semi-fixed lexical phrases, also known as _____.
- (A) chunks (B) diction (C) formulation (D) lexis
- 40 (B) 根據臺北市國小英語課程綱要，中年級聽說與讀寫的比例應為多少？
- (A) 50 : 50 (B) 60 : 40 (C) 70 : 30 (D) 65 : 35
- 41 (B) 根據臺北市國小英語課程綱要，以下哪一項不符「文化與習俗學習」的重點？
- (A) 能瞭解國內外主要節慶具代表性的習俗活動。
(B) 能瞭解課堂中所介紹的國外主要節慶習俗的由來。
(C) 能瞭解不同文化間有所差異。
(D) 能尊重不同文化間之差異。
- 42 (C) 國小英語教學希望培養學生對何種文化的瞭解？
- (A) 母語文化 (B) 英語文化 (C) 多元文化 (D) 西方文化
- 43 (D) 下列何種書寫活動之順序是正確的？
- (A) 摹寫、聽寫、拼寫、書寫、創作。
(B) 摹寫、書寫、創作、拼寫、聽寫。
(C) 摹寫、創作、拼寫、聽寫、書寫。
(D) 摹寫、拼寫、聽寫、書寫、創作。
- 44 (C) 根據臺北市國小英語課程綱要，「看懂簡易的英文標示如 STOP, NO SMOKING, NO FOOD OR DRINKS, NO EATING 等」應於哪一年段達成？
- (A) 國小低年段 (B) 國小中年段 (C) 國小高年段 (D) 國中
- 45 (C) 根據臺北市國小英語課程綱要，低年段要求學生能聽辨的重點是什麼？
- (A) 字詞的音節數 (B) 對話中的關鍵字詞 (C) 句尾語調是上揚或下降 (D) 片語的重音
- 46 (C) 根據臺北市國小英語課程綱要，關於國民小學英文書寫教學的敘述，下列何者不正確？
- (A) 低年段能臨摹課堂中所學的應用字詞。
(B) 低年段能抄寫課堂中所學的應用字詞。
(C) 中年段能依照提示，將句子改寫。
(D) 中年段能拼寫課堂中所學的應用字詞。
- 47 (B) 根據臺北市國小英語課程綱要，國小一、二年級學習評量方式，以下何種方式較不適當？
- (A) 唱遊 (B) 紙筆測驗 (C) 多元評量方式 (D) 過關
- 48 (C) 根據臺北市國小英語課程綱要，「能以課堂中所學的字詞和句子回答他人所詢問關於家人或朋友的訊息（如：關係、職業、個性、外貌及喜好等）」應於哪一個年段達成？
- (A) 低年段 (B) 中年段 (C) 高年段 (D) 國中
- 49 (D) 根據臺北市國小英語課程綱要，中年段「能吟唱簡易歌謠韻文」之重點意涵，以下何者不正確？
- (A) 能跟著教師或 CD，有節奏的複誦所學的簡易歌謠韻文。
(B) 能正確說出簡易歌謠韻文中的主要字詞和句子。
(C) 能自己正確朗誦和吟唱簡易歌謠韻文。
(D) 能以歌謠韻文中的主要字詞提問及回答。
- 50 (D) 根據臺北市國小英語課程綱要，關於國小英語學習評量，下列敘述何者不正確？
- (A) 以生活化趣味化為原則。
(B) 評量宜採過程評量。
(C) 應該瞭解考量學生的學習起點。
(D) 評量結果宜多以量化評量方式呈現。