

# 臺北市 109 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。

- ( B ) 1. 對於十二年國民基本教育之核心素養的涵義，以下敘述何者不正確？  
(A)做為課程發展之主軸 (B)強調學習以學科知識及技能為主  
(C)強調培養以人為本的「終身學習者」 (D)關注學習與生活的結合
- ( C ) 2. 根據 Huffman 對同理心發展的描述，進入小學時，兒童的典型同理心表現是：  
(A)無法分辨自己和他人 (B)可以分辨自己和他人，但是以為他人的感受跟自己相同  
(C)可以了解不同的人會產生不同的感受 (D)了解他人經驗和他人感受之間的關係
- ( C ) 3. 《高級中等以下教育階段非學校型態實驗教育實施條例》規定，團體實驗教育為幾名以上學生，以及幾名學生為上限，於共同時間及場所實施之實驗教育呢？ (A)2、25 (B)3、25 (C)3、30 (D)5、30
- ( A ) 4. 課程組織是建構課程理論的重要步驟，而課程組織最為重要的就是其規準，其所包含的規準，以下何者正確？  
甲、繼續性 乙、概念性 丙、順序性 丁、統整性 戊、有效性 己、銜接性  
(A)甲、丙、丁、己 (B)甲、乙、戊、己 (C)乙、丙、丁、戊 (D)乙、丁、戊、己
- ( C ) 5. 對於實施差異化教學 (differentiated instruction) 之分析，以下何者正確？  
(A)差異化教學等同於「個別化教學」 (B)差異化教學，實施分組固定以同質為主  
(C)差異化教學最重要的概念，是以學生為主體的教學 (D)實施差異化教學，主要根據是學生學習成就的程度
- ( B ) 6. 如果受輔導的學生在晤談時透露想要自殺的念頭，並且要求輔導老師保密，輔導老師如何處理比較適當？  
(A)為了緩和學生情緒，先答應保密，事後還是通知家長和導師 (B)告知學生，傷害自己的舉動無法保密，必須通知家長及相關單位  
(C)為學生保密，但是持續監督學生，當學生採取行動時立刻報警 (D)答應為學生保密，持續跟學生談話，私底下通知家長來加入晤談
- ( C ) 7. 張老師對國小生學習成績評量，若依《國民小學及國民中學學生成績評量準則》，應該掌握的評量原則，下列哪一項有誤？  
(A)結果呈現應質性描述與客觀數據並重 (B)方法應符合紙筆測驗使用頻率最小化  
(C)結果解釋應常模參照為主，標準參照為輔 (D)時機應兼顧平時及定期
- ( B ) 8. Hallinan(1987)從社會組織觀點檢視學校教育，認為影響學生學習成果有五項主要因素，下列何者為非？  
(A)學習的機會 (B)同儕的影響 (C)學生的性向 (D)學習的氣氛
- ( C ) 9. 小文平時很少複習功課，常常在考前一口氣背誦好幾篇課文，因此考試成績不太理想。老師勸告小文應該把要複習的課文，平均分散在幾天來練習。請問，為何老師建議的分散練習法比小文的集中練習法更有效？  
(A)因為分散練習法較容易運用短期記憶 (B)因為集中練習法不容易找到記憶線索  
(C)因為分散練習法能促進連結的強度 (D)因為集中練習法容易造成注意力波動
- ( D ) 10. 根據情境分析模式的課程設計，其基本假設係以何種課程，作為促進學校真正改變的最有效方法？  
(A)潛在課程 (B)彈性學習課程 (C)特色課程 (D)學校本位課程
- ( B ) 11. 引用美國學者 E. W. Eisner 的理論來進行學校的課程評鑑。以下何者會是其使用的方法？  
(A)量化的問卷調查 (B)教育鑑賞與教育批評 (C)學生的學習成就成績統計 (D)教師的教學評鑑統計
- ( A ) 12. 雷丁(Reddin)提出三面領導理論，把領導區分為四種形式，其中強調低工作、高關係是下列哪一種領導呢？  
(A)關注的領導 (B)整合的領導 (C)盡職的領導 (D)疏離的領導
- ( B ) 13. 陳老師於定期考查結束，對命題進行分析並探討鑑別度，對於 D 值所代表的意義，以下何者正確？  
(A)低於 0.4 為優良試題 (B)高於 0.4 為優良試題 (C)0.25 以下為標準 (D)0 表示鑑別度適中
- ( B ) 14. 教師在課堂進行測驗之前，應先訂定藍圖，即所謂的雙項細目表，基本上，其元素為何？  
甲、學習歷程 乙、學習成果 丙、評量方式 丁、計分比重 戊、學習內容  
(A)甲、丙、丁 (B)乙、丁、戊 (C)丙、甲、戊 (D)丁、乙、丙
- ( B ) 15. 以下有關團體輔導效果的陳述，何者正確？(A)領導者的引導愈多，團體成員獲益愈多 (B)在團體中願意表達的兒童，其獲益較多 (C)團體愈大，可以集思廣益，其成員獲益較多 (D)團體規範愈明確清楚，團體成員獲益愈多

二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- ( C ) 16. The use of *went* as the past tense form of the verb *go* and *was* and *were* as the past tense forms of *be* is called \_\_\_\_\_.  
(A) compounding (B) internal change (C) suppletion (D) reduplication
- ( B ) 17. A native speaker of French who, while acquiring English as a L2, transfers French subject-verb-nominal object word order to English is an example of \_\_\_\_\_ transfer.  
(A) negative (B) positive (C) error (D) developing
- ( C ) 18. Which word contains a velar stop and a front vowel in the stressed syllable?  
(A) shipment (B) sanguine (C) kinship (D) discover
- ( B ) 19. Regarding the position towards language learning, \_\_\_\_\_ is the intellectual tradition that emphasizes innate factors rather than input and environment.  
(A) Empiricism (B) Rationalism (C) Constructivism (D) Eclecticism
- ( A ) 20. When uttering the sentence “*Have you ever considered professional help?*”, a speaker could have in mind a variety of intended meanings. The speaker’s intent in producing such an utterance is referred to as \_\_\_\_\_ force.  
(A) illocutionary (B) performing (C) communicative (D) transferring
- ( C ) 21. If someone asks me where Mary is and I know that Mary does not want any visitors, I might respond by saying “*I think she went downtown or something*” even though I know precisely where she is. Which of the following maxim is correct?  
(A) relation (B) quality (C) quantity (D) manner
- ( D ) 22. Which of the following about morphemes is correct?  
(A) The word “*reconstruction*” has two morphemes.  
(B) Derivational morphemes are more productive than inflectional morphemes.  
(C) Functional morphemes are bound morphemes.  
(D) *-ity* and *-ness* are derivational morphemes.

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- ( B ) 23. Which of the following sentences is structurally-ambiguous?  
 (A) The florist sent the flowers was pleased. (B) We need more efficient equipment.  
 (C) Look at the spring. (D) The woman has quit smoking.
- ( A ) 24. Which of the following word formation processes is **incorrect**?  
 (A) *Fire station* is an exocentric compound.  
 (B) *SCUBA* is an acronym.  
 (C) The creation of the word *smog* involves blending.  
 (D) The verb *peddle* from the older English noun *peddler* involves back-formation.
- ( B ) 25. Which is **NOT** compatible with the assumption of the interlanguage theory proposed by Larry Selinker?  
 (A) Learners' use of 'eated' in place of 'ate' is an error due to overgeneralization.  
 (B) Learners' grammar is likely to fossilize during L1 and L2 acquisition.  
 (C) Learners employ various learning strategies to develop their interlanguages.  
 (D) Interlanguage is characterized with transitional continuum.
- ( D ) 26. Which of the following is correct?  
 (A) In the utterance "*Mary left, and she said that she will be back in ten minutes.*", the pronoun she is a deictic form, which has symbolic function.  
 (B) The sentence "*I am glad that you passed the examination.*" has lexical presupposition.  
 (C) In the noun phrase "*an apple tree*," meaning a tree, which produces apples, the stress falls on the word "*tree*."  
 (D) The word "*chunnel*" involves the word formation process of blending.
- ( C ) 27. Examine the following data from X language:  
 (i) mate 'he dies' mamate 'they die'  
 (ii) nofo 'he stays' nonofo 'they stay'  
 (iii) galue 'he works' galulue 'they work'  
 (iv) taoto 'he lies' taoto 'they lie'  
 (v) alofa 'he love' \_\_\_\_\_ 'they love'  
 Which of the following is correct?  
 (A) aalofa (B) aloofa (C) alolofa (D) alofafa
- ( C ) 28. Communicative Language Teaching see errors as \_\_\_\_\_.  
 (A) a formation of bad habits (B) a sign for wrong teaching  
 (C) a natural outcome of language learning (D) a record of students' incompetence
- ( A ) 29. Children were encouraged to use titles or pictures to predict what will happen in the story during pre-reading activities. Making prediction is a \_\_\_\_\_ reading strategy to facilitate reading comprehension.  
 (A) top-down (B) serial (C) bottom-up (D) modular
- ( C ) 30. The proper order to deal with learners' errors is \_\_\_\_\_.  
 (A) explaining, describing, identifying and evaluating (B) describing, identifying, explaining and evaluating  
 (C) identifying, describing, explaining, and evaluating (D) evaluating, explaining, identifying and describing
- ( C ) 31. The purpose of \_\_\_\_\_ listening activities is not necessarily to look for global or general meanings, but to be able to comprehend designated information in a context of longer stretches of spoken language.  
 (A) intensive (B) responsive (C) selective (D) extensive
- ( B ) 32. Differentiated instruction is a way of thinking about teaching and learning that can be translated into classroom practice in many different ways. Which of the following is not the basic characteristics of differentiated instruction?  
 (A) content (B) instrument (C) process (D) product
- ( A ) 33. The goal of \_\_\_\_\_ assessment is to provide instructors with ongoing feedback to modify teaching and learning activities during instruction or throughout the instruction process.  
 (A) formative (B) summative (C) diagnostic (D) norm-referenced
- ( B ) 34. Children need a lot of exposure to words orally before they read or write them. They can then guess how to read words from content without breaking the words down phonically. This is important for which of the following reading approach?  
 (A) Phonic (B) Whole-language (C) Whole-word (D) Interactive
- ( D ) 35. In phonemic awareness instructions, children hear rhyme or alliteration of sounds. They focus on the components of sounds that make them the same or different. This is called \_\_\_\_\_ task.  
 (A) blending (B) segmentation (C) manipulation (D) oddity
- ( D ) 36. Materials may contain role-play activities for groups of a certain size. However, the logistics of managing a large class are complex, and it will probably be necessary to assign one role to a number of pupils at the same time. This technique is called \_\_\_\_\_.  
 (A) simplifying (B) deleting (C) re-ordering (D) modifying
- ( A ) 37. The 4Cs framework of CLIL integrates four contextualized building blocks: Content, communication, cognition and culture. It involves learning to use language appropriately whilst using language to learn effectively. Which of the following principle is **NOT** included?  
 (A) Content matter is about acquiring knowledge and skills.  
 (B) Content is related to learning and thinking.  
 (C) Interaction in the learning context is fundamental to learning.  
 (D) Thinking processes need to be analyzed for their linguistic demands.
- ( C ) 38. According to Morrow, truly communicative activities have three features in common. Which is **NOT** included?  
 (A) feedback (B) information gap (C) coherence (D) choice
- ( D ) 39. Which of the following is **NOT** compatible with the Communicative Approach?  
 (A) Students need to learn not only what to say but also how to say.  
 (B) Authentic materials as used in the real world are introduced.  
 (C) Errors are tolerated during fluency-based activities.  
 (D) Functional and structural syllabus are employed to facilitate form-function mappings.

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- ( B ) 40. Being able to communicate means being able to use English patterns flexibly in novel situations to express genuine thoughts and feelings, and teachers should focus on the long-term building of the skills that will enable the students to do this. Which of the following is not for preparing students to do so?
- (A) Introducing and practicing patterns in ways that feel meaningful to the students.  
(B) Practicing the patterns the students have learned, so they can memorize them.  
(C) Giving the students many opportunities to guess how to use patterns flexibly in novel situations.  
(D) Focusing on the question forms of new patterns, so the students can ask about the things they do not know.
- ( B ) 41. Which of the following is **NOT** what teachers implementing task-based language teaching do?
- (A) Using whatever language is necessary to help students understand pre-task activities.  
(B) Adopting a synthetic syllabus to help students learn language forms.  
(C) Giving students feedback regarding the level of success in task completion.  
(D) Providing learners with a natural context for authentic and meaningful interaction.
- ( B ) 42. Child (pointing to his plastic fish): This is my fis.  
Mom: Your fis?  
Child: No.  
Mom: Is it your fish?  
Child: Yes, it is my fis.  
This example implies that \_\_\_\_\_.  
(A) children do not have their own phonemic representation systems  
(B) perception of phonemes occurs earlier than the corresponding skill in production  
(C) children have trouble distinguishing alveolar from palatal  
(D) transfer effect occurs in children's speech
- ( B ) 43. \_\_\_\_\_ CLIL is an approach, which emphasizes more on language than academic content.  
(A) Pluralistic (B) Soft (C) Modular (D) Hard
- ( A ) 44. Based on Coyle's language triptych, which of the following planning tools is related to language for learning?  
(A) Adding (B) Applying (C) Adapting (D) Analyzing
- ( B ) 45. 根據《臺北市國民小學英語文暨彈性學習教學綱要》，下列哪一項不是「學習興趣與態度(Affect)（於課堂中評量）」學習表現指標之一？  
(A)能主動向教師或同學提出問題。 (B)能運用情境中非語言訊息，幫助學習。  
(C)能主動預習、溫習功課。 (D)能認真完成教師交待的作業。
- ( B ) 46. 根據《臺北市國民小學英語文暨彈性學習教學綱要》，下列哪一項不是「T3-2 能綜合相關資訊作合理的猜測」能力指標的重點意涵之一？  
(A)從故事書名、圖片等資訊猜測故事的大意及可能的發展。  
(B)依故事情節發展將事件排序。  
(C)提出初步猜測後，能根據後續資料檢視原先的猜測。  
(D)能根據相關線索，思考文句裡可能隱含的意思。
- ( A ) 47. 根據《臺北市國民小學英語文暨彈性學習教學綱要》，「能依故事情節發展將事件排序」的學習內涵是屬於哪一類別的學習表現？  
(A)邏輯思考、判斷與創造力 (B)學習方法與策略 (C)文化理解 (D)語言能力
- ( A ) 48. 根據《臺北市國民小學英語文暨彈性學習教學綱要》，下列哪一項不是「讀／寫教學活動實施建議」之一？  
(A)運用字母拼讀卡、字詞閃示卡、實物或情境圖片...等來幫助辨識/強化字母、字、詞或理解字、詞與句子的意義，及其適當用法。  
(B)運用熟悉的童話故事，提高閱讀興趣，增強基本閱讀能力。  
(C)運用菜單、時間表、行程表、地圖、指標等各種實際生活資料，活化英語學習。  
(D)善用字母拼讀規則看字讀音與聽音拼字，儘量從學過的單字歸納字母與發音的對應關係，適時融入辨認單字的字首音、從單字切割為單音、將語音拼合等學習活動。
- ( D ) 49. 「臺北市雙語實驗課程學校」以英語授課，包含生活、健體、藝文及閱讀等，偏向操作型、藝能性、強調互動與溝通的學科，且強調\_\_\_\_\_課程設計，這些課程是由學校現職具備英語教學及學科專長的老師及英語外籍教師進行教學。  
(A)溝通式教學 (B)學校本位 (C)雙語教育 (D)主題式跨領域
- ( C ) 50. 下列何者不是「臺北市公立國中小試辦英語融入領域教學實驗計畫」中，英語融入領域教學規劃之課程內容之一？  
(A)實施英語融入教學之領域，仍應依據該領域課程綱要所規範的能力指標及學習內容。  
(B)依據原領域課程內容，由中文轉化為英語課程內容。  
(C)規劃英語生活對話課程，著重學生聽、說、讀、寫基本能力均衡發展的課程安排。  
(D)以英語授課或由英語與相關領域教師進行協同教學。