

臺北市 115 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。

- (A) 1. 學生小安因考試壓力大，經常出現焦慮與身體緊繃反應。輔導教師在晤談中引導其將注意力放在呼吸節奏，覺察當下身體感受，而不評價情緒好壞。此輔導策略最符合下列何種取向？
(A)正念取向 (B)認知取向 (C)系統取向 (D)後現代取向
- (A) 2. 下列哪一個案例最符合「彼得原理」的現象？
(A)一位教學績效卓越的國文教師，被升任為教務主任後，出現業務推展不順。
(B)一位資深工友因年資屆滿而升任事務組長，但迅速熟悉業務，表現比原組長更為出色。
(C)新進教師因班級經營不佳，在三個月內被學校解聘。
(D)校長因帶領學校獲得全國教學卓越獎，被教育部延攬為督學，並在新的崗位上發揮長才。
- (D) 3. 臺北市為確保學校辦學持續精進，將校務評鑑計畫轉型為何種計畫？
(A)學校精進獎勵計畫 (B)學生學習精進計畫
(C)優質學校發展計畫 (D)教育品質保證計畫
- (B) 4. 學校課程會議中，在討論「十二年國民基本教育課程綱要」總綱內涵時，每一位教師的講法各有差異，請問下列哪一項論述有誤？
(A)仍重視重要議題，並建議融入各領域或科目的課程設計。
(B)教師可以自由選擇領域教學或是分科教學，不再強調領域的概念。
(C)共分八大學習領域，其中「科技」領域從國中教育階段才開始實施。
(D)各領域教學改為固定節數，以減少學校節數分配的爭議。
- (C) 5. 學者科特 (John Kotter) 提出的組織變革八步驟中，第一個步驟為何？
(A)建立指導聯盟 (B)發展願景與策略 (C)建立迫切感 (D)授權員工參與
- (A) 6. 編製與實施的課程中，林老師提到，想要提升選擇題選項的誘答力，比較理想的方式，建議採用下列哪一種？
(A)使用學生常有的錯誤觀念
(B)各選項的內容盡量不一樣
(C)誘答選項的措詞要簡單
(D)正確選項的字數要較多
- (B) 7. 下列何者為費德勒(Fred Fiedler)權變領導理論的核心主張？
(A)存在一種最佳的領導風格適用於所有情境
(B)領導效能取決於領導者風格與情境控制程度的適配
(C)領導者應根據部屬成熟度調整任務與關係行為
(D)領導者應建立轉型願景，激勵部屬超越自我利益
- (B) 8. 在課程相關理論的論述中，論及「課程即研究假設」的立場與理念，請問下列哪一項的敘述，比較符合「課程即研究假設」的立場與理念？
(A)課程內容應該重視恆久的價值與知識
(B)重視現場教師的課程專業判斷與省思
(C)主張課程內容應該要以學生的經驗為本
(D)強調課程學者於課程設計中的角色
- (D) 9. 黃老師在上自然與生活科技課程時，一開始就告訴學生：「我們今天上課的重點，是如果一般的氣溫愈高，那麼海水的蒸發速度就會愈快。」黃老師採用的教學策略是屬於下列哪一種？
(A)概念獲得教學 (B)發現探究教學
(C)建構主義教學 (D)前導組織教學
- (C) 10. 快樂國小為了因應國際趨勢的需要，每一學期都會舉辦國際週，邀請校內新住民家長，透過分組活動策劃各種多元文化活動，讓學校學生能夠體驗文化的多樣性並且發展國際觀，請問快樂國小這些活動是屬於下列哪一種課程？
(A)內隱課程 (B)潛在課程 (C)外顯課程 (D)懸缺課程
- (D) 11. 學生因考試成績不佳，對他人表示「這次考試題目太難，大家都考不好」，以減輕自己的挫敗感。此最符合下列何種防衛機轉？
(A)投射(projection) (B)壓抑(suppression) (C)替代(displacement) (D)合理化(rationalization)
- (C) 12. 若一位輔導教師在關係中過度需要學生的肯定，當學生表現冷淡時即產生挫敗與焦慮，依 Kohut 觀點，此可能顯示輔導教師的狀態：
(A)認知功能失調
(B)不安全依附
(C)自體結構不穩定
(D)很容易有接觸干擾
- (D) 13. 依據《國民教育階段家長參與教育事務辦法》，下列何者不是家長應負之責任？
(A)配合學校教學目標及活動，協助子女學習。
(B)與教師及學校保持良好互動，增進親師合作。
(C)積極參與學校志工服務及教育活動。
(D)直接決定教師教學內容與評量方式。
- (B) 14. 學校推動情緒教育課程(SEL)或 EQ 課程，其目的在提升學生自我覺察與人際能力，屬於何種輔導類型？
(A)補救性輔導 (B)發展性輔導 (C)處遇性輔導 (D)危機輔導
- (C) 15. 下列何者最能反映教師在親師衝突中的專業態度？
(A)認為家長都是不理性的，因此不需再溝通。
(B)遇到家長質疑時，立刻要求學生轉班。
(C)保持冷靜、蒐集事實紀錄，並透過正式管道處理爭議。
(D)為避免爭議，對所有學生不再進行要求與提醒。

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二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- (A) 16. How many morphemes does the word "antiestablishment" have?
(A) 3 (B) 4 (C) 5 (D) 6
- (C) 17. Why is the syllable "a" before "i" stressed in the word archaic?
(A) In two-syllable nouns and adjectives, the first syllable is usually stressed.
(B) In compound nouns, we usually stress the first word.
(C) In words ending in *-ic*, the main stress is usually on the penultimate syllable.
(D) In words ending in *-al* or *-able*, the stress is usually on the pre-penultimate syllable.
- (B) 18. Which of the following correctly describes the sounds /p/ and /b/?
(A) alveolar plosives
(B) bilabial plosives
(C) velar plosives
(D) labiodental fricatives
- (D) 19. Jenny wrote in her diary: "I have a cold. I eat my medicine every morning, but it tastes bitter."
Which aspect of vocabulary knowledge does this error most clearly indicate she lacks?
(A) spelling
(B) pronunciation
(C) denotation
(D) collocation
- (D) 20. Which theory emphasizes input comprehensibility (i+1)?
(A) Behaviorism.
(B) Social Learning Theory.
(C) Universal Grammar.
(D) Monitor Model.
- (B) 21. According to Universal Grammar (UG), language ability is _____.
(A) imitated
(B) innate
(C) conditioned
(D) learned
- (C) 22. The word with same spelling and same pronunciation, different meaning is called _____.
(A) antonym
(B) synonym
(C) homonym
(D) homograph
- (B) 23. Which of the following theories explains conscious error correction during oral L2 production?
(A) Input hypothesis.
(B) Monitor hypothesis.
(C) Affective filter hypothesis.
(D) Natural order hypothesis.
- (D) 24. How can understanding the critical period hypothesis influence language teaching practices for children and adults?
(A) By suggesting that language learning is only possible in early childhood.
(B) By emphasizing the importance of intensive language immersion programs.
(C) By taking into account individual differences in language learning abilities.
(D) By adopting a more flexible and age-appropriate approach to language learning.
- (A) 25. Which statement is correct to describe contrastive analysis?
(A) Errors are assumed to be the result of transfer from learners' first language.
(B) Detailed descriptions of the errors second language learners made help discover what learners really know about the language.
(C) It is based on the hypothesis that second language learner language is random and unpredictable.
(D) It seeks to discover and describe different kinds of errors in an effort to understand how learners process second language data.
- (A) 26. Collocations could be of various types. Which of the following examples is a collocation of verb + object?
(A) dispute findings (B) engage in (C) irregular situation (D) unaccompanied minor
- (D) 27. Which of the following statements is correct about English vowels?
(A) Vowel sounds can be distinguished between front vowels, central vowels, and back vowels in terms of how high the tongue is raised.
(B) In English, tense vowels are short in length; lax vowels are long in length.
(C) In English, back vowels are unrounded and front vowels are rounded in terms of rounding.
(D) In terms of voicing, all English vowels are voiced except when whispering.
- (C) 28. Which of the following is NOT considered a minimal pair?
(A) cave / gave
(B) lock / log
(C) bough / cough
(D) bat / pat

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- (D) 29. Look at the sentence: "A student in my class works at the coffee shop." Which of the following pairs represents sister nodes in a standard syntax tree?
- (A) "in my class" and "at the coffee shop"
 - (B) "A student" and "works"
 - (C) "student" and "in my class"
 - (D) "works" and "at the coffee shop"
- (B) 30. A learner receives abundant comprehensible input and participates actively in communicative tasks. However, their grammatical accuracy shows little improvement over time. According to SLA research, which of the following best explains this phenomenon?
- (A) The learner lacks sufficient motivation.
 - (B) Input alone is insufficient without attention to form.
 - (C) The learner is too old to acquire grammar.
 - (D) Communicative tasks prevent language acquisition.
- (A) 31. During a lesson, a teacher uses quizzes, classroom questions, and immediate feedback to monitor student learning and adjust instruction. This type of assessment is best described as ____.
- (A) formative assessment
 - (B) proficiency testing
 - (C) summative assessment
 - (D) placement testing
- (C) 32. Ms. Miller gives her students a riddle and asks them to solve it in pairs. Which intelligence is emphasized in this task?
- (A) Naturalist.
 - (B) Kinesthetic.
 - (C) Interpersonal.
 - (D) Intrapersonal.
- (B) 33. When a student says, "She go to school every day," the teacher responds, "Yes, she goes to school every day," without directly pointing out the error. This type of feedback is known as ____.
- (A) explicit correction
 - (B) recast
 - (C) ignoring errors
 - (D) translation
- (A) 34. Before reading a text, the teacher activates students' background knowledge by asking them to predict the content based on the title and images. This teaching strategy mainly reflects ____.
- (A) top-down processing
 - (B) bottom-up processing
 - (C) phonemic awareness
 - (D) grammar translation
- (A) 35. In Total Physical Response, why does James Asher wait to introduce conversational dialogues until students have completed 120 hours of imperative drills?
- (A) Everyday conversations are abstract and difficult, so learners must first build comprehension through listening and physical response.
 - (B) Reading and writing should be emphasized before oral communication.
 - (C) Speaking practice is more important than listening in the early stages of learning.
 - (D) Grammar rules must be mastered before learners are exposed to spoken language.
- (D) 36. It is important that an English course provides a balanced range of opportunities for learning. Which of the following learning opportunities involves a deliberate focus on language features, for example, pronunciation, vocabulary, grammatical constructions, and discourse features?
- (A) Meaning-focused input.
 - (B) Meaning-focused output.
 - (C) Fluency development.
 - (D) Language-focused learning.
- (C) 37. Which characteristic best describes the community language learning?
- (A) The classroom is bright and colorful with posters hanging around.
 - (B) Fidel Charts and rods are used in order that students associate the sounds of the language with their spelling.
 - (C) The teacher becomes the language counselor and understands the struggle learners face.
 - (D) The teacher is the director of all student behavior and students are imitators of the teacher's nonverbal model.
- (A) 38. Which of the following statements about the principles of a communicative language teaching approach is correct?
- (A) Fluency and accuracy are both important goals in language learning.
 - (B) Group learning in small or large groups is mainly emphasized.
 - (C) Communication mainly involves spoken language.
 - (D) Learners say things that they want to talk about in their native language.
- (D) 39. About the Direct Method, which is **NOT** True?
- (A) High importance is placed on accuracy in pronunciation from the initial stages.
 - (B) Vocabulary is taught through concrete objects, demonstrations, pantomiming, and pictures, rather than translation.
 - (C) Grammar rules are not taught explicitly.
 - (D) This method came about as a needed replacement for the grammar-translation method in the early 1800s.

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- (D) 40. Which of the following examples is a macro-skill of oral communication?
- (A) Produce fluent speech at different rates of delivery.
 - (B) Monitor your own oral production and use strategic devices to enhance the clarity of the message.
 - (C) Produce reduced forms of words and phrases.
 - (D) Use cohesive devices in spoken discourse.
- (C) 41. Students compare how people in different countries measure length, weight, and volume, and discuss why different conventions exist. Which component is being highlighted in content and language integrated learning (CLIL)?
- (A) Communication.
 - (B) Content.
 - (C) Culture.
 - (D) Cognition.
- (A) 42. An elementary school English teacher uses an online quiz platform in class to review vocabulary. The activity mainly asks students to select the correct answers to multiple-choice questions. Although students complete the activity successfully, they rarely use the target words in speaking or interactive tasks afterward. Which of the following best explains the limitation of this instructional design?
- (A) The activity uses technology without encouraging meaningful language use.
 - (B) The activity presents vocabulary that is too difficult for young learners.
 - (C) The activity requires students to work independently without group support.
 - (D) The activity focuses on reviewing content instead of introducing new words.
- (B) 43. Which of the following exemplifies a top-down listening activity in language learning?
- (A) Learners are required to distinguish between individual speech sounds, paying particular attention to minimal pairs that differ by only a single phoneme.
 - (B) Learners rely on prior knowledge, contextual cues, and inferential reasoning to interpret meaning from spoken material that is not explicitly stated.
 - (C) Learners are tasked with segmenting continuous speech into its constituent sounds, focusing on phonemic boundaries and connected speech phenomena.
 - (D) Learners are asked to analyze and identify the various stress patterns and intonation features present throughout the spoken text.
- (B) 44. Which of the following statements about a good test is correct?
- (A) A test is valid if it produces the same results when used by different people.
 - (B) A valid test measures what it is supposed to measure.
 - (C) A test of reading comprehension is said to have content validity if it contains many dialect words that are unknown to the test takers.
 - (D) A test of pronunciation skills is reliable if it assesses the skills required for accurate pronunciation.
- (C) 45. Which of the following classroom practices best reflects content and language integrated learning (CLIL)?
- (A) The teacher introduces a list of animal vocabulary words and asks students to memorize and spell them correctly.
 - (B) The teacher explains English grammar rules and asks students to complete multiple sentence drills and written exercises to practice the target structures.
 - (C) The teacher teaches English by having students learn about wild animals, including their habitats and diets, while discussing these topics in English.
 - (D) The teacher asks students to translate sentences from Chinese into English, then corrects their work to ensure that they produce grammatically accurate translations.
- (B) 46. In an elementary English class, a teacher regularly uses classroom expressions (such as “Line up,” “Raise your hand,” “Work in pairs”...) during daily routines. What is the main rationale for this practice?
- (A) To increase vocabulary retention for later written tests.
 - (B) To encourage the use of English for classroom communication.
 - (C) To help students memorize fixed expressions more efficiently.
 - (D) To prepare students for grammar-based written exercises.
- (C) 47. In an elementary English class, a teacher asks students to use a simple AI tool to generate short sentences using target vocabulary. The teacher then guides students to check whether the sentences are meaningful and encourages them to use the sentences in pair speaking activities. Which of the following best explains why this lesson is likely to be effective?
- (A) The lesson uses technology to explain how to use the target vocabulary.
 - (B) The lesson uses technology to allow students to work independently on tasks.
 - (C) The lesson uses technology to support vocabulary learning and spoken interaction.
 - (D) The lesson uses technology to help students focus on grammatical accuracy in sentences.
- (C) 48. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，學習表現中的「M」代表何者？
- (A) metacognition 後設認知
 - (B) media 媒介運用
 - (C) method 學習方法與策略
 - (D) motivation 學習動機
- (B) 49. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，「◎L0-1 能聽辨英語的語音」的「◎」代表何者？
- (A) 表示較高階的學習表現，各校可依學生能力或課程時數選取或設計教材，進行適性教學。
 - (B) 表示該表現條目適用於第一至第三學習階段，為跨年段學習，持續培養學生能力。
 - (C) 表示學習表現的類別，用以分類各項技能或能力指標。
 - (D) 表示學生所處的學習階段，可作為課程設計與進度參考。

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- (D) 50.根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，在「應用字詞」的分級中，“Taiwan”一字在低中高年段皆被列入。關於其「教學」的演進，下列敘述何者最符合課綱的螺旋式教學的原則？
- (A)每一年段的教學要求相同，但須增加學生的練習頻率。
 - (B)低年段應先學會音標標記，中年段再學習拼讀字母。
 - (C)低年段即要求拼寫能力，因為“Taiwan”一字是核心字詞。
 - (D)低年段須聽懂音義，中年段需能口頭說出，高年段需正確拼寫並應用於句子。

禁止
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