

以下題目共 50 題，為四選一單選選擇題(每題 2 分，共 100 分)

I. Sentence Completion

1. Being able to speak multiple languages is a great _____ in today's global society.
(A) asset
(B) ethic
(C) inventory
(D) obligation
2. This test is not just for giving grades. It helps the teacher see how well the students have learned the material, so it is a _____ of their learning.
(A) standard
(B) record
(C) treasure
(D) measure
3. Many working adults prefer online courses because they allow learners with busy schedules to review materials, complete assignments, and study at their own _____.
(A) limit
(B) route
(C) stage
(D) pace
4. Many critics tend to _____ nostalgia in their reviews, arguing that it merely idealizes the past and encourages an uncritical form of artistic appreciation.
(A) disengage
(B) disguise
(C) disparage
(D) displace
5. The curriculum of English language should be designed as such that it reflects both the nature and _____ of the English language, i.e. it encompasses not only knowledge about the content of this language but also training of communication skills.
(A) isolation
(B) functionality
(C) irrelevance
(D) difficulty
6. Taiwan Semiconductor Manufacturing Co (TSMC) said global semiconductor _____ is expected to reach US\$1.5 trillion in annual sales by 2030 because AI demand is increasing.
(A) consumption
(B) investment
(C) expenditure
(D) revenue
7. Millions of people were treated to an extremely rare cosmic show as powerful geomagnetic storms triggered spectacular _____ to erupt across the skies.
(A) aurorae
(B) illusion
(C) meteorite
(D) zenith

II. Reading Comprehension

In many workplaces today, employees are expected to communicate with people from different cultural backgrounds. This can be rewarding, but it can also create misunderstandings. For example, in some cultures, people are encouraged to express their opinions directly, even when they disagree with others. In other cultures, however, people may avoid direct disagreement because they believe it could damage relationships or show disrespect.

These differences do not mean that one communication style is better than another. Instead, they show that people may have different expectations about what is polite, professional, or appropriate. A manager from one country may think an employee is not confident because the employee speaks indirectly. However, the employee may simply be trying to show respect. Similarly, an employee may feel that a manager is being rude when the manager is only trying to be clear and efficient.

To work successfully across cultures, people need more than language skills. They also need cultural awareness, patience, and the ability to reflect on their own assumptions. Rather than judging others too quickly, they should ask questions, observe carefully, and consider the possibility that a behavior may have a different meaning in another cultural context.

Companies can also help by providing training in intercultural communication. Such training should not present culture as a fixed list of rules. After all, individuals from the same culture can still have very different personalities and communication habits. Instead, effective training should help employees become more flexible, open-minded, and willing to learn from real interactions.

8. What is the main idea of the passage?
- (A) Learning foreign languages is the most important skill in modern workplaces.
 - (B) Cultural differences in communication can cause problems, but they can be managed through awareness and flexibility.
 - (C) Direct communication is usually more professional than indirect communication.
 - (D) Companies should avoid hiring employees from different cultural backgrounds.
9. According to the passage, why might some people avoid direct disagreement?
- (A) They do not understand the topic being discussed.
 - (B) They are not confident enough to express their ideas.
 - (C) They prefer written communication to face-to-face conversation.
 - (D) They believe direct disagreement may harm relationships or seem disrespectful.
10. What does the passage suggest about intercultural communication training?
- (A) It should teach employees fixed rules for each culture.
 - (B) It should focus only on grammar and vocabulary.
 - (C) It should help employees become more flexible and open-minded.
 - (D) It should encourage employees to use only direct communication.

In recent years, many schools have begun shifting from conventional percentage-based grading to standards-based grading. Rather than asking whether a student earned 75 or 80 percent, this approach examines what the student can actually demonstrate. For instance, in a language class, a learning target may require students to describe a family member and explain family relationships in the target language. A standards-based report would indicate whether the student consistently meets, frequently meets, or is still approaching that expectation. Such feedback offers teachers, students, and parents more meaningful evidence of proficiency than a single numerical score. Since learners develop at different rates, assessment should capture progress over time instead of treating one performance as a final judgment.

Within this framework, retakes should not be regarded merely as opportunities to inflate grades. Their purpose is to strengthen understanding, restore confidence, and provide evidence of genuine growth. Nevertheless, retakes require careful design. Teachers should determine in advance which assessments are eligible and communicate the criteria clearly. A retake should measure the same learning target, but it should not be an identical version of the original assessment; otherwise, it may reward memorization rather than learning. Before attempting a retake, students should reengage with the content through reteaching, targeted practice, or a brief teacher conference. If offered too broadly, retakes may become unmanageable and unintentionally weaken students' initial effort. When implemented thoughtfully, however, they can promote accountability and reinforce the idea that proficiency often develops through revision, reflection, and repeated attempts.

11. What is the passage mainly about?
- (A) Why percentage-based grading should be completely removed from all schools.
 - (B) How standards-based grading and carefully designed retakes can better support student learning.
 - (C) Why students should be allowed to retake every test until they receive a high score.
 - (D) How language teachers can use family-description tasks to assess speaking ability.
12. According to the passage, what should students do before taking a retake?
- (A) Memorize the correct answers from the first assessment.
 - (B) Ask their parents to explain why they need a higher grade.
 - (C) Review the content through extra practice or teacher support.
 - (D) Complete a different learning target before returning to the original one.
13. What is the author's attitude toward assessment retakes?
- (A) Supportive, but only when retakes are carefully designed.
 - (B) Doubtful, because retakes usually lower students' responsibility.
 - (C) Critical, because retakes mainly help students memorize answers.
 - (D) Neutral, because the passage only explains grading systems historically.

Teachers play a central role in shaping how AI is experienced in the classroom. Many are already experimenting with these tools, often on their own initiative. At the same time, many feel underprepared for the ethical and pedagogical questions AI raises.

This gap matters. Without support, teachers may feel pressure to either ban AI outright or embrace it uncritically. Neither response serves learners well. What teachers need is time, training, and trust: opportunities to explore how AI fits with their subject, their students, and their values.

Professional development that focuses on critical evaluation — not just how to use a tool, but when and why to use it — can make a real difference. Clear, shared policies on acceptable use and academic integrity can also reduce anxiety and create a sense of collective responsibility rather than individual risk.

Encouragingly, many teachers see AI not as a threat to their profession, but as an opportunity to refocus on what makes teaching human: building relationships, fostering collaboration, and helping learners make sense of complex ideas.

14. How does the article suggest professional development should approach AI?
- (A) It should focus entirely on the technical skills needed to operate new software.
 - (B) It should discourage teachers from using AI in subjects that require critical thinking.
 - (C) It should emphasize critical evaluation, focusing on the reasons and timing for using AI tools.
 - (D) It should be done individually so teachers do not influence each other's opinions.
15. In the first paragraph, the author states that many teachers are experimenting with AI tools “on their own initiative.” What does this phrase imply?
- (A) They are being forced by school administrators to use AI in their daily lessons.
 - (B) They are exploring AI independently and voluntarily, without waiting for official instruction.
 - (C) They are using AI exclusively for their personal projects outside of school hours.
 - (D) They have coded and invented their own AI software to use in the classroom.
16. In the third paragraph, the author mentions that “clear, shared policies... can also reduce anxiety.” What is the most likely cause of this anxiety among teachers?
- (A) The fear of individual risk and facing the ethical challenges of AI alone.
 - (B) The pressure from students who want to use AI to complete all their homework.
 - (C) The physical danger posed by new technology in the classroom environment.
 - (D) The lack of time to teach their actual subjects because AI takes too long to learn.

Researchers from the National Health Research Institutes have discovered a possible way to improve immunotherapy treatment for pancreatic cancer. Their study focused on blocking a protein called MAP4K2, which appears to reduce the effectiveness of anti-PD-1 therapy, a common type of cancer immunotherapy.

Pancreatic cancer is often called the “king of cancers” because it is very difficult to detect early. Most patients are diagnosed at a late stage, leading to very low survival rates. Although anti-PD-1 therapy has helped treat some cancers, it has shown limited efficacy in treating pancreatic cancer. The researchers explained that the immune system contains different types of cells. Cytotoxic T cells attack and destroy cancer cells, while regulatory T cells can weaken the immune response. Cancer tumors often increase the number of regulatory T cells, helping the cancer protect itself from attack.

After years of research, scientists created genetically modified mice without the MAP4K2 gene. They found that removing MAP4K2 reduced the number of regulatory T cells and increased the number of cancer-fighting cytotoxic T cells in tumor tissues. The team also tested a treatment that combined anti-PD-1 therapy with a MAP4K2 inhibitor. The combined treatment significantly improved the immune response against pancreatic cancer in mice. Researchers believe MAP4K2 could become an important new target for future cancer immunotherapy treatments.

17. What is the main purpose of the article?

- (A) To warn readers about the dangers of genetic engineering
- (B) To criticize current cancer treatments
- (C) To report new research findings about pancreatic cancer treatment
- (D) To explain how to prevent pancreatic cancer

18. According to the article, what happened after researchers removed the MAP4K2 gene?

- (A) Tumors observably disappeared in all mice
- (B) Regulatory T cells increased inside tumors
- (C) Anti-PD-1 therapy stopped working
- (D) Cytotoxic T cells became more active against tumors

19. Which statement is most likely true based on the article?

- (A) Pancreatic cancer only affects older adults.
- (B) Scientists believe MAP4K2 may help improve future cancer treatments.
- (C) Anti-PD-1 therapy may be harmful to the immune system.
- (D) The new treatment is already widely available in hospitals.

Archeologists on the recent excavation found that Neanderthals intentionally selected the lakeside location to process the bones of at least 172 mammals including deer, horses, and aurochs (a now-extinct species of bovine). According to the study, inhabitants at the site not only broke open large mammal bones to extract the marrow, but they also ground the bones into thousands of fragments and heated them in water to extract calorie-rich bone grease. These findings place estimates of advanced resource collection thousands of years earlier than previously thought.

Experts believe Neanderthals understood that there was a certain “fat quota” they had to meet in order to make the (literally) bone-crushing process worthwhile. The authors of the paper emphasized the transparent amount of herbivores that Neanderthals at Neumark-Nord must have been hunting, explaining that our “cousins” were likely able to plan ahead and use their environment effectively.

This extensive research was possible because it wasn’t just one site that was preserved—it was an entire landscape, according to the authors of the study. “The enormous extent and exceptional preservation of the Neumark-Nord site complex offers us a unique opportunity to investigate how Neanderthals influenced their environment—both flora and fauna,” Fulco Scherjon, researcher on the project, said in the release. “This is extremely rare for such an ancient site—and opens exciting perspectives for future research.”

20. What is the main idea of this passage?

- (A) New excavation evidence shows Neanderthals used advanced food-processing techniques much earlier than previously known.
- (B) Neanderthals were more violent hunters than modern humans.
- (C) Scientists discovered a new species of animal at the Neumark-Nord site.
- (D) Neanderthals built permanent settlements near lakes in ancient Europe.

21. Based on the article, what can be inferred about the level of cognitive ability possessed by the Neanderthals at Neumark-Nord?

- (A) They had limited cognitive abilities and relied on instinct rather than planning.
- (B) They could perform only simple, repetitive food-gathering tasks.
- (C) They demonstrated strategic thinking, environmental awareness, and forward planning.
- (D) They were intellectually inferior to modern humans in all measurable ways.

22. If researchers discovered a similar ancient site with thousands of broken animal bones near a water source, what would this passage suggest about the likely inhabitants of that site?

- (A) They might have been a nomadic people with no food processing knowledge.
- (B) They might rely entirely on plant-based diets and might avoid hunting large animals.
- (C) They were modern humans who might have migrated from South America.
- (D) They may have had organized hunting and advanced resource extraction strategies.

III. Teaching Pedagogy

23. A teacher requires students to repeat sentence patterns in unison and provides immediate corrective feedback to prevent errors from becoming habitual. This approach is most consistent with
- (A) Direct Method
 - (B) Natural Approach
 - (C) Audiolingual Method
 - (D) Communicative Language Teaching
24. In a language classroom, a teacher asks students to describe a familiar route from school to their home in written form and then share their descriptions orally with a partner. This activity is most likely to develop
- (A) their Basic Interpersonal Communication Skills (BICS).
 - (B) their Cognitive Academic Language Proficiency (CALP).
 - (C) their sense of direction, which students often confuse.
 - (D) the integration of language with science.
25. A teacher is designing a lesson following Vygotsky's concept of the Zone of Proximal Development (ZPD). Which activity best reflects this principle?
- (A) Asking students to complete tasks entirely independently without support
 - (B) Giving students tasks far beyond their current ability to challenge them
 - (C) Providing guided support (scaffolding) and gradually removing it as students improve
 - (D) Allowing students to choose only tasks they already know how to do
26. In bilingual education, what is a key theoretical difference between *translanguaging* and traditional *code-switching*?
- (A) Code-switching views bilingual speakers as drawing on a single integrated linguistic repertoire, whereas translanguaging assumes two completely separate language systems.
 - (B) Code-switching often treats languages as separate and bounded systems, whereas translanguaging views bilingual speakers' linguistic resources as an integrated repertoire.
 - (C) Translanguaging strictly prohibits students from using their first language in class, whereas code-switching encourages full immersion in the target language.
 - (D) Translanguaging refers only to translating words between two languages, whereas code-switching refers to using multiple modes such as images, gestures, and speech.
27. Before a science group activity, the teacher explicitly teaches students English expressions such as "Take turns," "Work with your partner," and "Ask your group members for ideas" so that they can participate in the group task. According to Do Coyle's Language Triptych in Content and Language Integrated Learning (CLIL), which type of language do these expressions best represent?
- (A) Language of learning
 - (B) Language about learning
 - (C) Language through learning
 - (D) Language for learning
28. A curriculum that is integrated with or interconnected to other subjects/domains of knowledge provides learners with enriched and broadened contexts in which they may not only practice the language effectively but also gain the _____ to learn.
- (A) impetus
 - (B) reluctance
 - (C) permission
 - (D) prohibition

29. Phonological awareness refers to a student's ability to

- (A) connect letters to sounds
- (B) identify and manipulate speech sounds
- (C) recognize printed words automatically
- (D) understand word meanings

30. Which of the following classroom activities does NOT focus on maximizing simultaneous interaction in cooperative learning?

- (A) Think-Pair-Share
- (B) Jigsaw reading with peer teaching
- (C) Roundtable brainstorming and discussion tasks
- (D) Wordwall interactive game group competition

- 31.依據《國民教育階段家長參與教育事務辦法》，本辦法所稱之家長，係指下列何者？
(A)學生之法定代理人或實際照顧者 (B)學生之祖父母與兄弟姊妹
(C)學生之家族成員皆屬之 (D)僅限學生之父母
- 32.依據《高級中等以下學校教師評審委員會設置辦法》，下列何者屬於教師評審委員會之任務？
(A)學生獎懲案件審議 (B)學校課程發展規劃
(C)教師初聘、續聘及長期聘任之審查 (D)學校工程採購審議
- 33.《教育基本法》第一條揭示制定本法之目的，下列何者為其主要內容？
(A)保障人民學習及受教育之權利，確立教育基本方針，健全教育體制
(B)規範教師之工作權益與教學自主，提升師資素質
(C)確保國民受免費義務教育之機會，強化政府辦學責任
(D)建立十二年國民基本教育體制，促進城鄉教育均衡
- 34.依據《性別平等教育法》，「校園性別事件」的定義中，哪一類情形「不屬於」校園性別事件的範疇？
(A)教師對學生實施性侵害
(B)學生對學生進行性霸凌
(C)校長與學生發展違反專業倫理之親密關係
(D)教職員工之間因工作關係所發生的性騷擾
- 35.兆華認為，大人們覺得是對的事情，就是正確的，不容置疑。請問兆華的道德發展，就柯爾柏格(L. Kohlberg)的觀點來看，屬於哪一階段？
(A)遵守法規 (B)避罰服從 (C)社會法治 (D)尋求認可
- 36.哥哥教妹妹數學時，教她解題的策略，要妹妹學著他的解題原則與邏輯去計算答案。請問這是哪一類型的模仿？
(A)綜合模仿 (B)象徵模仿 (C)抽象模仿 (D)直接模仿
- 37.有研究顯示，在國內4樓的房價會比其他樓層來得低，有些人解釋這主要可歸因於「4」=「死」的文化迷信。從心理學的觀點來看，這樣的現象和以下哪個機制最有關？
(A)操作制約 (B)超自然心理 (C)古典制約 (D)觀察學習
- 38.若學生因為認同一名老師對待所有學生總是能夠公平不偏心，因而會聽老師的話。這代表這位老師把什麼權力運用得很好？
(A)專家權力(Expert power) (B)法定權力(Legitimate power)
(C)參照權力(Referent power) (D)強制權力(Coercive power)
- 39.秋香老師常運用「從提問引導思考」與「從文本找尋線索」的策略，來教導資源班學生。她主要是想提高學生哪一方面的能力？
(A)詞彙理解 (B)邏輯組職 (C)閱讀理解 (D)知覺推理
- 40.巴克利(R. Barkley)認為哪一種障礙的認知特徵，是直接與大腦神經生理因素之行為抑制和執行功能的問題有關？
(A)自閉症 (B)學習障礙 (C)選擇性不語症 (D)注意力不足過動症
- 41.資優班小蔡蔡的父親是原住民，他的數學推理能力極佳，但不太愛寫作業，對學習也不積極，課業成績落後同學頗多，身為資優班老師，下列哪些教學輔導作法較為適切？
甲、學校宜配合鑑定辦法之規定，為小蔡蔡召開個案會議，並申請重新安置
乙、邀請原住民籍的棒球國手入校，提供小蔡蔡正向的角色楷模與良師典範
丙、評估小蔡蔡的學習優弱勢與環境，引導小蔡蔡調整學習態度、策略與方法
丁、邀請小蔡蔡的父母到校，討論小蔡蔡的學習狀況並了解家裡可提供的支持
(A)甲乙 (B)乙丙 (C)丙丁 (D)甲丁
- 42.資源班或巡迴班的外加式課程較適合安排在以下那些時間？
甲、綜合領域上課時間
乙、不列在學習總節數內的時段
丙、彈性學習課程時間
丁、經特推會審議通過減修/免修之領域和科目的上課時間
(A)乙丁 (B)甲丙丁 (C)乙丙丁 (D)甲乙丙丁

43. 下列哪一位教育哲學家指出：「教育的本身沒有目的，只有一般人、父母、教師才有目的」？
(A) 盧梭(J. Rousseau) (B) 杜威(J. Dewey) (C) 海德格(M. Heidegger) (D) 皮特斯(R.S. Peters)
44. 何人最早結合「神愛」與「母愛」，提出「教育愛」(Educational Love)的觀念？
(A) 柏拉圖(Plato) (B) 康德(I. Kant) (C) 培斯塔洛齊(J. H. Pestalozzi) (D) 斯普朗格(E. Spranger)
45. 老師在教導回教這個宗教前，老師先用簡短的篇幅簡介這個單元的學習目標、單元架構、內容重點或主要問題等，並以大家較熟悉的道教先做說明。是屬於下列哪一種教學原理的應用？
(A) 編序教學 (B) 翻轉教學 (C) 前導組體 (D) 近側發展區
46. 實施「差異化教學」最重要的主要目的為何？
(A) 評估學生、訂出分級制度
(B) 分類管理、評估學習風格
(C) 同質分組、重視小組合作
(D) 發揮潛能、促進成功機會
47. 林老師依照課程計畫，撰寫學科單元教學內容並認真教學。當單元結束後，林老師進行了總結性評量，然而評量結果發現，學生學習成效老是達不到老師的教學目標。請問這種現象是可以說明哪兩種課程間的差異問題？
(A) 理想課程和正式課程 (B) 正式課程和知覺課程 (C) 知覺課程和操作課程 (D) 操作課程和經驗課程
48. 曉鈴因父母工作的關係，每天放學後必須去夜市幫忙父母親擺攤。在工作閒暇時，她會先完成學校作業後，再預習和複習功課。試問曉鈴是屬於哪一種類型的學習人格？
(A) 場獨立 (B) 場依賴 (C) 場中立 (D) 場直覺
49. 想知道不同學制學生在社交軟體的使用率是否有所不同。學制包括國小、國中、高中職、大學，社交軟體包括 Instagram、Messenger、Line、Threads。根據這個研究目的，應該用什麼統計量來判定？
(A) 獨立樣本單因子 ANOVA (B) 獨立樣本二因子 ANOVA (C) 適合度卡方檢定 (D) 獨立性卡方檢定
50. 若某研究者想利用學生的「入學考試成績」來預測其「畢業總平均成績」，並建立起這兩者間的線性關係。請問：他應該使用何種統計方法為宜？
(A) 因素分析 (B) 迴歸分析 (C) 群集分析 (D) 偏相關分析