

臺北市 108 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. 政府在進行教育經費分配時，能依每位學生之差別條件而給予差別對待，以符合濟弱扶傾的精神。請問這是屬於下列哪一種公平呢？
(A)水平公平 (B)垂直公平 (C)代內公平 (D)代間公平
- (D) 2. 請問下列哪一項不是激勵保健理論(motivation-hygiene theory)中的保健因素呢？
(A)薪資 (B)人際關係 (C)工作環境 (D)工作本身
- (D) 3. 請問下列哪一項不是《新住民子女教育發展五年中程計畫第一期五年計畫(2016 至 2020 年)》的政策目標呢？
(A)建立專責服務支援系統，落實整合行政架構
(B)精進師資、課程與教學，落實提升教學成效
(C)資源整合國際技職體驗，落實人才精進培育
(D)營造友善校園支持環境，落實優化學校教育
- (B) 4. 依《學生輔導法》第 14 條規定，高級中等以下學校主管機關應定期辦理初任輔導主任或組長、輔導教師及初聘專業輔導人員至少接受幾小時之職前基礎培訓課程呢？
(A) 36 小時 (B) 40 小時 (C) 48 小時 (D) 60 小時
- (D) 5. 依《偏遠地區學校教育發展條例》規定，偏遠地區國民小學全校學生人數未滿五十人且採混齡編班者，除置校長及必要之行政人力外，其教師員額編制，得以生師比多少比例來計算呢？
(A)二比一 (B)三比一 (C)四比一 (D)五比一
- (B) 6. 在選用一份測驗來評估學童能力時，請問下列何者應優先考慮呢？
(A)測驗信度 (B)測驗效度 (C)測驗常模 (D)施測時間
- (D) 7. 編擬單元教學計畫的步驟如下：
甲、準備教材
乙、選擇主要活動
丙、決定教學目標及具體目標
丁、選定單元名稱戊、決定評量項目
請問下列何者是較適宜的順序呢？
(A)乙丁甲戊丙 (B)乙丁戊丙甲 (C)丁乙丙甲戊 (D)丁丙乙戊甲
- (C) 8. 請問下列哪些敘述較屬於檔案評量的優點？
甲、學生可以省思學習的歷程
乙、學習成果可以多元化呈現
丙、可以設定一致的標準評量所有學生
丁、可以經由學習歷程發現進步的成果
(A)甲乙丙 (B)乙丙丁 (C)甲乙丁 (D)甲丙丁
- (D) 9. 陳老師在設計「生命週期」課程時，關注學科知識結構的「概念結構」，並配合學生的「認知結構」，讓學生學習探究逐漸加深加廣的複雜概念。請問陳老師的課程設計屬於下列哪一種呢？
(A)潛在課程 (B)平行課程 (C)活動課程 (D)螺旋課程
- (B) 10. 每當小華考 100 分時，黃阿姨就會送給小華一張他最喜歡的棒球卡，因此在小華的心中，認為黃阿姨是全世界最愛他的人。請問此時的小華應處於柯柏格(L. Kohlberg)道德認知發展理論的哪一個階段呢？
(A)避罰服從導向 (B)相對功利導向 (C)尋求認同導向 (D)順從權威導向

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- (A) 11. 先分析學生解決生活問題或成功扮演成人角色所應具備的知能，再據此決定課程範圍和內容。這是屬於下列哪一種課程呢？
(A)能力本位課程 (B)生活經驗課程 (C)學科本位課程 (D)發展本位課程
- (A) 12. 快樂國小針對學生的發展特質以及學生心理健康需求，進行反霸凌、友善校園、自殺防治、性別平等活動。請問這是落實下列哪一種輔導工作呢？
(A)初級發展性 (B)次級發展性 (C)三級發展性 (D)統整級發展性
- (A) 13. 為輔導學生具有後設認知學習策略，來監控自己的學習狀況。請問老師可以指導學生學習下列哪一項策略呢？
(A)自問自答 (B)畫重點 (C)作筆記 (D)複誦
- (B) 14. 曾老師想在輔導室的遊戲治療室，進行表達性的活動。請問他應該放置下列哪一種玩具作為遊戲活動時使用呢？
(A)動物模型 (B)積木 (C)槍 (D)怪獸玩具
- (A) 15. 花老師嘗試將阿德勒(Adler)的「社會興趣」(social interest)概念，應用到班級經營。請問下列哪一項說明最符合這項概念呢？
(A)從學生所身處的社會系統來加以了解
(B)學生的社會興趣是年幼階段在家庭裡養成的
(C)班級對學生的影響，有如陽光之於植物
(D)社會興趣是指學生對老師的順從及與他人合作的特質

二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- (A) 16. In recent years, English is a language used mainly in multilingual contexts for communication between non-native speakers. In a sense, what status has English gained for international communication?
(A) Lingua franca. (B) Communicative competence.
(C) Multilingualism. (D) Official language.
- (C) 17. Regarding internal structure of the syllable unit, which of the following is NOT found in the monosyllabic English word "sprit" ?
(A) Onset (B) Rhyme (C) Theme (D) Coda
- (B) 18. How many different vowel sounds are there in the following words? seat, sit, safe, set, sat, sot, soot, suit, feet, fit, fate, fret, fat, fought, foot, fruit
(A) 7 (B) 8 (C) 9 (D) 10
- (D) 19. Which of the following about morphemes is in correct?
(A) Morphemes like true, mother, and orange are free morphemes.
(B) -ful, -ed, re- are bound morphemes.
(C) -ment and mis- are derivational morphemes.
(D) a- and -ed are inflectional morphemes.
- (D) 20. _____ is especially popular in the speech of students, where it has yielded forms like prof for professor, phys-ed for physical education, poli-sci for political science, and burger for hamburger.
(A) Conversion (B) Backformation (C) Onomatopoeia (D) Clipping
- (B) 21. Which of the following is NOT a minimal pair?
(A) pat/bat (B) tough/bough (C) either/ether (D) peace/peas
- (A) 22. Plain as in plain check, plain Jane, and plains Indian are considered_____.
(A) polysemous lexical items (B) homonymous lexical items
(C) metaphoric lexical items (D) synonymous lexical items
- (C) 23. Sue: Is the boss in? Alan: The light's on in her office. Sue: Oh, thanks!

- Alan's reply is an example of _____.
- (A) maxim of relevance (B) cooperative principle
(C) indirect speech act (D) politeness
- (B) 24. Which pair of words contains relational opposites?
(A) sleep/wake (B) give/receive (C) descend/ascend (D) wrap/unwrap
- (D) 25. Which of the underlined parts is a derivational morpheme?
(A) She had broken a finger. (B) The window was broke.
(C) She was breaking her rules. (D) She cried with a broken heart.
- (C) 26. Which of the underlined phrases has an adjective as the head of the phrase?
(A) She is a famous writer of fairytales.
(B) She stunned in a fairytale gown. (C) She is very fond of fairytales.
(D) She built a fairytale house.
- (C) 27. Examine the following two sentences. What is the first sentence to the second sentence?
(1) Her son robbed the bank.
(2) That her son robbed the bank made Susie very sad.
(A) Entailment. (B) Implicature. (C) Presupposition. (D) Paraphrase.
- (D) 28. The major teaching technique of the _____ method is the use of commands to direct student behavior, that is, the commands are given to get students to perform an action; the action makes the meaning of the commands clear.
(A) Direct (B) Audio-Lingual
(C) Silent Way (D) Total Physical Response
- (B) 29. The sentence "What's your name?" consists of what + is + your + name. Sean heard and picked up the whole utterance without analysis of the individual parts. Sean learned this utterance as _____.
(A) positive transfer (B) a formulaic sequence
(C) a part of universal grammar (D) a formal feature of the language
- (A) 30. What is a foreign language learner's ability to discriminate among sounds, to recognize grammatical functions of words in a sentence, and to extract patterns from the input?
(A) Aptitude (B) Motivation (C) Intelligence (D) Affective filter
- (D) 31. Self-assessment is extremely important in that it promotes invaluable learning skills such as monitoring one's own progress, reflecting on one's abilities and learning style, and setting personal goals. Which of the following is NOT the most widely used self-assessment method?
(A) Portfolios (B) Conferencing
(C) Dialogue journals (D) Take-home tasks
- (A) 32. In a test, almost every student chose a right word for the picture of an apple. We say this item has _____.
(A) low discrimination (B) low reliability
(C) high difficulty (D) high validity
- (B) 33. According to Tomlinson (2001), differentiated instruction is NOT _____.
(A) student-centered (B) the individualized instruction
(C) a blend of whole-class, group, and individual instruction
(D) an approach that addresses academic diversity
- (C) 34. In a class, Mr. Lin asked students, "What word would remain if [s] was taken away from stop? What task did Mr. Lin implement in class?"
(A) A jigsaw task (B) A spelling task

- (C) A phonemic awareness task (D) An information-gap task
- (A) 35. Consider the sentences in the familiar story, "The House that Jack Built."
This is the house that Jack built. This is the cheese that lay in the house that Jack built. This is the rat that ate the cheese that lay in the house that Jack built. This is the cat that killed the rat that ate the cheese that lay in the house that Jack built. What does this set of sentences reveal about the nature of human language?
- (A) Recursion (B) Topicalization
(C) Assimilation (D) Complementary distribution
- (D) 36. Which of the following information about sight words is incorrect?
- (A) Sight words are words that readers recognize immediately without needing to resort to analysis.
(B) Most practice with sight words should involve the words in context.
(C) Early choices for sight words to be taught should be words that are extremely useful and meaningful.
(D) Teaching phonics is essential in learning to recognize sight words.
- (D) 37. Students listen twice to a short talk. The first time, students listen for the main idea, and then the second time they listen for details. Next, students write down what they have remembered from the talk based on their notes taken while listening. Then, they work with a partner to construct together the best version of what they have heard. What they write is shared with the whole class for a peer-editing session. This technique is called_____.
- (A) graphic organizer (B) dialogue journal
(C) auditory discrimination (D) dictogloss
- (C) 38. Which of the following teaching approaches employs an analytic syllabus?
- (A) The Direct Method (B) Audio-Lingual Method
(C) Content-based Instruction (D) Communicative Language Teaching
- (A) 39. Which of the situations would increase the reliability of a language test?
- (A) Having more items on the test (B) Rating the test subjectively
(C) Designing a more difficult test
(D) Having variations in test task characteristics
- (C) 40. Examine the following stages, through which John acquires irregular past tense forms. At what stages does John's grammar undergo restructuring?
- (A) Stages 1 & 2 (B) Stages 2 & 3 (C) Stages 3 & 4 (D) Stages 4 & 5
- (D) 41. John says, "He walk to school." Which of the following sentences produced by the teacher is considered as negative evidence for John?
- (A) T: Pardon me? (B) T: No. He does not walk to school.
(C) T: Yes. He walks to school.
(D) T: Remember when the subject is he, the verb should be studies.
- (D) 42. Which of the following is NOT what Whole Language teachers do?
- (A) Encouraging lots of reading and theme cycle explorations
(B) Helping readers understand the role of predicting and self-correcting
(C) Planning for opportunities for oral discussion and writing
(D) Engaging learners in strategies such as sounding out and reading accurately
- (A) 43. The language triptych is a key concept in the Content and Language Integrated Learning (CLIL) approach. Which of the following is NOT included?

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- (A) Language as learning (B) Language of learning
(C) Language for learning (D) Language through learning
- (B) 44. In recent years, education departments in Taiwan are working hard on ways to implement programs where non-language subjects such as arts, math, PE, or science are instructed in English. This approach is most similar to.
(A) the lexical approach (B) content-based instruction
(C) cooperative language learning (D) competency-based language teaching
- (C) 45. The bilingual experimental programs at five elementary schools (東新、文昌、懷生、永吉、明道國小) in Taipei City are those which have_____.
(A) at least one native English speaker teacher
(B) more than three English language classes per week
(C) one-third of their total class periods taught in English
(D) established an English scenario center for at least three years
- (B) 46. 以下哪個基礎能力模式強調「一開始學習者第二語言的能力是十分有限，所以須從第一語言來學習第二語言，此時老師同時使用兩個語言；然後再逐漸減少第一語言、增加使用第二語言，待學生第二語言的知識和能力到了某一程度後，才全部使用第二語言」？
(A)分離(separate) (B)共同(common) (C)整合(integrated) (D)依賴(dependent)
- (C) 47. 根據「臺北市國民小學英語文暨彈性學習教學綱要」，下列何者為「能有節奏(rhythm)的說出句子」的學習內涵？
(A)能吟唱簡易的歌謠、韻文，如兒歌、童謠等。
(B)能以課堂中所學的字詞和句子簡單地介紹家人和朋友。
(C)能依據語意，以輕重拍適切地說出句子，如重音落在實詞，虛詞輕輕帶過。
(D)能說出押尾韻(如 cat/mat)、押頭韻(如 must/mat)的字詞，並能流利的念出繞口令。
- (A) 48. 下列那一項不是本市英語課程實施方法中「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。 (C)書寫活動應依摹寫、拼寫、聽寫、書寫、創作，循序漸進。 (D)運用熟悉的童話故事，提高閱讀興趣，增強基本閱讀能力。
- (D) 49. 為銜接「十二年國民基本教育課程綱要語文領域-英語文」，臺北市國小英語輔導團出版之補充教材 English Easy Go 第十至十二輯、國家教育研究院開發之課程手冊教學示例與教學模組等教學設計資源，是為針對「十二年國民基本教育課程綱要語文領域-英語文」所新增的以下哪一方面學習表現？
(A)文化理解 (B)學習方法與策略
(C)學習興趣與態度 (D)邏輯思考、判斷與創造力
- (A) 50. 根據「臺北市國民小學英語文暨彈性學習教學綱要」，下列何者為高年段才出現的句型？
(A) What does he/she do? He' s/She' s a teacher.
(B) What does he/she like? He/She likes cats.
(C) What can he/she do? He/She can swim.
(D) What are these/those? They are cars/tigers/erasers.