

臺北市 112 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。

- (C) 1. 根據達爾頓(M.Dalton)對非正式組織的分類，如果校長因為某老師為當地民意代表的子女而晉升他/她為主任，此種形成的小團體最有可能是：
- (A)縱的寄生團體
 - (B)橫的內部團體
 - (C)縱的共生團體
 - (D)橫的進攻團體
- (A) 2. 依據《國民小學及國民中學學生成績評量準則》，國民中小學學生成績評量原則何者正確？
- (A)標準參照為主，常模參照為輔。
 - (B)形成性功能為主，總結性功能為輔。
 - (C)客觀數據為主，質性描述為輔。
 - (D)定期評量最小化原則。
- (B) 3. 依據《教師法》之規定，高級中等以下學校教師聘任期限，下列敘述何者正確？
- (A)初聘的聘任期限為一至三年，係由教師評審委員會決定。
 - (B)續聘第一次為一年，以後續聘每次為二年。
 - (C)續聘三次以上服務成績優良者，不需教師評審委員會審查即可長期聘任。
 - (D)長期聘任聘期至多六年。
- (B) 4. 張老師針對數學科的四則運算單元，進行情境題的命題，題目是「小美到超市購買下列海報中 ABC 三種不同特價促銷的商品，小美付出多少錢？買這些商品省了多少錢？」。請問：依據認知領域的新版教育目標分類系統，本題是對應哪一個層次的認知歷程向度？
- (A)分析
 - (B)應用
 - (C)綜合
 - (D)了解
- (B) 5. 根據 David Johnson 與 Roger Johnson 的合作學習相關理論與實務，下列敘述何者正確？
- (A)主張採用小老師制，請學會的學生教導還沒學會的學生。
 - (B)合作學習是發展學生學習共同體的有效方法。
 - (C)主張採用異質能力分組，不認同隨機分組。
 - (D)只重視學生間的合作學習，不強調教師間的合作學習。
- (A) 6. 根據 Gary D.Borich 的觀點，下列何者有助於課堂授課的清晰性？
- (A)告知學習者課程目標
 - (B)使用差異化與自我調節的學習活動
 - (C)變化問題提問的類型
 - (D)運用合作性的分組活動
- (A) 7. 快樂國小想要對學校整體課程進行評鑑，首先由學校依據評鑑標準，列出有關項目的事實，自行評定，並提出自評報告。接著相關單位收到自評報告後，便組成訪視委員會，到學校實施訪視，訪視委員會依照所收集的資料，對自評報告予以查核評定並提出建議。快樂國小所採用的此種評鑑方式，是屬於何種評鑑取向呢？
- (A)認可模式
 - (B)闡明式評鑑
 - (C)對抗式評鑑
 - (D)差距模式
- (C) 8. 自 2018 年起教育部推動「大學社會責任實踐計畫(University Social Responsibility, 簡稱 USR 計畫)」，鼓勵大學深耕在地場域，並與在地居民、企業協力，推動社區發展，而此同時也有人主張中小學可透過系列課程進行社區發展和改造。請問此種課程比較屬於何種取向的課程構想？
- (A)學科取向
 - (B)學生取向
 - (C)社會取向
 - (D)科技取向
- (D) 9. 從多元評量的角度，常見到「真實評量」、「實作評量」與「檔案評量」三種概念，下列情境與評量方式的敘述，何者錯誤？
- (A)自然老師設計出正確操作實驗才能過關的闖關遊戲，實驗操作正確與否就是實作評量。
 - (B)高中生參加個人申請入學所準備的學習檔案，內容包含學習表現或歷程就是檔案評量。
 - (C)社會科老師帶領小朋友參觀博物館並完成學習單，能正確理解學習內容就是真實評量。
 - (D)健康課程讓小朋友測量、紀錄與計算自己的健康指數，同時符合真實評量與實作評量的定義。

臺北市 112 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

- (C) 10. 吳老師教學過程中，透過對學生正向期待，進而影響學生對自己的期許，這是運用何種方法？
(A)增強原理
(B)月暈效應
(C)比馬龍效應
(D)行為改變技術
- (C) 11. 下列何者是讓中輟生願意繼續留在學校學習的最重要因素？
(A)課程有趣
(B)學習要求與評量簡單
(C)關懷接納的良好師生關係
(D)學習科目與時間具有彈性
- (B) 12. 下列敘述中有關認知發展理論，哪些選項是正確的？
甲、行為學派認為兒童認知結構是靠後天文化與學習歷程而建構
乙、皮亞傑(Piaget)認為兒童是認知發展主動者，會主動建構認知結構
丙、維高斯基(Vygotsky)認為兒童不是認知發展主動者，而是靠外在環境建構認知
丁、布魯納(Bruner)認為兒童是主動求知者，但是教育可以促進認知發展
(A)甲乙丙
(B)甲乙丁
(C)乙丙丁
(D)甲丙丁

題組

壹、情境描述

小明現在國小五年級，在學校學習成績優秀，尤其是數學和自然成績最佳，只是在班上人際關係差，同學不喜歡他，因為他在上課時經常出現一些怪動作，如：搖頭、晃手、敲手……等自我刺激行為，有時同學指正他，或向老師報告，他會拿小刀或木棍作勢要打人，班級老師無法處理，只有求助輔導老師介入處理。

輔導老師與小明會談，老師先肯定小明數學及自然成績優秀，小明很高興告訴老師說：「因為我爸爸是醫生，我希望長大後也要當醫師，所以我數學及自然成績很好，因為媽媽說要當醫生一定要有好成績，尤其是數學自然成績要很好，將來才能考上醫學院。」

輔導老師進一步了解小明班級上課狀況，小明說：「因為同學去向老師報告，老師就會通知媽媽，而且我覺得會影響老師對我壞印象，而且媽媽知道後會懲罰我，一直寫功課，不讓我玩遊戲。其實從小我很討厭媽媽只關心我的成績，限制我的小動作，但是我一緊張或生氣，我就會出現這些動作。我努力學習數學和自然，讓媽媽覺得我很聽話。其實好幾次我都想從樓上跳下去。老師你不可以告訴我媽媽這些事，不然媽媽就不喜歡我了！」

貳、問題

- (A) 13. 保密是輔導工作的基本原則，但因特殊情況而有例外。依據專業倫理守則，輔導教師在聽到小明的何種敘述之後，不可以維持守密原則：
(A)小明：「我好幾次想從樓上往下跳，離開世界。」
(B)小明：「請老師不要告訴媽媽，從小我就很討厭她。」
(C)小明：「我一直沒有告訴你，其實我有自閉症的病史。」
(D)小明：「我曾經為了考好成績，偷偷拿書起來抄寫。」
- (B) 14. 當自閉症學生出現如搖頭、晃手、敲手……等自我刺激行為，下列哪一項為教師較適當的處置方式？
(A)自我刺激行為太難改變，應予以忽略。
(B)分析行為的原因，給予教學或輔導上的調整。
(C)為避免其他同學學習模仿，故將他隔離。
(D)使用行為改變技術中之「懲罰」，當出現自我刺激行為，立刻給予嫌惡刺激。
- (C) 15. 馬西亞 (Marcia) 根據心理社會期發展論，將青少年的統合狀態分為四類。其中父母對於孩子過度的干預與保護，代其處理一切，使孩子缺乏自我導向是屬於自我統合狀態中的哪一型？
(A)未定型統合(identity moratorium)
(B)定向型統合(identity achievement)
(C)早閉型統合(identity foreclosure)
(D)迷失型統合(identity diffusion)

二、英語專門知能(70%)：共 35 題，每題 2 分，均為單選。

- (A) 16. Brown studied fourteen morphemes which are obligatory in English. Which one of the followings is correct?
(A) The prepositions “on” and “in” are developed in a very early stage.
(B) The first grammatical morpheme to develop is the plural /s/.
(C) The irregular, third-person singular present tense is developed prior to the irregular past tense of verbs.
(D) The articles “a” and “the” are developed in the last stage.

臺北市 112 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

- (D) 17. The study of production and perception of speech sounds is _____.
(A) coarticulation effects (B) bound morphemes (C) structural analysis (D) articulatory phonetics
- (C) 18. People from the southern states of the US might say, "How'r y'll?" instead of "How are you all?" This is an example of _____.
(A) accent (B) pidgin (C) dialect (D) filler
- (C) 19. Encoding is a process to _____.
(A) understand the different elements of spoken and written languages
(B) assemble words and sentences to create a coherent and meaningful work
(C) put a sequence of characters (letters, numbers...) into a specialized format
(D) get learners to provide information rather than giving it to them
- (B) 20. Which of the following underlined expressions is a cataphor?
(A) Look at that! (B) After he arrived home, John was tired.
(C) Mike felt relieved after he passed the test. (D) Sally won the prize.
- (C) 21. Which of the following is **NOT** a correct description about English word formation processes?
(A) *NASA* is an acronym.
(B) The form *lab* for *laboratory* involves clipping.
(C) The plural formation *feet* from *foot* is an example of conversion.
(D) *Scarecrow* is an exocentric compound.
- (B) 22. Which word contains an alveolar fricative and a back vowel in the stressed syllable?
(A) preclude (B) console (C) evolve (D) descent
- (A) 23. When people interact with each other, they either try to make their speech similar to that of their addressee in order to emphasize social cohesiveness or to make it different in order to emphasize their social distinctiveness. The concept is illustrated in _____.
(A) accommodation theory (B) markedness theory (C) multidimensional model (D) parameter resetting
- (C) 24. Which of the following is **NOT** compatible with the Nativist Approach to language acquisition?
(A) The human mind is equipped with innate capacity for learning language.
(B) Nativist's view about language acquisition is based on generative linguistics.
(C) The child's language at any stage is systematic in that the child develops fewer and fewer incorrect structures.
(D) The faculty embodied in the so-called LAD is the primary determinant of language acquisition.
- (C) 25. Which word has a low, back, unrounded, and lax vowel?
(A) beat (B) caught (C) cot (D) cut
- (D) 26. Which statement is **NOT** true about the stress of the word "photography"?
(A) The second syllable is the most stressed.
(B) The vowel in the first syllable has reduced to a schwa.
(C) "Y" is a suffix and not usually stressed.
(D) It's a compound word and stressed on the first element.
- (D) 27. Which statement is **NOT** true about the word "catty"?
(A) It has two morphemes. (B) It has the root, "cat." (C) It has an affix, "-ty." (D) It has a function morpheme.
- (D) 28. What is the semantic relation between these two words "lend" and "borrow"?
(A) Complementary antonyms. (B) Gradable antonyms. (C) Reverses. (D) Converses.
- (D) 29. Mr. Zhang asks his students to form images about what has been read in order to facilitate their comprehension. What kind of reading strategies is emphasized in this class?
(A) Skimming. (B) Predicting. (C) Connecting. (D) Visualizing.
- (A) 30. In a research, if members of the control group are aware that they are being compared to the experimental group and behave differently than they typically would to compensate for their perceived disadvantage, what kind of effect occurs?
(A) John Henry Effect. (B) Hawthorne Effect. (C) Placebo Effect. (D) Experimenter Effect.
- (C) 31. Which of the following is **NOT** the typical theme of Constructivism?
(A) Cooperative group learning. (B) Sociocultural variables.
(C) Interlanguage systematicity. (D) Interactive discourse.
- (C) 32. Which of the following is **NOT** what teachers implementing the Direct Method do?
(A) Using realia, pictures or pantomime to demonstrate the meaning of new target words or phrases.
(B) Adopting the syllabus based upon situations or topics.
(C) Employing techniques to give students immediate feedback whenever possible.
(D) Having students practice vocabulary by using new words in complete sentences.
- (B) 33. When encountering an unfamiliar word, the reader uses phonics knowledge, adjacent words, sentence context and background information simultaneously to guess its meaning to help interpret the text. This illustrates _____.
(A) schema processing (B) parallel processing (C) bottom-up processing (D) automatic processing

臺北市 112 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

- (A) 34. In a class, the teacher uses small colored rods of different lengths and Fidel charts to introduce pronunciation models and grammatical paradigms. Students cooperate with each other in discovery-learning procedures and work on language together to make production. It is believed that when students engaged in problem solving procedures involving the material to be learned, learning can be facilitated. These are compatible with the _____.
(A) Silent Way (B) Suggestopedia (C) Community Language Learning (D) Language Experience Approach
- (D) 35. Which of the following statements is **NOT** compatible with the Natural Approach to language learning?
(A) Comprehensible input is essential for triggering language acquisition.
(B) Total Physical Response activities are used at the beginning level of language learning.
(C) Basic interpersonal communicative skills needed in everyday language situations are emphasized.
(D) The approach was developed by Tracy Terrell on the basis of Swain's Interaction hypothesis.
- (B) 36. According to _____, bilingual children's attainment of a threshold level of competence in a second language constrains the engagement of the higher mental cognitive operations of L1 skills, strategies, and prior knowledge in L2 learning.
(A) Steven Pinker (B) Jim Cummins (C) Charles Curran (D) James Asher
- (D) 37. Which of the following assessment tools is **NOT** suitable for formative evaluation?
(A) Impromptu quiz. (B) Quick survey. (C) Students' self-evaluation. (D) End-of-term examination.
- (A) 38. _____ uses stories and other materials focusing on phoneme-grapheme relations the children are learning, together with a limited number of high-frequency sight words and "special words" that make the text more interesting. It provides children with great opportunities to practice phonics categories that have been previously taught during reading.
(A) Decodable text (B) Patterned text (C) Rhyming text (D) Predictable text
- (B) 39. In a class, students were asked to combine [kaɪnd] and [lɪ] into the word [kaɪndli]. The task helped foster students' _____.
(A) phonotactic knowledge (B) morphological awareness (C) onset-rime awareness (D) orthographic awareness
- (B) 40. The teacher introduces a situation which contextualizes the language to be taught. The students now practice the language using accurate reproduction techniques such as choral repetition. Later, the students using the new language, make sentences of their own. What is it?
(A) CLL (community language learning)
(B) PPP (presentation, practice, production)
(C) TPR (total physical response)
(D) STT (student talking time)
- (A) 41. The objective of this CLIL (content and language integrated learning) science lesson is "Observe the growth of different kinds of food molds & understand how to identify and prevent mold growth." Which words or phrases will the teacher choose for *language of learning*?
(A) mold, humidity (B) white bread, brown bread
(C) Observe and record the observations. (D) Seal the bag. Place bags on a shelf.
- (D) 42. Teachers and students in CLIL (content and language integrated learning) classes will sometimes use the students' L1 for some explanation and discussion before reverting to the CLIL language for the main study. What is it called?
(A) Language of learning. (B) Language for learning. (C) Language through learning. (D) Translanguage.
- (B) 43. What statement is **NOT** true about contextualized instruction?
(A) Creating opportunities to use English with a meaningful purpose.
(B) Presenting vocabulary in isolated drills, word cards, and flashcards.
(C) Organizing instruction around themes that relate to students' experiences at home and in other classes.
(D) Keeping the language level of the activity at a comprehensible level, just above their current proficiency level.
- (A) 44. Mrs. Cummins knows the knowledge, skills, and reading strategies that her students need to acquire. She provides them with different leveled reading texts in her English class. What type of differentiated instruction does Mrs. Cummins employ?
(A) Content (B) Process (C) Product (D) Environment
- (D) 45. Which of the following about Content and Language Integrated Learning (CLIL) is **INCORRECT**?
(A) It has dual focus on language learning and academic content.
(B) The content of the subject or the project theme was the starting point of CLIL planning process.
(C) The guiding principle of Cognition in Coyle's 4Cs framework of CLIL was based on Bloom's taxonomy.
(D) Based on Coyle's language triptych, the planning tool of Adding is related to language through learning.
- (A) 46. Which of the following is **NOT** what effective CLIL teachers do when explaining content concepts to EFL primary students?
(A) Regularly checking students' ability to express content ideas.
(B) Using pictures or real-life objects associated with language.
(C) Providing a variety of activities to help students explore new concepts.
(D) Using group work in which students use L1 to work on content concept.

臺北市 112 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

- (C) 47. 根據《臺北市國民小學英語文暨彈性學習教學綱要》，下列何者敘述有誤？
- (A)中年段簡易句型共 37 組。
 - (B)第三學習階段聽說和讀寫教學活動比例各為 50%。
 - (C)低年段書寫應用字彙包含 at, in, on。
 - (D)T0-1 能將所學字詞歸類是邏輯思考、判斷與創造力類別的學習表現。
- (B) 48. 學習表現「*S2-5 能進行簡易的對話。」下列何者敘述正確？
- (A)星號係指跨年段、持續培養的學習表現條目。
 - (B)5 是指第 5 個學習表現條目。
 - (C)S 是 Stage 代表英語學習階段。
 - (D)2 是國小二年級。
- (C) 49. 關於「◎L0-1 能聽辨英語的語音。」，下列何者敘述正確？
- (A)0 表示第一學習階段，即低年段。
 - (B)雙圈表示各校在針對學生的能力特質或各校的不同時數規劃課程時，可就該項表現條目選取或自行研發深淺、分量不同的教材，進行適性教學。
 - (C)L 表示代表語言能力「聽」。
 - (D)學生能夠知道 leg 是單音節，pencil 是多音節，亦即達到此學習表現。
- (B) 50. 下列何者不是教師教學及學生學習與評量的學習表現呢？
- (A)學習方法與策略 (B)合作學習技巧 (C)文化理解 (D)學習興趣與態度