

臺北市 113 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. 根據學者 Thomas 的組織衝突處理策略，在學校面臨高複雜問題，且對立之雙方權力相當，難以達成一致意見時，又必須在有限時間內解決。請問校長採用哪一種策略相對較佳？
- (A) 忍讓
 - (B) 逃避
 - (C) 妥協
 - (D) 統合
- (D) 2. 十二年國民基本教育課程中的總綱核心素養，下列何者屬於「溝通互動」的核心內涵？
- (A) 團隊合作
 - (B) 解決問題
 - (C) 人際關係
 - (D) 符號運用
- (C) 3. 下列有關測驗(test)、測量(measurement)、評量(assessment)、評鑑(evaluation)的敘述，何者最為正確？
- (A) 測驗以客觀計分為主，評量以主觀計分為主。
 - (B) 測驗、測量、評量和評鑑都以數字來呈現其結果。
 - (C) 教育領域所用的標準化紙筆測驗大多屬於間接測量。
 - (D) 測驗是用在教育、心理領域，測量是用在自然科學領域。
- (B) 4. 有些教科書在各單元的開始，會先以一至兩頁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。此種設計方式是下列哪一種概念的應用？
- (A) 編序教學
 - (B) 前導組體
 - (C) 螺旋式課程
 - (D) 近側發展區
- (B) 5. 吳老師認為課程應該引導學習者面對當前的問題，例如汙染、失業、性別歧視、消費者權益等。這種課程觀比較接近下列何者？
- (A) 課程是一種科技
 - (B) 課程是一種社會重建
 - (C) 課程是認知發展的過程
 - (D) 課程是學習者的自我實現
- (B) 6. 下列何者是「標準參照測驗」(criterion-referenced test)的特性之一？
- (A) 與其他學生的測驗表現進行比較
 - (B) 與教師設定的精熟標準進行比較
 - (C) 原始資料的測量分數之變異性較大
 - (D) 以百分等級和標準分數解釋測量分數
- (D) 7. 下列哪一選項課程設計步驟的順序較為適當？
- 甲、規劃學習環境
 - 乙、決定教學活動
 - 丙、決定教學目標
 - 丁、了解學生的教育需求
- (A) 甲丁丙乙
 - (B) 丙丁乙甲
 - (C) 丁甲丙乙
 - (D) 丁丙甲乙
- (C) 8. 小倩雖只有 10 歲，但是常表現出超齡的自我控制，像是每天準時到校、作業完全沒有錯字，若無法達成則有強烈罪惡感，甚至生病時也不缺課。根據精神分析論 (Psychoanalysis)，小倩的人格結構的哪一部分較為強勢？
- (A) 本我 (id)
 - (B) 自我 (ego)
 - (C) 超我 (superego)
 - (D) 統我 (proprium)
- (A) 9. 對學生提供生活輔導是屬於下列哪一種輔導模式服務？
- (A) 發展性輔導
 - (B) 生涯性輔導
 - (C) 處遇性輔導
 - (D) 介入性輔導

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- (C) 10. 下列哪一項是屬於「自我表露」技術的功能？
- (A) 協助當事人覺察、抒解情緒。
 - (B) 與當事人分享自己曾經經歷問題。
 - (C) 增進當事人與輔導者之間的信任感、加強個諮關係。
 - (D) 協助當事人了解，每個人都有痛苦經驗。
- (A) 11. 在學校被霸凌的學生，漸漸地也接受了先出手為強的觀念，長大後進而也容易成為霸凌者，這是屬於下列哪一種防衛機轉？
- (A) 內射
 - (B) 解離
 - (C) 替代
 - (D) 投射
- (D) 12. 對遭遇危機個案處置，下列哪些組合是適當？
- 甲、加強案主認知重構
 - 乙、增強案主與諮商員的關係
 - 丙、增進案主對自我了解與信心
 - 丁、加強注意案主身體健康與免疫力
- (A) 甲乙丙
 - (B) 甲乙丁
 - (C) 甲丙丁
 - (D) 乙丙丁

壹、情境描述：(題組 13~15)

在一個小學六年級的班級裡，有一位學生小美在課堂上經常表現出自我刺激行為，例如搖頭、晃手、敲手等行為，同學對她的這些行為感到困擾，有時甚至向老師報告。當同學指正她或試圖制止時，小美可能會情緒激動，甚至做出破壞桌椅、打翻同學書包文具等挑釁的姿態。班級老師迴避單獨處理這個情況，於是經常求助輔導老師介入處理。該班級老師因此過度依賴輔導老師，只要小美出現自我刺激行為，班級老師立即會通知輔導老師介入處理。時間久了，被同儕教師認為是不適任的教師，無法有效班級經營。

貳、問題：

- (B) 13. 該班級老師需要開發何種教育專業知識和技能中的輔導技巧，使其能獨立處理小美的自我刺激行為？
- (A) 認知發展理論
 - (B) 因材施教
 - (C) 內在動機提升
 - (D) 權變領導
- (A) 14. 對於小美的行為，下列哪一個選項是最合適的處理方式？
- (A) 與小美單獨交流，了解其行為背後的原因，並提供適當支持。
 - (B) 繼續依賴輔導老師介入處理。
 - (C) 忽略小美的行為，讓她自行解決。
 - (D) 向小美的家長反映情況，要求他們介入處理。
- (D) 15. 為了幫助班級老師有效處理類似情況，下列哪一個選項是最合適的？
- (A) 提供更多輔導老師的支持。
 - (B) 調整小美的座位，使其遠離其他同學，減少干擾。
 - (C) 要求班級老師直接應對這些行為，不再依賴輔導老師。
 - (D) 提供專業培訓研習，幫助班級老師學習如何處理類似情況。

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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. The teaching of a grammatical item or construction for which the learner is not developmentally ready will not result in learning. Which hypothesis best describes this phenomenon?
 (A) Teachability hypothesis. (B) Critical period hypothesis. (C) Affective filter hypothesis. (D) Interactional hypothesis.
- (B) 17. Which of the following about the Cooperative Principle is **INCORRECT**?
 (A) A theory proposed by philosopher Paul Grice analyzed how implicatures arise in discourse.
 (B) The primary underlying assumption that people make in a conversation is that no discourse participants act to accomplish conversational goals.
 (C) Grice described four maxims that might be the basis of many conversations: the Maxim of Quality, Maxim of Quantity, Maxim of Relation, and Maxim of Manner.
 (D) The Maxim of Quality says that in a conversation, people say what they believe to be true and only say what they have sufficient evidence.
- (C) 18. Which of the following English words contains an alveolar stop, which becomes aspirated in pronunciation?
 (A) chemical (B) brilliance (C) attendance (D) master
- (B) 19. Students are taught and become aware of the regular past tense endings. They start saying “goed,” “comed,” “runned,” etc. What phenomenon is it?
 (A) Fossilization. (B) Overgeneralization. (C) Approximant. (D) Plateau effect.
- (D) 20. Examine the following data of a dialect of English, where there are variations between [əy] and [ay].

[bəyt]	‘bite’	[fəyt]	‘fight’	[taym]	‘time’
[tay]	‘tie’	[bay]	‘buy’	[təyp]	‘type’
[rayd]	‘ride’	[rəys]	‘rice’	[naynθ]	‘ninth’
[rayz]	‘rise’	[fayl]	‘file’	[fayr]	‘fire’
[rəyt]	‘write’	[ləyf]	‘life’	[bəyk]	‘bike’

- Which of the following statements is correct?
 (A) [əy] and [ay] are allophones of different phonemes.
 (B) [əy] becomes [ay] when occurring before a voiced sound.
 (C) [əy] and [ay] are in free variation.
 (D) [ay] becomes [əy] when occurring before a voiceless sound.
- (B) 21. /l/ in words like Liverpool and language is a _____. The tongue closes the airflow at the alveolar ridge, but air flows out around the side of the tongue.
 (A) nasal (B) lateral (C) fricatives (D) plosive
- (B) 22. How many of the following words have a fricative in the onset and a front tense vowel in the nucleus of the syllable?
seek, shake, dawn, said, tea, through, bread, feed, these, dip, van
 (A) 3 (B) 4 (C) 5 (D) 6
- (C) 23. John wrote a sentence “The guy tore up Main Street” to express his idea “The person was driving fast.” Which statement is **NOT** true about John’s sentence?
 (A) “The guy” is the NP. (B) “Main Street” is the NP. (C) “Tore up” is the VP. (D) “up Main Street” is the PP.
- (D) 24. In terms of Prator’s hierarchy of difficulty, one item in the native language becomes two or more in the target language for which the learner is required to make a new distinction. The level is referred to as _____.
 (A) conflation (B) divergence (C) over-differentiation (D) split
- (D) 25. In which of the following does the (a)-sentence **NOT** entail the (b)-sentence?
 (A) (a) X is a cat. (b) X is an animal.
 (B) (a) X is a cat. (b) X is a quadruped.
 (C) (a) All dogs are purple. (b) My dog is purple.
 (D) (a) X is a cat. (b) X has four legs.
- (B) 26. Which of the following is **NOT** correct about English word formation processes?
 (A) The formation of the word *teacher* from *teach* is a result of derivation.
 (B) The word *wallpaper* is an exocentric compound.
 (C) The creation of the word *brunch* involves blending.
 (D) The word *dirty* used as a verb is an example of conversion.
- (C) 27. A: *What did you eat for dinner last night?*
 B: *I had a whole pizza and Coke.*
 Which one of Grice’s Conversational Maxims is B obeying?
 (A) Maxim of quality. (B) Maxim of relation. (C) Maxim of quantity. (D) Maxim of manner.
- (D) 28. Which of the following statements about English morphology is correct?
 (A) The superlative suffix *-est* is a derivational morpheme.
 (B) The allomorphs of the plural as in *cups/apples/dishes* exemplify lexically-conditioned morphophonemic alternation.
 (C) The word “*unhappiness*” has ambiguous internal structure.
 (D) The word “*reestablishments*” contains 4 morphemes.
- (B) 29. Similar to L1 English-speaking children, second or foreign language learners of English produce forms like *eated* and *sheeps* during developmental stages due to overgeneralization. Errors of this kind are _____.
 (A) instances of negative evidence (B) intra-lingual errors (C) global errors (D) formulaic chunk
- (A) 30. In a content and language integrated learning lesson, students are learning about the life-cycle of a butterfly, they will focus on the language to describe a process, such as “first, after that” and the specific vocabulary they need (leaf, egg, larvae, caterpillar, pupa, chrysalis). This specific vocabulary is also called _____.
 (A) language of learning (B) language for learning (C) language through learning (D) translanguage
- (A) 31. Which of the following is what a Whole Language teacher will do?
 (A) Acknowledging that reading outcomes of learners are created by how learners are taught to read.
 (B) Applying the direct instruction of decoding skills and phonics instruction.
 (C) Using decodable, nonsensical texts.
 (D) Avoiding the more traditional prose and poetry writing.

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- (C) 32. Which of the following is “language for learning” in the language triptych of the CLIL (Content and Language Integrated Learning) approach?
- (A) Technical terms needed to access the concept and knowledge of a field.
(B) The language generated in the process of learning beyond what was taught in advance.
(C) Classroom English and speech acts used to fulfill interaction purposes.
(D) Language used to describe the content of subject matter.
- (B) 33. The Look-and-say method is a method to teach children to read. What is it about?
- (A) Children signal different kinds of relations between words and sentences.
(B) Words are always taught in association with pictures or objects.
(C) Learning and evaluating occurred at the same time.
(D) Children encounter easy and difficult items before a reading comprehension activity.
- (A) 34. A test is designed to measure sixth graders’ English pronunciation in producing yes/no questions with final rising intonation. These sixth graders are asked to rate their partners’ pronunciation. Which following principle does this test fail to achieve?
- (A) Validity.
(B) Reliability.
(C) Beneficial washback.
(D) Practicality.
- (B) 35. Which of the following is **INCORRECT**?
- (A) Synthetic phonics teaches children to read and write by first teaching parts of words.
(B) The relationship between phoneme and grapheme in English is transparent.
(C) The alphabetic principle involves the understanding of letter name and letter sound.
(D) Phonics is a method for teaching the relationship between phoneme and grapheme.
- (C) 36. Elementary school students use meteorological data to make a forecast for the week ahead in Taipei. All students must predict the weather and explain their prediction. They may write and illustrate the forecast for the local paper, present the forecast for TV, or create a weather map that depicts their forecast. Which type of differentiated instruction is employed in this class?
- (A) Content. (B) Process.
(C) Product. (D) Learning environment.
- (A) 37. Which of the following statements about validity is **INCORRECT**?
- (A) Face validity: Are the assessment items more extended than those of other tests?
(B) Content validity: Does the assessment content cover what the teacher wants to assess?
(C) Criterion-related validity: How well does the test measure what the teacher wants it to?
(D) Construct validity: Is the teacher measuring what he thinks he is measuring?
- (D) 38. Mr. Perkins shows the form, the meaning, and use of the new language, and then he uses drilling and controlled practice for his students to use the language. When his students have become familiar with the new language, Mr. Perkins asks them to make their own sentences or phrases using what they have just learned. Which term best describes Mr. Perkins’ teaching?
- (A) ZPD (zone of proximal development)
(B) LAD (language acquisition device)
(C) TTT (teacher talking time)
(D) PPP (presentation, practice, production)
- (C) 39. Which of the following about language teaching methods is **NOT** correct?
- (A) Students learn about cohesion and coherence at discourse level in classes applying Communicative Language Teaching.
(B) Reading and writing exercises based on what students practice orally first is what teachers adopting the Direct Method do.
(C) Using minimal pairs to teach students to perceive the difference between two words is a technique used in the Natural Approach.
(D) Teachers employing Total Physical Response use a series of commands called an action sequence to direct students’ behavior.
- (A) 40. The child language learner acquires language through right-hemisphere motor activities while the left hemisphere watches and learns. Which teaching approach or method supports this brain lateralization?
- (A) Total physical response. (B) The silent way. (C) Suggestopedia. (D) The audiolingual method.
- (D) 41. Which of the following teaching approaches does **NOT** employ an analytic syllabus?
- (A) Content-based Instruction. (B) Task-based Instruction.
(C) Procedural Approach. (D) The Audio-Lingual Method.
- (D) 42. Which of the following is **NOT** a proper example of developmental psychologist Howard Gardner's intrapersonal intelligence?
- (A) The ability to delay gratification and the ability to deal with and overcome distractions.
(B) The ability to adjust one's strategy or approach as needed.
(C) The ability to focus on work or study for an extended period.
(D) The ability to start conversations with strangers easily.
- (D) 43. In a class, students were asked, “What would remain if [sp] was taken away from the word *speed*?” What task was implemented in the class?
- (A) A word awareness task. (B) A phonemic awareness task.
(C) A morphological awareness task. (D) An onset-rime awareness task.
- (C) 44. Teaching students to recognize cognates of target words by learning the spelling or sound patterns that correspond between the languages is what teachers employing _____ do.
- (A) the Communicative Language Teaching Method (B) the Audio-Lingual Method
(C) the Grammar Translation Method (D) the Direct Method
- (A) 45. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，下列何者為中年段出現的句型？
- (A) How’s the weather? It’s sunny.
(B) Where is she from? She’s from Japan.
(C) What’s your favorite subject? It’s English.
(D) Who is he? He is my friend.

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- (B) 46. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，「能拼寫 (spell out) 課堂中所學的應用字詞」是哪一階段的活動？
(A)低年段 (B)中年段 (C)高年段 (D)國中階段
- (A) 47. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，下列敘述何者正確？
(A)課程目標之一為「培養學生欣賞及閱讀簡易兒童文學的興趣」。
(B)W1-1 能書寫印刷體和草寫體大小寫字母。
(C)I0-1 能應用 KK 音標規則讀出和拼出英文字詞。
(D)總共分為四個學習階段從 0 到 3。
- (D) 48. 根據《臺北市國民小學英語文暨彈性學習課程教學綱要》，下列那一項不是「學習方法與策略」學習表現指標之一？
(A)運用已學過字詞之聯想以學習新的字詞。
(B)能用字典及其他工具查閱字詞。
(C)在生活中有使用英語機會時，能把握機會勇於嘗試。
(D)能主動向教師或同學提出問題。
- (C) 49. 有關臺北市雙語教育，下列敘述何者正確？
(A)以英語教學取向推動雙語，把學科教學變成英語教學。
(B)雙語教學應為英語教師之任務，以英語教師教授不同學科。
(C)臺灣的雙語指涉的是「國語」與「英語」。
(D)雙語學科教師應進行全英語教學。
- (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》課程目標何者為非？
(A)培養學生欣賞及閱讀簡易兒童文學的興趣。
(B)增進學生對多元文化的基本認識與尊重，開展學生的世界觀。
(C)培養學生聽、說、讀、寫英語的基本能力。
(D)參與國際活動，能以簡易英文應對。