

新北市立高中職 102 學年度教師聯合甄選
英文科目試題

一、克漏字：60 分，每題 1.5 分

“Teaching is primarily a matter of love. The rest is, at best, 1 .” (Bill Ayers).

1. (A) organization (B) ornamentation (C) origination (D) orientation

Throughout my education career, I have been blessed with mentors who, 2 what great educators do—believing in their students. These teachers have supported me in my growth as a person and an educator. At each point in my life these men and women have provided a model to allow me to always be in a state of 3 .

2. (A) modulated (B) modeled (C) moderated (D) mediated
3. (A) becoming (B) blossoming (C) ballooning (D) balancing

I think it started in fifth grade with Frank Ward. He wasn't even my formal teacher; he taught junior high school kids. He was the director of a camp I 4 , a place where I first experienced public success. At the end of the camp, I walked away with three of the camp's awards. But more importantly, I met Mr. Ward. Frank took me 5 . Every Saturday morning at 6:00, he would go for 10 to 15 mile walks with kids; we would hike through the city and talk about life. In 6 , it seems sort of bizarre, in the suburbs of Chicago, a middle-aged guy walking through the streets with ten kids, but that is what we did. Except for my mom and dad, Frank was my first mentor, my first real-world 7 , and Frank was a teacher.

4. (A) assigned (B) aligned (C) attended (D) adjourned
5. (A) under his wing (B) under his command
(C) under his request (D) under his control
6. (A) introspect (B) inspection (C) retrospect (D) review
7. (A) modal (B) modality (C) module (D) model

Then in high school, I was exposed to a group of dynamic adults who loved kids, worked hard, and more often than not there was a sense of play. Bruce Haert 8 in particular. He was my history teacher, football coach, and even my headmaster. Everything Bruce did was 110%. The man's passion was 9 , whether he was drilling you about “so Philsey do you really think that Marx was a parasite? Really? Why? Or drilling you on the practice 10 , “Oh my goodness, are you guys just going roll over and let your opponents walk on you? Let's get focused!” And he also believed in

me. I remembered him calling me into his office and asking me how he should 11 a teacher who was struggling. I was only 17 and yet Bruce believed in me and trusted my opinion. Bruce never gave out empty 12 and he honored me with his actions. In those actions he showed love, trust, and confidence. In Bruce I found my second real mentor, and he too was an educator.

8. (A) sticks out (B) sets out (C) reins in (D) sets off
9. (A) contingent (B) contaminated (C) conjoined (D) contagious
10. (A) fallacy (B) field (C) fashion (D) farewell
11. (A) counsel (B) conceal (C) comply (D) condemn
12. (A) complaints (B) compliance
(C) contempt (D) compliments

13, I went off to college, and wrote on the application that I wanted to major in “business.” Interestingly, there was no “business” department at Dartmouth. I am not sure why I didn’t think seriously about teaching at that time; maybe it was because, while I love school, it never came 14 to me. At Dartmouth, I spent my first two and a half years working very hard for 15 grades but not great grades. Teachers called my work “Diamonds in the 16” and one teacher said, “It’s not what you say, Phil, it is how you say it. That is a problem.” The same teacher also discouraged me from going into teaching because “jobs are really hard to get.” I think the real reason was that she didn’t think I was bright enough. I felt limited because of a 17. I was not at all sure that 18, at any level, was a 19 for me.

13. (A) Later on (B) Nonetheless
(C) Collectively (D) Regretfully
14. (A) tantalizingly (B) benign
(C) easily (D) holistically
15. (A) concrete (B) solemn (C) solid (D) shallow
16. (A) dough (B) rough (C) cough (D) couch
17. (A) layout (B) layer (C) lobby (D) label
18. (A) academia (B) juncture (C) departure (D) jealousy
19. (A) calling (B) telling (C) believing (D) seeing

For the first time in college, I had professors who thought I was exceptional. What is amazing is that suddenly, I became “outstanding.” In my last year at college, I even received two academic 20 for “work above and beyond what an A represents.” Professor Major was one of the nation’s 21 intellectual Asian history scholars, and yet he believed in me. He would pause and say, “Hmmm...you know I never thought of that,

let's talk about *your* idea for a bit," and we would explore. It was Professor Major who encouraged me to go into teaching. He became, and continues to be, an academic coach and mentor for me. Later on, I met Professor Jim Page. He told me I could be the best cross-country skier in the country and he 22 believed in it. Jim was a wonderfully supportive headmaster and mentor. I was constantly humbled and honored by his belief that I could do anything and do it well. While technically, he made some mistakes in my training, the confidence he gave me 23 me as an athlete during college and for the five years I completed after college.

20. (A) references (B) citations (C) qualifications (D) nations
21. (A) preemptive (B) predominant (C) preeminent (D) proactive
22. (A) generously (B) generally (C) genetically (D) genuinely
23. (A) seduced (B) sustained (C) soaked (D) solaced

Upon completing college, I realized I probably would like to teach and coach. However, I felt I had unfinished business as an athlete and as a student. I did not want to be the frustrated coach; the guy who never made it himself and spends his career trying to "make it" through his athletes. And I didn't want to be the coach or scholar who really didn't understand what excellence was in his field. So, I set out in quest of excellence.

Well, finally, I made the U.S. Team and felt as though I began to understand what made for excellence in skiing. For the next two years I was the assistant men's coach on the World Cup and at the Sarajevo Olympics. 24, however, I realized I wanted to coach AND teach, not just coach. In addition, I wanted to work with younger, more 25 athletes; I did not just want to become a manager for some of the top athletes in the world.

24. (A) Ultimately (B) Alternatively (C) Undeniably (D) Well
25. (A) malleable (B) transparent (C) superfluous (D) valid

In 26, technically all of my mentors I met before and during college were solid, not great, teachers; but what they shared in common was that they believed in me. So what makes a good educator? At times I have thought that great teaching was linked to knowledge of one's 27, or was tied to charisma, or was a result of great planning. The older I get, however, the more I realize that what distinguishes the good teachers from the great teachers is that they genuinely care about their kids.

26. (A) inspection (B) hindsight (C) relic (D) awe
27. (A) disciple (B) dejection (C) discipline (D) deny

I remembered that I once told a young teacher who I was asked to mentor (after only teaching two years, eechs!). I said, “The kids should see you as a teaching god. Get the papers back the next day, be 28 organized for class, push them to achieve excellence because that is what you model.” Oh, my, now I realize what makes me effective as a teacher, and what has always made teachers effective for me, has little to do with being a “teaching god.” Rather, it has more to do with the 29 love of the real God.

28. (A) joyfully (B) impolitely
(C) inclusively (D) impeccably
29. (A) unknown (B) unconditional (C) conditional (D) systematic

As a teacher now, I know that excellence as a teacher is as much 30 through humility as confidence, that what really changes a child is not a teaching strategy but a deep belief in his/her 31. I was humbled and honored by the effort of one child I taught this year. She was close to the 32 of the senior class. In my class, however, she had 33 and produced some superior work. Even though she was on her senior project and did not need to finish the class, she finished her final project. The last week of school, her parents came into my classroom to hear her thesis defense, and they were in tears. They kept saying, “We don’t know what you have done, but it has made all the 34 for the first time she loves an academic subject.” I am humbled to say it was not because I am a great historian, or 35 the most stimulating curriculum, or used wonderful teaching strategies; no, it was simply because I believed in their daughter the way a parent does. I believed in her potential the same way that my great teachers have believed in me.

30. (A) achieved (B) adhered (C) abided (D) arrived
31. (A) prejudice (B) jargon (C) contention (D) potential
32. (A) button (B) bottom (C) hallow (D) sorrow
33. (A) panicked (B) blossomed (C) bragged (D) bypassed
34. (A) indifference (B) diffidence (C) difference (D) inference
35. (A) developed (B) deducted (C) destroyed (D) detached

Over the years, I feel that I have made 36 progress in understanding what makes an inspiring teacher/mentor; but my understanding of teaching and learning continues to evolve. As I continue to “learn to teach,” I am 37 to take on new challenges so that I can continue to “teach to learn.” Most importantly, I have understood that when a teacher has faith in his/her students, it will 38 students to continuously challenge themselves and to go beyond their limits. As a willing 39, I

have had the good fortune of having wonderful mentors, whose guidance, patience, assistance and faith in me has helped 40 me into a teacher who is able and willing to give. Now, it is time for me to pay it forward. I will carry with me this passion in my future teaching profession.

36. (A) preliminary (B) primary
(C) substantial (D) controversial
37. (A) overwhelmed (B) directed (C) driven (D) dismissed
38. (A) charge (B) enact (C) enlist (D) empower
39. (A) staff (B) apprentice (C) observer (D) honor
40. (A) inform (B) uniform (C) transform (D) transfer

二、選擇題：20分，每題2分

41. In _____, language is composed of structures and written practices are much more emphasized than oral skills.
(A) silent way
(B) whole language approach
(C) grammar translation method
(D) none of the above
42. Teachers in _____ classrooms use unique materials like colored rods or charts to introduce grammatical structures, pronunciations, and vocabulary.
(A) audiolingual method
(B) natural approach
(C) grammar translation
(D) none of the above
43. Teachers in _____ classrooms try every means to prevent students from doing anything that conflicts with the theory to ensure perfect production.
(A) audiolingual method
(B) silent way
(C) suggestopedia
(D) task-based instruction
44. “Context” and “meaningful input” are the cornerstones of _____.
(A) whole language approach
(B) task-based instruction
(C) communicative language teaching
(D) none of the above
45. Students’ native language is heavily used in _____ classrooms.
(A) community language teaching
(B) grammar translation method

- (C) whole language approach
 - (D) suggestopedia
46. Practitioners of _____ seek ways to activate the right hemisphere of the brain to internalize the new linguistic elements immediately, without a time-consuming analysis by the left-brain, which is normally associated with language use.
- (A) audiolingual method
 - (B) cognitive code method
 - (C) natural approach
 - (D) total physical response
47. Paired and small-group activities are often used in the _____ classroom; in performing these tasks, interactants have the convergent goals and are required to request and supply information to each other.
- (A) communicative language teaching
 - (B) content-based language
 - (C) task-based language teaching
 - (D) none of the above
48. According to advocates of the _____, the best (language) learning moments occur when learners make (linguistic/syntactic/lexical) adjustments to negotiate for meaning and to cope with communication breakdowns.
- (A) affective-filter hypothesis
 - (B) interaction hypothesis
 - (C) communicative language teaching
 - (D) silent way
49. According to Richards and Rodgers' (2001) terms, _____ refers to theoretically well-informed positions and beliefs regarding the nature of language, language learning and the application of both to pedagogical settings.
- (A) method
 - (B) technique
 - (C) design
 - (D) approach
50. _____ refers to the ability to express appropriate meanings in different social contexts.
- (A) Sociolinguistic competence
 - (B) Linguistic competence
 - (C) Strategic competence
 - (D) Communicative competence

三、閱讀測驗：20 分，每題 2 分

A.

The phenomenon of cultural transmission can be observed in not only human beings but also animals. The executive chef shows his/her apprentice how to make a tender chicken dish. Likely, in the world of animals, sparrows learn how to do vocal dialects from older sparrows. Through the process of socialization, young or more incapable members of the group gradually pick up the common knowledge, skills, and information. However, the process of cultural transmission can be largely affected by external factors, such as the physical environment, that may lead an individual to interpret a traditional concept in a novel way. The environmental stimuli that contribute to this variance can include climate, migration patterns, conflict, suitability for survival, and endemic pathogens. Although differences exist, cultural transmission is an important way for “a new comer” to gain the membership into a social group.

A recent study published in the journal *Science* finds that cultural transmission is behind the spread of a hunting technique among humpback whales off New England. Lobtail feeding is the focus of the study. The researchers first saw lobtail feeding in 1980. Within 30 years, 37 percent of the observed humpbacks had learned to hunt fish by slapping the surface of the water with its tail. The whales will gobble up the fish that the resulting bubbles pen in. With 27 years of data from whale-watching boats in the Guld of Maine, the researchers have created mathematical models to examine the spread of lobtail feeding. The results show that humpback whales that spend more time with lobtail feeders were more likely to pick up the method themselves. Clearly, whales are capable of sophisticated social interactions—and we've only seen the tip of the tail.

51. What is the main topic of this passage?

- (A) To discuss the function of lobtail feeding
- (B) To share an example of cultural transmission
- (C) To promote the importance of cultural transmission
- (D) To introduce humpback whales off New England

52. Which of the following is NOT an example of cultural transmission?

- (A) Chimps show other chimps how to use tools.
- (B) My roommate showed me some tricks to make better scrambled eggs.
- (C) I learn how to take the public transit system in Paris with the map.
- (D) The preservice teacher observes the in-service teacher to learn how to conduct a class.

53. What does “pen in” mean?
(A) confine
(B) release
(C) scare
(D) prey
54. Why do humpback whales do lobtail feeding?
(A) to make slapping sounds
(B) to make other fish afraid of them
(C) to spend more time with lobtail feeders
(D) to catch fish
55. What does “tip of the tail” mean here?
(A) something that is very sharp
(B) a small part of a hidden phenomenon or object
(C) the whole picture
(D) lobtail feeding

B.

Imagine you are in a supermarket trying to get something for dinner. You are torn between a tasty flank steak and a juicy pork tenderloin. The decision is a difficult one to make because your favorite, the steak, is more expensive. Will the situation be different if I told you they both cost the same? We might all think that the decision will be easier as you will just take the steak. However, a recent study suggests otherwise. They have found that uniform pricing actually accentuates the differences between products, which makes it harder to choose. In order to win customers’ hearts, all companies strive to explore how pricing can sway customer choice. Consumer psychology is what matters nowadays.

The participants of the study were invited to review and compare two items of similar nature, for example, potato chips of different brands. They were shown the photos, descriptions, and price tags for each item. The findings show that when the prices were a bit different, the products were seen as being similar. That perceived similarity then made it easier for subjects to choose between them, perhaps because one seemed as good as the other. On the other hand, when the two items were tagged with the same price, the participants then considered them a lot more different from each other. The researchers explain that maybe when facing identical pricing, consumers were forced to focus on what made the products different, such as ingredients contained. Now, back to the dinner dilemma: will it be black pepper steak sauce or creamy mushroom sauce?

56. What is the main idea of the passage?
- (A) the pricing of steak and pork tenderloin
 - (B) how companies can boost their sales
 - (C) the influence of pricing on consumers' decision
 - (D) how to conduct a research on consumer psychology
57. What does "accentuate" mean in this context?
- (A) loosen
 - (B) intensify
 - (C) show
 - (D) create
58. Based on the research, in what ways that similar pricing can affect consumers' decision making process?
- (A) They would evaluate other aspects of the products.
 - (B) They would more likely to treat the products as the same.
 - (C) They would buy the cheaper one.
 - (D) They would be so confused.
59. What does "suggest otherwise" refer to here?
- (A) People need to have a different decision making process.
 - (B) A different opinion on similar pricing and consumer choice is shown.
 - (C) The steak is the choice when two items are of the same price.
 - (D) People face dilemmas every day when they want to buy something.
60. Based on the research, why does different pricing actually make the decision making process easier for consumers?
- (A) Consumers will just buy the cheaper one.
 - (B) Consumers will go with their preference.
 - (C) Consumers will compare the two products with another similar item.
 - (D) Consumers will consider the products similar and of equal quality.