

國立臺中教育大學 108 學年度教師專業碩士學位學程招生考試

英語專業試題

I. Vocabulary and Grammar (40%; 2% each)

- (B) 1. Language behavior is influenced not only by personality but also by \_\_\_\_\_ and culture.  
(A) accommodation (B) convention  
(C) coincidence (D) reputation
- (B) 2. The Walt Disney Company is known to \_\_\_\_\_ the strictest dress codes.  
(A) request (B) require  
(C) inquire (D) acquire
- (C) 3. The government imposed trade \_\_\_\_\_ against China. The volume of imports was strictly limited.  
(A) abstraction (B) distraction  
(C) sanctions (D) sensations
- (D) 4. A pattern of home-country preference from judges has led to a strikingly \_\_\_\_\_ scoring data in top-levels sport competitions.  
(A) enhancing (B) expanding  
(C) raising (D) inflating
- (A) 5. A slow \_\_\_\_\_, burning body fat longer, usually brings out various health problems.  
(A) metabolism (B) atheism  
(C) eclecticism (D) neologism
- (A) 6. A licensed nursing \_\_\_\_\_ requires communication skills, patience and compassion and physical stamina.  
(A) auxiliary (B) prosecutor  
(C) defendant (D) technician
- (D) 7. Thousands of lives will be at \_\_\_\_\_ if emergency aid does not arrive in the city soon.  
(A) control (B) debase  
(C) ruffle (D) stake
- (D) 8. It is highly suggested for a company to encourage positive attitudes, build good working relationships and \_\_\_\_\_ healthy lifestyles.  
(A) convene (B) convince  
(C) persuade (D) promote

(背面尚有試題)

- (A) 9. There are several goals we \_\_\_\_\_ to reach in our undergraduate program.  
 (A) aspire (B) conspire  
 (C) inspire (D) respire
- (D) 10. According to the Food and Agriculture Organization, food waste and loss \_\_\_\_\_  
 eight percent of global greenhouse gas emissions.  
 (A) appeals to (B) derives from  
 (C) gives away (D) accounts for
- (A) 11. Expanding a special economic zone is a systematic project which \_\_\_\_\_ a clear  
 timetable of infrastructure investment.  
 (A) calls for (B) calls on  
 (C) calls off (D) calls up
- (C) 12. High-income earners objected to \_\_\_\_\_ for a higher income tax rate.  
 (A) charge (B) be charged  
 (C) being charged (D) charging
- (B) 13. A workshop will be held on how to improve computer skills of senior employees,  
 many of \_\_\_\_\_ don't have familiarity with computer-assisted tools.  
 (A) who (B) whom  
 (C) those (D) them
- (D) 14. Half of the workforce in the top tech companies \_\_\_\_\_ not over the age of 25.  
 (A) are (B) were  
 (C) am (D) is
- (D) 15. Mrs. Anderson can always tell when her students \_\_\_\_\_ enough attention because  
 they start to doze off.  
 (A) will not pay (B) had not paid  
 (C) is not going to pay (D) have not been paying
- (A) 16. Our sale figures in the first quarter season made our revenue \_\_\_\_\_ to 10 percent  
 within just four months.  
 (A) advance (B) advanced  
 (C) advancing (D) advancement
- (B) 17. \_\_\_\_\_ not for a progressive development of forensic science, pending cases could  
 not be cleared easily.  
 (A) It were (B) Were it  
 (C) It was (D) Was it
- (B) 18. After weeks of habitation, Eliza is well on her way \_\_\_\_\_ her muscular strength.  
 (A) training (B) to training  
 (C) to train (D) trains

- (A) 19. It is not his success \_\_\_\_\_ personality that makes him a person of value.  
 (A) but rather (B) rather than  
 (C) instead of (D) but also
- (C) 20. I am convinced \_\_\_\_\_ his competence by his arguments.  
 (A) as (B) for  
 (C) of (D) in

II. Cloze Test (30%; 2% each)

The contexts, sociolinguistic and 21, within which English was discussed in these conferences were *international* and *intranational*. The term “World Englishes” and 22 sociolinguistic and pragmatic justification came later.

Why the use of “Englishes” (Kachru, 1985a; Kachru & Smith, 1988)? The term 23 the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity, and various types of acculturation in 24 the Western and non-Western world. This concept emphasizes “We-ness,” and not the dichotomy between *us* and *them* (the native and nonnative users). In this sense, then, English is a valuable tool 25 for various functions. The approaches to the study of World Englishes, 26, have to be interdisciplinary and integrative, and different methodologies must be used (literacy, linguistic, and pedagogical) to capture distinct identities of different Englishes, and to examine critically the implications of such identities in 27 communication.

- (B) 21. (A) linguistics (B) linguistic (C) linguistical (D) linguists  
 (A) 22. (A) its (B) their (C) it (D) theirs  
 (D) 23. (A) symbols (B) symbolization (C) symbolic (D) symbolizes  
 (A) 24. (A) parts of (B) parts as (C) a part of (D) parts for  
 (C) 25. (A) using (B) use (C) used (D) in use  
 (B) 26. (A) however (B) therefore (C) nevertheless (D) in spite  
 (B) 27. (A) crossed-culture (B) cross-cultural (C) cross-culture (D) crossed-cultural

The use of a specific type of 28 --- T-shirt---to communicate other types of information began in the late 1940s, 29 faces and political slogans appeared on T-shirts and, in the 1960s, with the commercial logos and other designs. Technical developments in the 1950s and 1960s, 30 plastic inks, plastic transfers, and spray paint, led to the use of colored designs and increased the possibilities of the T-shirt as a 31 of communication. Approximately one billion T-shirts are purchased annually in the United States (McGraw, 1996).

(背面尚有試題)

The significance of the T-shirt in Western culture, as a means of social and political expression, 32 by comparing its roles in Western countries 33 the response to it in a nondemocratic country, the People's Republic of China (Barme, 1993). In 1991, a young Chinese artist created T-shirts 34 humorous statements, some of which could be interpreted as having mild political implications. The T-shirts were enormously successful with the public but were perceived as "a serious political incident" by the Chinese authorities. Thousands of them were confiscated and destroyed, although many Chinese continued 35 them.

- (A) 28. (A) clothing (B) clothings (C) clothes (D) cloth  
(C) 29. (A) where (B) whereas (C) when (D) whenever  
(B) 30. (A) likewise (B) such as (C) such like (D) for  
(D) 31. (A) mean (B) meaningful (C) meaningless (D) means  
(A) 32. (A) is seen (B) is seeing (C) sees (D) has seen  
(B) 33. (A) for (B) with (C) for the (D) with the  
(D) 34. (A) bear (B) bore (C) born (D) bearing  
(A) 35. (A) to wear (B) wear (C) wearing (D) wore

### III. Reading Comprehension (30%; 2% each)

When you teach math, or Spanish, or earth science, or almost anything else in a school, textbooks are a basic part of life. And for many teachers, the content-area textbook is a treasured **asset**. The book may be one that you helped select, after an extensive search process –reviewing all the competition, making a thoughtful match-up with your curriculum, and (if you served on the adoption committee) even lobbying for this book over others. The textbook may have become a trusted companion over the years, traveling with you through your career. By now, you know its chapters, charts, diagrams, photographs, and study questions backwards and forwards. You may even have seen the book evolve through several editions, and once in a while you may have enviously fantasized about the royalty checks piling up in the authors' mail boxes.

On the other hand, the textbook used in your classes may be less of a choice and more of an **imposition**. The book may have been selected by others, as a departmental or district adoption that you had no voice in, or that was already picked when you joined the faculty. Maybe this particular text doesn't suit your teaching style, or your way of approaching the field, or your idea of what's really important. Perhaps the book has flaws, gaps, and problems that drive you nuts. Maybe it skimps on the information

in a key area, or introduces vocabulary too fast, or it just plan out of date. It might be somebody else's favorite –but not yours. In fact, if you think about it, none of us ever finds the absolutely perfect textbook, even when we pick it ourselves.

So, love them or hate them, textbooks are a very big part of our reality in school. They may not be perfect, they may not be the books we would choose, they may require all sorts of supplementing, working-around, and clarifying. But they are here to stay. Yes, a few publishing companies and authors are experimenting with Web-based materials. But those hefty, shiny textbooks will probably continue to be the main storage system for the content of our courses for a long time to come.

- (D) 36. What is the main idea of this passage?
- (A) There has been a long history of textbook use in schools.
  - (B) Teachers should be given the rights to choose their own textbooks.
  - (C) Teachers should review textbooks so that they may choose the best one for their students.
  - (D) Textbooks have been playing a big role in school and will continue to be so for some time.
- (B) 37. What is the first paragraph of the passage about?
- (A) The content-area textbook is highly valued by all teachers.
  - (B) Textbooks are a basic part of life for all teachers.
  - (C) Teachers have the chance to see how textbooks evolve.
  - (D) Textbook authors are usually quite rich.
- (C) 38. What's the second paragraph of the passage about?
- (A) Most teachers can't choose their own textbooks.
  - (B) Textbooks usually do not suit teachers' teaching style.
  - (C) There are no perfect textbooks.
  - (D) The best way to use textbooks is having teachers to choose their own favorites.
- (A) 39. What does the word **asset** in paragraph one mean?
- (A) resource
  - (B) contest
  - (C) research
  - (D) aspiration
- (A) 40. What does the word **imposition** in paragraph two mean?
- (A) obligation
  - (B) impossibility
  - (C) accident
  - (D) security
- (C) 41. What does the expression "drive you nuts" mean?
- (A) make you happy
  - (B) make you hungry
  - (C) make you crazy
  - (D) make you calm

- (B) 42. According to the passage, the search processes of textbooks usually involve
- (A) becoming a trusted companion over the years.
  - (B) reviewing all the competition.
  - (C) traveling with you through your career.
  - (D) making charts and diagrams.
- (D) 43. What does this passage imply about authors of textbooks?
- (A) They like to fantasize.
  - (B) They are envious of others.
  - (C) They like to receive mails.
  - (D) They make a lot of money.
- (C) 44. What does the author of this passage think about Web-based teaching materials?
- (A) They are here to stay.
  - (B) They won't replace textbooks any time soon.
  - (C) They need to be experimented.
  - (D) They will be the main storage system for the content of courses.

Teachers need to make the classroom a community, a place where students feel safe to take the risks involved in learning, where they see it connected with their lives, and where they help and learn from one another instead of working only as isolated individuals. And we do this not just to make students feel good, but to give reading in our subjects the full meaning it deserves.

Teachers have many ways to build community, but we know that students respond strongly when they sense that the teacher knows something about them as individuals. Humor helps break a lot of the ice. Surveys of students show that giving them choices, even in small things, helps students feel respected and viewed as people who are maturing and worthy of trust. While some might think this means a loose or disorganized classroom, it's really quite the opposite. A class where students work well together and respect one another needs to be an orderly group. And the results are not just a better climate, but greater learning. Students who know each other well and have been taught to listen to one another are more likely to take risks and stretch beyond their comfort level as they learn.

It may seem like the simplest truism to say that all learning takes place in a context that colors everything taking place. However, it's a major issue that must be factored in every teaching activity we plan; whatever strategies we try to teach, they won't work if kids are **turned off** to school, or are just passively waiting for the teacher to give them the answers. Schools need to be a place where students feel some ownership and control, where they have the confidence to recognize and work on their confusions, where they take responsibility and learn how to help one another and why

it is important to do so, and where they **inquire** into the big questions that matter for them. Otherwise, even when we teach strategies to help students deepen their understanding, they will only learn them mechanically, not recognizing when or why such strategies are needed.

- (B) 45. What is the main idea of the passage?
- (A) It is important for teachers to form their own community and learn from one another.
  - (B) By helping their students build community, teachers can make students better learners.
  - (C) Classrooms are like a community, both for teachers and for students.
  - (D) All of the above.
- (A) 46. Which of the following is **NOT** the characteristic of a classroom as a community?
- (A) Students work as isolated individuals.
  - (B) Students feel safe to take risks.
  - (C) Learning is connected to students' lives.
  - (D) Reading in subjects is meaningful.
- (C) 47. According to the passage, what do surveys of students show?
- (A) Students respond strongly when teachers know something about them as individuals.
  - (B) Students respond positively to humor as it helps to break a lot of ice.
  - (C) Giving students choices helps them feel respected and worthy of trust.
  - (D) Giving student choices means a loose or disorganized classroom.
- (C) 48. According to the passage, what kind of classroom can help students work well together?
- (A) A loose or disorganized classroom
  - (B) A quiet classroom
  - (C) An orderly classroom
  - (D) None of the above
- (A) 49. What does the expression **turned off** in paragraph three mean?
- (A) put off
  - (B) taken away
  - (C) kicked off
  - (D) made up
- (A) 50. Which of the following can best replace the word **inquire** in paragraph three?
- (A) ask
  - (B) probe
  - (C) reply
  - (D) acquire