

國立臺中教育大學 112 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: Choose the most appropriate word or phrase in the following five choices to complete each sentence. (40%; 2% each)

- (B) 1. During the vacation, the college doctor is only on site on _____ days (Monday, Wednesday, and Friday).
- (A) alternative
 - (B) alternate
 - (C) continual
 - (D) continuous
 - (E) complementary
- (D) 2. _____ workers should be rewarded for their hard work.
- (A) Conscious
 - (B) Appreciative
 - (C) Disinterested
 - (D) Conscientious
 - (E) Appreciable
- (A) 3. He's a rather boring person, but once in a _____ moon, he'll come out with something really amazing.
- (A) blue
 - (B) red
 - (C) green
 - (D) yellow
 - (E) white
- (E) 4. If you have been _____, you have paid less than you should have for goods or services.
- (A) prerequisites
 - (B) stipulated
 - (C) preconditioned
 - (D) permitted
 - (E) undercharged

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- (C) 5. If a person or company is _____, they have lost all their money.
- (A) monounsaturated
 - (B) salmonella
 - (C) insolvent
 - (D) malnourished
 - (E) paparazzi
- (B) 6. If your bank account is in the _____, the amount of money you have spent is greater than the money you have made, and so you have less than \$0 in your bank account.
- (A) blue
 - (B) red
 - (C) green
 - (D) yellow
 - (E) white
- (E) 7. A _____ is a radio or television program that deals with real people, events, places, etc., and is designed to inform people about different things.
- (A) tabloid
 - (B) gutter press
 - (C) media tycoon
 - (D) censorship
 - (E) documentary
- (A) 8. The burning of some fuels creates _____ such as carbon monoxide, sulfur dioxide, and methane which rise into the atmosphere.
- (A) greenhouse gases
 - (B) erosion
 - (C) biodegradable packaging
 - (D) green belt
 - (E) deforestation
- (B) 9. Environmental _____ is a major world problem. We need to know what causes it and what we can do to prevent it.
- (A) battery farming
 - (B) degradation
 - (C) conservation program
 - (D) species
 - (E) eutrophication

- (D) 10. _____ are people who are killed in accidents on the road.
- (A) Traffic-free zones
 - (B) Interstates
 - (C) Traffic calming measures
 - (D) Fatalities
 - (E) Congestions
- (C) 11. A _____ spot is a place on a road where a lot of car accidents happen.
- (A) blue
 - (B) red
 - (C) black
 - (D) yellow
 - (E) blank
- (E) 12. _____ is the practice or science of changing the genes of a living thing, especially to make it more suitable for a particular purpose.
- (A) Technophobia
 - (B) Information technology
 - (C) Life expectancy
 - (D) Cybernetics
 - (E) Genetic engineering
- (D) 13. An/A _____ is the set of systems within a place or organization that affects how well it operates (for example, a public transport system or road system).
- (A) arable land
 - (B) amenity
 - (C) outskirts
 - (D) infrastructure
 - (E) urban sprawl
- (A) 14. An/A _____ is a short trip somewhere, usually for one day or part of a day.
- (A) excursion
 - (B) expatriate
 - (C) consulate
 - (D) illegal alien
 - (E) disembark

- (B) 15. An/A _____ worker does work that involves physical strength or skill with their hands (for example, in a factory or a mine).
- (A) homeworking
 - (B) blue-collar
 - (C) white-collar
 - (D) unsociable
 - (E) workaholic
- (D) 16. An/A _____ family is a family that has a mother, father, and children living together.
- (A) extended
 - (B) blended
 - (C) kinship
 - (D) nuclear
 - (E) rural
- (A) 17. _____ people often become overweight or obese, especially if they eat too much junk food, or food that has a high sugar and fat content.
- (A) Sedentary
 - (B) Relentless
 - (C) Liable
 - (D) Meticulous
 - (E) Aerobic
- (C) 18. Don't let him stop you; stand your _____ and tell him you won't change your mind.
- (A) land
 - (B) place
 - (C) ground
 - (D) work
 - (E) scene
- (B) 19. Her ideas _____ her belief in the existence of life on other planets.
- (A) prescribed
 - (B) stemmed from
 - (C) rivaled
 - (D) overpopulated
 - (E) circumvented

- (E) 20. If you knew about all the potentially dangerous _____ that live on an average dishcloth, you would probably never use one again!
- (A) tele-organisms
 - (B) semi-organisms
 - (C) pre-organisms
 - (D) mono-organisms
 - (E) micro-organisms

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

Second and 21 language teaching provides a career for hundreds of thousands of teachers worldwide, and the vast educational enterprise of English language teaching could not operate effectively 22 the dedication and effort of such teachers day by day and year by year throughout 23 careers.

24 the interest, creativity, and enthusiasm of experienced language teachers in their profession 25 one of the challenges faced by program coordinators, school principals, and teacher-educators.

Teachers need to 26 their roles and responsibilities over time if they are to continue to find language teaching rewarding, and it is the 27 of schools and other educational institutions to provide opportunities for teachers to develop longer-term 28 goals and opportunities over time.

The 29 of language teaching is subject to rapid changes, 30 as the profession responds to new educational paradigms and trends and as institutions face new challenges as a result of changes in curriculum, national tests, and student needs.

31, teachers need regular opportunities to update their professional knowledge and skills, that is, their opportunities for professional development.

Teachers need to be able to take part in activities such as:

- engaging 32 self-reflection and evaluation
- developing specialized knowledge and skills about 33 aspects of teaching
- expanding their knowledge 34 about research, theory, and issues in teaching
- taking on new roles and responsibilities, such as supervisor or mentor teacher, teacher-researcher, or materials writer
- developing 35 relationships with other teachers

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- (B) 21. (A) final (B) foreign (C) outsider (D) archaic
 (C) 22. (A) with (B) within (C) without (D) until
 (C) 23. (A) they're (B) there (C) their (D) them
 (D) 24. (A) Showing (B) Delivering (C) Learning (D) Maintaining
 (A) 25. (A) is (B) isn't (C) are (D) aren't
 (B) 26. (A) expect (B) expand (C) experience (D) exhaust
 (A) 27. (A) responsibility (B) compatibility (C) reliability (D) possibility
 (A) 28. (A) career (B) fitness (C) budget (D) sustainability
 (D) 29. (A) park (B) garden (C) forest (D) field
 (C) 30. (A) moreover (B) together (C) both (D) equally
 (C) 31. (A) In contrast (B) Even though (C) As a result (D) So far
 (A) 32. (A) in (B) on (C) under (D) at
 (B) 33. (A) much (B) many (C) big (D) great
 (D) 34. (A) house (B) camp (C) security (D) base
 (B) 35. (A) conflicting (B) collaborative (C) awkward (D) difficult

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

There are real differences between people with high self-esteem and those with low self-esteem. Researchers have found that people with good self-concepts tend to be more accepting of others. They are also more accepting of their own failures. However, they fail less, since they tend to be better achievers than people with low self-esteem. High self-esteem is also related to independence and open-mindedness. People with positive self-images will be more willing to accept criticism and suggestions. On the other hand, persons with low self-esteem are sensitive to criticism and blame themselves whenever things go wrong. And because they lack confidence, they will give in to pressure and can often be easily influenced. They also seek **flattery** and criticize others in order to improve their self-images.

- (B) 36. According to the passage, people with high self-esteem
 (A) blame themselves when things go wrong.
 (B) are more accepting of their own failure.
 (C) are often easily influenced.
 (D) are very sensitive to criticism.
- (D) 37. This passage suggests that people with low self-esteem
 (A) are less likely to judge others.
 (B) are less likely to bully others of different ethnic groups.
 (C) can never develop high self-esteem.
 (D) are more likely to follow leaders who express anger toward others.

- (D) 38. The word **flattery** is closest in meaning to
- (A) pleasure.
 - (B) excellence.
 - (C) prospect.
 - (D) praise.
- (C) 39. What is the main idea of the passage?
- (A) Self-esteem is one's overall sense of personal value and self-worth.
 - (B) People with high self-esteem share several positive personality traits.
 - (C) There are distinct characteristics of high self-esteem and low self-esteem.
 - (D) It's sometimes difficult to distinguish between high self-esteem and low self-esteem.

People interrupt for various reasons. One is believing that what they have to say is more important than what the other person is saying. Another reason people interrupt is that they believe they know what the other person is going to say and want the person to know that they already know. People may also interrupt when they are not paying close attention. The interruption communicates a lack of sensitivity, a superior attitude, or both. People need to be able to verbalize their ideas and feelings fully; inappropriate interruptions are bound to damage their self-concepts or make them **hostile** – and possibly both. Simply stated, whatever you have to say is seldom so important that it requires you to interrupt a person. When you do interrupt, you should realize that you may be perceived as putting a person down. The more frequent the interruptions, the greater the potential harm.

- (B) 40. The passage suggests that people may interrupt because they
- (A) have different communication styles.
 - (B) don't realize that the speaker is in the middle of a point.
 - (C) are nervous and want the speaker to like and respect them.
 - (D) are angry at the speaker.
- (C) 41. The passage suggests that people who interrupt
- (A) usually are able to predict how others will interpret their behavior.
 - (B) should not worry about what others are thinking about them.
 - (C) don't always realize how the other person will view the interruption.
 - (D) must recognize that their ideas are worthless.

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- (B) 42. This passage suggests that people
- (A) who interrupt don't mind being interrupted themselves.
 - (B) feel good if others listen carefully to their ideas.
 - (C) should learn not to feel insulted when they are interrupted.
 - (D) should avoid putting others down when interrupting them.
- (D) 43. The word **hostile** is closest in meaning to
- (A) careless.
 - (B) pompous.
 - (C) unreliable.
 - (D) inimical.

Playing video games, including violent games, may boost children's learning, health, and social skills, according to a review of research in *American Psychologist*. The study comes out as debate continues among psychologists and other health professionals regarding the effects of violent media on youth.

While one view maintains that playing video games is intellectually lazy, such play actually may strengthen a range of cognitive skills such as spatial navigation, reasoning, memory, and perception, according to several studies reviewed in the article.

Playing video games may also help children develop problem-solving skills. The more adolescents reported playing strategic video games, the more they improved in problem-solving and school grades the following year. Children's creativity was also enhanced by playing any kind of video games, including violent games, but not when the children used other forms of technology, such as a computer or cell phone, other research revealed.

The authors also highlighted the possibility that video games are effective tools for learning **resilience** in the face of failure. By learning to cope with ongoing failures in games, the authors suggest that children build emotional resilience they can rely upon in their everyday lives.

Another stereotype the research challenges is the socially isolated gamer. More than 70 percent of gamers play with a friend. Multiplayer games become **virtual social communities**, where decisions need to be made quickly about whom to trust or reject and how to lead a group, the authors said. People who play video games that encourage cooperation, even if games are violent, are more likely to be helpful to others while gaming than those who play the same games competitively, a recent study found.

- (C) 44. Which of the following is **NOT** mentioned as the benefits of playing video games?
- (A) Developing problem-solving skills.
 - (B) Improving memory.
 - (C) Promoting relaxation.
 - (D) Enhancing teamwork skills.
- (D) 45. The word **resilience** is closest in meaning to
- (A) confidence.
 - (B) vulnerability.
 - (C) consciousness.
 - (D) flexibility.
- (A) 46. What is the stereotype mentioned in paragraph 5?
- (A) Most video gamers play video games alone.
 - (B) Multiplayer games are more popular than single-player ones.
 - (C) Video gamers enjoy competition.
 - (D) Video gamers are fast decision-makers.
- (C) 47. **Virtual social communities** mean
- (A) social networks of individuals with the same professional goals.
 - (B) social networks of people who have common moral values.
 - (C) groups of people who share interests and communicate through the Internet.
 - (D) gatherings of people for friendship and mutual support.
- (B) 48. The passage supports which of the following statements?
- (A) Playing video games, just like using mobile devices, enhances creativity.
 - (B) Children who play video games are more likely to adapt to stressful situations.
 - (C) Violent video games cause both cognitive and emotional problems.
 - (D) Playing video games gives people a sense of accomplishment.
- (D) 49. We can infer from this passage that
- (A) all video games help improve children's grades at school.
 - (B) parents should pay attention to which games the children are playing.
 - (C) playing violent video games decreases children's ability to learn.
 - (D) video game players are often viewed as having little interest in pursuing new knowledge.
- (A) 50. The attitude of the author of the passage toward playing video games is best described as
- (A) accepting.
 - (B) doubtful.
 - (C) disapproving.
 - (D) ambivalent.