

國立臺中教育大學 110 學年度研究所碩士班招生考試

英文（含閱讀、寫作）試題

適用系所：英語學系碩士班

I. Vocabulary and Grammar (30%; 2% each)

1. It is time for the baby shower; we have a white cake, strawberry ice cream, and a bottle of champagne _____ from another party.
(A) staffing (B) staffed
(C) safe (D) saved
2. We recall an _____ about a relative last seen in 1955.
(A) android (B) anemia
(C) anecdote (D) anesthetic
3. My mother _____ from getting most of us ready.
(A) is knocking out (B) knocked out
(C) knocks out (D) is knocked out
4. As I dance, _____ and joyous, happier than I've been in my life, another bright-faced dancer joins me.
(A) whirl (B) whirlwind
(C) whirling (D) whirlwinds
5. I am at the _____ of riding in a car.
(A) prospect (B) prospective
(C) prospectus (D) perspective
6. She has an _____ in her ear.
(A) abstract (B) abstinence
(C) abstraction (D) abscess
7. Confronted by our parents, we stick to the lie _____.
(A) agreeable (B) agree
(C) agreeable in (D) agreed upon
8. His mom ran the _____ at the Taco Bell on the corner of Lombard Street and Allen Boulevard.
(A) register (B) triad
(C) ranger (D) travesty
9. Danny played varsity football for the local high school, has earned his Eagle Scout, and _____ around a car engine.
(A) knows his way (B) knows his length
(C) kowtows his way (D) understands his length

（背面尚有試題）

10. Chelsea has been _____ milk in one of the bathroom stalls on her breaks.
(A) expressing (B) dignifying
(C) expressed (D) dignified
11. Few people know him _____ the fleet-footed running back who helped Brigham Young University win Holiday Bowls in 1981 and 1983.
(A) for (B) as
(C) with (D) whether
12. His white 1951 Pontiac _____ the stripes down the hood and the Indian head on the snout jounces to a stop in the driveway.
(A) in (B) with
(C) for (D) at
13. The secret _____ under the skin, gets in the blood, into the bone, and stays there.
(A) bores (B) bears
(C) born (D) borne
14. If he was indeed possessed, who would _____ him?
(A) exorcise (B) exhaustive
(C) exodus (D) exorbitant
15. She reminds me _____ someone, something.
(A) with (B) on
(C) in (D) of

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

A recent article on village dogs describes how these free-ranging dogs are different from pets, working dogs, and wolves. I have seen loose dogs on the streets of many cities, and I always thought that they had been abandoned. However, I learned that most of these dogs have always lived somewhere independently. Research has found that they feed and breed on their own, and they take shelter wherever they can. Most of them scavenge for food, often eating garbage. A recent study suggests that it takes one hundred people and their garbage to support seven village dogs. I was surprised to learn that the village dogs do not take care of their puppies. After ten weeks, the pups have to survive on their own, and many do not. The researchers explain that wolves parent differently. Wolves protect their young and teach them to hunt. According to biologists, wolves actually regurgitate food to feed their pups. After reading this article, I realize that the problem of loose dogs is more complicated than I thought.

16. What is the main purpose of the passage?
- (A) To describe the relationship between free-ranging dogs and their pups.
 - (B) To know the reason why there are a lot of loose dogs on the streets.
 - (C) To explain how free-ranging dogs are different from pets and wolves.
 - (D) To show how responsible wolves are for their pups.
17. According to the research, what could **NOT** be observed in the loose dogs?
- (A) Breed on their own.
 - (B) Feed themselves by garbage.
 - (C) Live independently.
 - (D) Teach their pups to hunt.
18. How many free-ranging dogs can be supported by 100 people with their garbage?
- (A) Five
 - (B) Ten
 - (C) Seven
 - (D) Three
19. How does the author feel after reading the article?
- (A) Upset
 - (B) Acceptable
 - (C) Furious
 - (D) Surprised
20. How long did the researchers observe the free-ranging dogs?
- (A) Exactly seven weeks.
 - (B) Less than eight weeks.
 - (C) Around one week.
 - (D) At least ten weeks.

If there was one mitigating circumstance about the coronavirus pandemic that first hit Britain in January 2020, it was that the virus struck in the early part of the year when the northern hemisphere was entering into springtime. The coronavirus spring that followed turned out to be a remarkable event, not only because it unfolded against the background of the calamitous disease, but also because it was in Britain the loveliest spring in living memory. It had more hours of sunshine, by a very substantial margin, than any previous recorded spring; indeed, it was sunnier than any previously recorded British summer. It meant that life in the natural world flourished as never before, just as life in the human world was hitting the buffers. As we head into the new year, and with it a second wave of infection and fresh curbs on our lives, there are lessons to be learned from looking back at our confinement.

(背面尚有試題)

This Covid spring seemed unlike all others, not least because it was proving exceptionally beautiful, yet by unfolding in parallel with the disease it was producing a sort of bizarre and tragic incongruity. The spring butterflies were emerging with their flashes of brilliance; and the spring flowers were each day adding new color to the landscape, which was only intensified by the sunshine that seemed to pour down uninterrupted from morning till evening. Yet even as all this was happening, people were dying every day in their hundreds, and the health workers and care workers who were trying to save them were also dying, while millions of others were struggling to cope with the loss of jobs and the stress of being confined to their homes. You almost felt that nature should have switched off, out of sympathy. Yet it went blithely forward, as nature has always done.

21. What is the best title for this passage?
- (A) Differences between Natural and Human Worlds
 - (B) The Coverup Led to the Calamitous Condition
 - (C) Coronavirus Pandemic in the United Kingdom
 - (D) The Natural World Thrived in the Year of Chaos
22. What is the author's tone in this passage?
- (A) adverse
 - (B) affirmative
 - (C) gloomy
 - (D) grim
23. Which is **NOT** "the lessons" implied by the author?
- (A) The natural world would switch off if the human world hit the buffers.
 - (B) The confinement of human activities may lead to the flourishing nature.
 - (C) It's time to think about how humans treat the natural world.
 - (D) The unique worth of the natural world includes its consoling power.
24. What is the purpose to contrast the human and natural worlds under the pandemic?
- (A) To show the ruthlessness of the natural world.
 - (B) To highlight the catastrophe of the human world.
 - (C) To accentuate the gap between the two worlds.
 - (D) To suggest the relationship between the two worlds.
25. According to the passage, which of the following statements is true?
- (A) The nature flourishes only when a human disaster occurs.
 - (B) The natural world has never been affected by the human world.
 - (C) The coronavirus lockdown leads to positive environmental effects.
 - (D) The calamitous condition was caused by the oppression of the nature.

Over time, cacti literally reshaped themselves to fit their environment, by increasing their bulk and reducing the surface area they expose to the sun. Cacti stopped bearing leaves; they could no longer afford to supply broad-surfaced appendages with water. When the cacti dispensed with foliage, their stems and branches took over the leaves' work of manufacturing food. By drawing energy from almost constant sunlight and moisture from their water-storing interior pulp, cacti can function all year round and flower even during lengthy droughts. Many other adaptations help cacti survive in a harsh environment. Their shallow, widespread root systems absorb maximum moisture in a region of brief rainstorms and thin quick-draining soil. The waxy finish on their tough skin retards moisture loss, and their armament of sharp spines affords protection from sun, wind and from the depredations of hungry, thirsty desert creatures.

26. What is the best title for this passage?
- (A) The Habits of Flower Plants
 - (B) How the Cactus Became Extinct
 - (C) How Cacti Adjusted to Their Environment
 - (D) Using Cacti to Survive in the Desert
27. How did cacti reduce their need for water?
- (A) By storing more food in their pulp.
 - (B) By getting rid of their leaves.
 - (C) By increasing their exposure to the sun.
 - (D) By developing inner vessels to transport water.
28. According to this passage, what is the function of cactus spines?
- (A) To absorb water.
 - (B) To produce food.
 - (C) To draw sunlight.
 - (D) To discourage animals.

New Projects of WW Semiconductor Manufacturing Company

<i>Project</i>	<i>Completion Time (Y/M/D)</i>	<i>Annual Production (Units)</i>	<i>Estimated Investment (NT\$mln)</i>	<i>Estimated Annual Production Value (NT\$mln)</i>
Taichung Plant	22/05/31	10,000	223.08	584.00
Tainan Plant	22/09/30	20,000	408.18	620.00
Shanghai Plant	23/01/31	20,000	563.88	320.00
Manila Plant	23/06/30	14,000	293.46	248.00
Phoenix Plant	23/12/31	22,000	504.60	577.80

(背面尚有試題)

29. Which plant is expected to report the highest production volume per year?

- (A) The Phoenix Plant
- (B) The Manila Plant
- (C) The Shanghai Plant
- (D) The Tainan Plant

30. Which plant will probably cost the most to construct?

- (A) The Shanghai Plant
- (B) The Phoenix Plant
- (C) The Tainan Plant
- (D) The Manila Plant

III. Write a well-organized essay on each of the following topics (40%; 20% each)

1. President Tsai Ing-wen's pledge of making Taiwan a bilingual country by 2030.
2. The effects of COVID-19 on foreign language teaching.

國立臺中教育大學 110 學年度研究所碩士班招生考試

英語教學試題

適用系所：英語學系碩士班

I. Choose the Best Answer to the Question (30%; 2% each)

1. According to the innatist perspective of language acquisition, acquiring language involves
 - (A) studying grammar carefully.
 - (B) listening just to language-focused exercises.
 - (C) learning language just by hearing or reading it.
 - (D) drilling and practicing sentence patterns.
2. Familiarity with the pragmatics of a language would best help a language learner understand which of the following aspects of the language?
 - (A) The role of intentional silence in interpersonal interactions in the language.
 - (B) The rules governing subject-verb agreement in the language.
 - (C) The process of forming new words in the language.
 - (D) The history of the language.
3. An EFL student is unable to segment the word “face” into its component sounds— /f/, /e/, /s/. Which of the following skills does this student appear to lack?
 - (A) Performance competence
 - (B) Metalinguistic awareness
 - (C) Phonemic awareness
 - (D) Communicative competence
4. Which of the following terms refers to how the level of a language learner’s negative feelings and motivation correlates to his or her ability to acquire new language skills?
 - (A) Self-regulated learning
 - (B) Learner autonomy
 - (C) Affective filter
 - (D) Intrinsic motivation

(背面尚有試題)

5. An English language learner overgeneralizes the regular past tense marker -ed to irregular verbs, such as saying *holded* for *held*. This student is most clearly demonstrating
- (A) the memorization of an incorrect verb form.
 - (B) the acquisition of a new vocabulary word.
 - (C) the extension of a known word to a new meaning.
 - (D) the process of internalizing a grammatical rule.
6. Which of the following statements describes a sociocultural perspective of language development?
- (A) Children are born with the natural ability to acquire language.
 - (B) Language develops primarily from habit formation.
 - (C) Imitation and pattern drills are the primary processes in language development.
 - (D) Second language learners acquire language when they collaborate and interact with other speakers.
7. At the end of the term, the learners look at their written work, select some of it, and put it in a folder for the teacher to grade. Which of the following best describes this assessment activity?
- (A) Formative assessment
 - (B) Portfolio assessment
 - (C) Diagnostic assessment
 - (D) Norm-referenced assessment
8. Content and Language Integrated Learning (CLIL) has been accepted as supportive of second language development primarily because this instructional approach
- (A) exposes learners to authentic forms of language use that integrate reading, writing, speaking, and listening.
 - (B) provide students with intensive remedial instruction in core English language arts and mathematics content.
 - (C) improve learners' language proficiency test scores by using grammar translation activities.
 - (D) provide interventions for learners' language and literacy difficulties.

9. Which of the following vocabulary-learning activities most clearly involves metacognition?
- (A) Rewriting vocabulary words from a classroom word wall in alphabetic order.
 - (B) Looking up bolded vocabulary words from a textbook chapter in the book's glossary.
 - (C) Setting personal vocabulary learning goals.
 - (D) Locating synonyms for a given vocabulary word in the thesaurus.
10. Ms. Lin, an EFL teacher, is teaching a unit on nutrition. She selects reading texts that are slightly more difficult than those that her students could read on their own. She supports students in understanding the texts and learning the content by using body language, visual and graphic aids, multiple examples related to student experiences, and repetition of key terms regularly. Ms. Lin's actions best demonstrate an understanding of which concept related to language learning?
- (A) Developing students' awareness of academic language supports their acquisition of the language skills they need to be successful in school.
 - (B) Avoiding explicit language instruction in content lessons motivates learners to take ownership of their own progress in language learning.
 - (C) Providing students with comprehensible input facilitates language development and content understanding.
 - (D) Promoting students' ability to engage in critical-thinking processes fosters their literacy development.
11. Which of the following refers to a process of collecting and examining information about learners in order to set goals and content of a language curriculum appropriately.
- (A) Alternative assessment
 - (B) Need analysis
 - (C) Extrinsic reinforcement
 - (D) Inquiry-based learning

(背面尚有試題)

12. The Natural Approach to second-language instruction is primarily based on the theory that
- (A) language consists of a set of universal natural principles that are learned through direct instruction and immediate error correction.
 - (B) language acquisition is a subconscious process that occurs when language is used for natural, meaningful interaction.
 - (C) language is learned through habit formation by imitating and practicing sounds and patterns in the natural environment.
 - (D) language learners benefit from knowing the social nature of language and other symbolic systems such as gestures.
13. Which of the following makes the greatest use of active participation, including gestures and body movement?
- (A) Grammar Translation
 - (B) Suggestopedia
 - (C) Total Physical Response
 - (D) The Audiolingual Method
14. The following conversation takes place between an English learner and an EFL teacher.
- Student: We play the game last night.**
- Teacher: What's the ending we put on verbs when we talk about the past?**
- Student: e-d**
- What feedback technique does the teacher use with the student?
- (A) positive feedback
 - (B) clarification request
 - (C) metalinguistic feedback
 - (D) a recast
15. A fifth grade EFL teacher is teaching a series of reading comprehension lessons focused on helping students recognize basic story elements. During one lesson, the teacher guides students in retelling familiar stories aloud using a story element chart to scaffold their retellings. The teacher's inclusion of this activity in the lesson best illustrates
- (A) a constructivist approach to teaching literary response skills.
 - (B) an effective strategy for providing independent practice of a newly acquired reading skill.
 - (C) an indirect approach to developing oral vocabulary knowledge.
 - (D) an effective use of an oral language activity to enhance the development of a reading skill.

II. Define the Following Terms (20%; 5% each)

1. Critical literacy
2. Multimodal learning
3. Assessment for learning
4. Competency-based language teaching

III. Essay Questions (50%; 10% each)

1. Please explain the differences between “language acquisition” and “language learning.”
2. Please discuss the pedagogical reasoning of phonics.
3. What is the role of “technology” in English teaching nowadays? Please give examples of how to integrate technology into English classes.
4. Explain the behind teaching philosophy of bilingual education.
5. How do English picture books influence young learners’ English reading and writing abilities?