

國立臺中教育大學 112 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. As the hotel can _____ up to five hundred guests, our department wants to hold the annual conference there next month.
(A) participate (B) innovate
(C) compensate (D) accommodate
2. The jury reached a _____ of not guilty as there wasn't sufficient evidence to prove beyond a reasonable doubt that he intended to kill this man.
(A) indict (B) verdict
(C) prosecute (D) trial
3. A compound sentence has at least two independent clauses that are usually joined by a(n) _____.
(A) aggregation (B) combination
(C) conjunction (D) juxtaposition
4. This website offers good advice if you want to grow your business _____. Johnny took some of the advice and made a good fortune.
(A) exponentially (B) exceedingly
(C) eternally (D) expressively
5. Students do _____ exams several times months before the real exams. They help students to get familiar with the real ones and identify areas that need to be improved.
(A) rehearsal (B) make up
(C) mock (D) pop
6. It is plain that the United Nations will not lift the sanctions unless the Iraqi government fully _____ with the Security Council resolutions.
(A) resumes (B) complies
(C) accomplishes (D) matches
7. Unfortunately, the date on these vouchers has expired, so you can't _____ them.
(A) redeem (B) relieve
(C) regime (D) retain

（背面尚有試題）

8. Johnny _____ passed the test. I guess he was lucky and the cramming last night helped. If he starts studying for the next test, I'm sure he will do much better.
- (A) hardly (B) nearly
(C) barely (D) never
9. She stood _____ him when he criticized her and told him exactly what she thought of his terrible management style.
- (A) up for (B) up to
(C) by (D) with
10. The restaurant is always empty. It _____ be much good.
- (A) can't (B) couldn't
(C) shouldn't (D) mustn't
11. Only after the food has been dried or canned _____ for later consumption.
- (A) that it should be cooked (B) should be cooked
(C) should it be stored (D) it should be stored
12. The term "man-machine system" fell somewhat into disrepute and was replaced by "person-machine system" _____ the need to avoid sexist language.
- (A) despite (B) instead of
(C) contrary to (D) in accordance with
13. If I _____ a similar kind of research, I _____ on just two cases.
- (A) were doing / would concentrate (B) have done / would have concentrated
(C) will do / concentrate (D) did / will concentrate
14. Another price increase! Well, prices never do down, _____?
- (A) don't they (B) aren't they
(C) do they (D) are they
15. I will hand in the final project on time. _____ with strict deadlines.
- (A) I've used to work (B) I used to working
(C) I'm used to working (D) I'm used to work

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

Ever since Nobel prize-winner Dr. Morris first advocated vitamin C as a common-cold war weapon more than 30 years ago, researchers have been busy trying to verify that claim. But so far, they've found little evidence that vitamin C prevents colds—in fact, there are more studies that say it doesn't. But there is evidence that it can keep coughing and sneezing to a minimum, and that low levels of vitamin C in the body may be related to bronchitis.

16. In the passage, we learn that Dr. Morris's view as regards vitamin C
- (A) has caused a revolution in medical studies.
 - (B) has not been verified scientifically.
 - (C) was based on the results of years of research.
 - (D) aroused very little interest among medical experts.
17. As said in the passage, coughing and sneezing
- (A) can be reduced with the help of vitamin C.
 - (B) should be taken seriously and treated accordingly.
 - (C) are the early symptoms of bronchitis.
 - (D) are now being effectively treated without vitamin C.
18. During the last three decades, there has been a great deal of scientific effort made to
- (A) convince the public of the dangers of vitamin C.
 - (B) study the adverse effects of vitamin C.
 - (C) establish a connection between coughing and bronchitis.
 - (D) prove that the common cold can be prevented by vitamin C.

Since early times, it has been thought that the actions of animals are unconscious. Behavior, in this view, stems almost exclusively from instinct. If animals behave in ways that seem clever, they do so without thinking about it. Animals can know things, the argument goes, but they don't know that they know. Or do they know? Recent research reports suggest an astonishing depth of intelligence among animals. Although no one can yet prove the existence of animal consciousness, the data offered make a compelling case for at least considering it.

19. It can be understood from the passage that traditionally, animals are believed to
- (A) behave not instinctively but logically.
 - (B) have intelligence comparable with man's.
 - (C) act on instinct.
 - (D) know exactly what they are doing.
20. It is told in the passage that modern research forces one to consider
- (A) why animals behave differently under different circumstances.
 - (B) the possibility of intelligence in animals.
 - (C) the means by which animal behavior can be improved.
 - (D) how animals can be made to acquire new skills.

(背面尚有試題)

21. The passage says that in the light of modern research, our traditional assumptions about animal behavior
- (A) have to be reconsidered.
 - (B) have been totally disproved.
 - (C) have been confirmed.
 - (D) were indeed based on scientific fact.

The first universities developed in Europe in the second half of the 12th century. By 1550, Europe boasted 115 institutions of higher learning, many of which had gained special privileges from existing regimes because of their close association with the Church. In most European countries, universities were designed mainly for the sons of nobility and gentry. Scholarly standards were low, and scholarship was irrelevant for most professions. Education for earning a livelihood in, say, medicine or law could be acquired after college by serving as an apprentice.

22. In the passage, we learn that in the early years of the universities,
- (A) most students wanted to train for a profession.
 - (B) the Church disapproved of much of their teaching.
 - (C) Western European governments were not at all interested in education.
 - (D) the majority of students came from upper-class families.
23. According to the passage, since most of the early universities enjoyed the support of the Church
- (A) the academic level of the education they offered was extremely.
 - (B) the number of students they admitted increased rapidly.
 - (C) state authorities granted them various rights.
 - (D) law naturally became one of the major subjects offered.
24. As one can understand from the passage, real professional skills
- (A) were taught during the university years.
 - (B) were normally acquired through a period of apprenticeship.
 - (C) gained importance in the universities only after 1600.
 - (D) were acquired by nearly all university students.

Dates and periods are important to the study and discussion of history because all historical phenomena are conditioned by time and are produced by the sequence of events. Periods, especially, are retrospective conceptions that we form about past events; they are useful to focus discussion, but very often they lead historical thought astray. Therefore, while it is certainly useful to speak of the Middle Ages and of the Victorian

Age, those two abstract ideas have deluded many specialists and millions of newspaper readers into supposing that during certain decades called the Middle Ages, and again during certain decades called Age of Victoria, everyone thought or acted more or less in the same way till at last Victoria died or the Middle Ages came to an end. But in fact, there was no such similarity.

25. The passage suggests that contrary to common assumption; the behavior of people
- (A) in any given period is always the same.
 - (B) was not uniform, at all, in any given period.
 - (C) is a subject that should also be studied by historians.
 - (D) was more uniform in the Middle Ages than in the Victorian Age.
26. As can be understood from the passage, the division of history into periods
- (A) is both useful and deceptive.
 - (B) is avoided by modern historians.
 - (C) was rejected in the Victorian Age.
 - (D) serves no useful purpose at all.
27. As we can understand from the passage, the study of history
- (A) began in the Middle Ages and reached its height in the Victorian Age.
 - (B) has changed greatly in our time.
 - (C) requires knowledge of dates and periods.
 - (D) includes a great variety of interrelated subjects.

During the Crimean War, Marry Portsmouth showed extraordinary qualities of determination and organizational ability. In the English hospital where she worked, conditions at first were terrible; dirt and disease probably caused more deaths among the soldiers than did the wounds received in battle. Still, under these circumstances, Marry Portsmouth gradually built up a highly disciplined nursing staff and, together with more adequate medical supplies, she was able to improve adequate conditions and be of real service to soldiers. However, the work was hard, and, as a result, her own health suffered.

28. One important point the passage makes is that Marry Portsmouth
- (A) would have been more efficient if she had had a more qualified nursing staff.
 - (B) overcame, with great efficiency, the problems she faced in a military hospital.
 - (C) hated the terrible conditions she was working in and wanted to get away.
 - (D) failed to improve conditions in the hospital as she herself had poor health.

(背面尚有試題)

29. It is clear from the passage that, because Marry Portsmouth was a determined person, with a gift for organizing, she
- (A) volunteered to serve in the Crimean War.
 - (B) was widely criticized by her staff.
 - (C) did little nursing herself.
 - (D) was able to succeed in her work.
30. As the writer points out in the passage, conditions in the military hospital were, in the beginning, so bad that
- (A) they accounted for more deaths among the soldiers than the war itself.
 - (B) little could be done to improve them.
 - (C) Marry Portsmouth felt that she had little chance of success.
 - (D) many of the nursing staff fell ill.

III. Choose *two* of the following essay questions to answer (40%; 20% each)

1. Critically evaluate Taiwan's Bilingual 2030 education policy.
2. What are the most important issues to consider when integrating technology into the classroom?
3. Choose two educational thinkers and compare their ideas.

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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. A Chinese student commonly leaves the plural -s off of plural words, such as “three cat” or “five apple.” What is the most likely part of the English language that this student is struggling with?
 - (A) Semantics
 - (B) Syntax
 - (C) Phonology
 - (D) Morphology
2. Which of the following reflects a recast in a teacher’s corrective feedback?
 - (A) Overlooking student errors in written work the same as when they are talking.
 - (B) Telling students what they had said was incorrect and providing the correct forms.
 - (C) Reformulating all or part of a student’s utterance, minus the error.
 - (D) Providing grammatical terminology that refers to the nature of the error.
3. Sylvia is an EFL student with a highly visual learning style. She also thinks abstractly and tends to be very focused on one thing at a time. Which instructional practice would be most compatible in helping her apply learning strategies across the curriculum?
 - (A) Using graphic organizers to reinforce cross-curricular ideas.
 - (B) Using hands-on and other experiential learning strategies.
 - (C) Using multimedia presentations for introducing concepts.
 - (D) Using vocabulary pre-teaching for each academic subject.
4. The teacher observed that Alex was not able to solve a problem alone while he solved it easily when individualized support was provided to him by his teacher. In Vygotsky’s view, this kind of support is called:
 - (A) generalization
 - (B) abstract thinking
 - (C) peer tutoring
 - (D) scaffolding

(背面尚有試題)

5. Ms. Lin's principal has instructed her to consider adding more informal assessments to her EFL program. Which of the following might Ms. Lin do?
- (A) Assign group oral reports so that students get more practice speaking.
 - (B) Write brief skits and ask students to perform the skits in order to practice conversational language skills.
 - (C) Ask students to write plays to practice conversational English.
 - (D) Create small groups and listen in as they discuss relevant topics.
6. _____ can refer to a pedagogical process of utilizing more than one language within a classroom lesson, or it can be used to describe the way bilinguals use their linguistic resources to make sense of and interact with the world around them.
- (A) Translanguaging
 - (B) Multimodality
 - (C) Multiliteracies
 - (D) Intercultural communication
7. A tenth-grade English language learner is at an advanced stage of English language acquisition. However, the student continues to make certain consistent syntactic errors despite repeated explicit instruction. This phenomenon can best be explained as:
- (A) delay in internalizing prescriptive grammar rules.
 - (B) positive transfer from the first language.
 - (C) fossilization of interlanguage structures.
 - (D) code-switching between two languages.
8. Learning a foreign language requires the use of metacognitive skills, where learners think about and become aware of their thought and learning processes. Which of the following is **NOT** an example of a student using metacognitive skills to learn English?
- (A) The student plans to visit a café in an English-speaking area to practice ordering breakfast.
 - (B) The student reviews the written menu at the café before ordering.
 - (C) After leaving, the student evaluates what she did well and what could be improved upon.
 - (D) The student describes to her family what happened at the café.

9. An EFL teacher is designing a listening lesson for six-grade intermediate-level English language learners. Which guideline should the teacher follow to align the lesson with the comprehensible input hypothesis?
- (A) Use a familiar aural selection appropriate for beginner-level students.
 - (B) Choose an aural selection that is slightly above the students' comprehension level.
 - (C) Providing a difficult selection along with a written script to which students can refer.
 - (D) Locate an aural selection that comes with a written translation in the students' first language.
10. Ms. Chen is teaching an EFL class that includes learners representing a wide range of English proficiency levels. Which instructional practice would likely best promote the oral language development of all students in the class?
- (A) Provide students with immediate corrective feedback on their oral language production errors.
 - (B) Utilize a range of question types, from those that prompt a nonverbal response to those that prompt an elaborate verbal response.
 - (C) Use natural, rapid speech that contains reduced forms and challenging vocabulary.
 - (D) Group students according to linguistic background and proficiency level for communicative activities.
11. In a content and language integrated learning (CLIL) class, a teacher uses English as an additional language to teach both science content and English. At the beginning of each lesson, the teacher uses various meaning-making resources such as diagrams, YouTube videos, Podcasts, and demonstrations to activate students' prior knowledge and introduce new concepts. This practice best illustrates which of the following?
- (A) Multimodal learning
 - (B) Experiential learning
 - (C) Inquiry-based learning
 - (D) Task-based learning

(背面尚有試題)

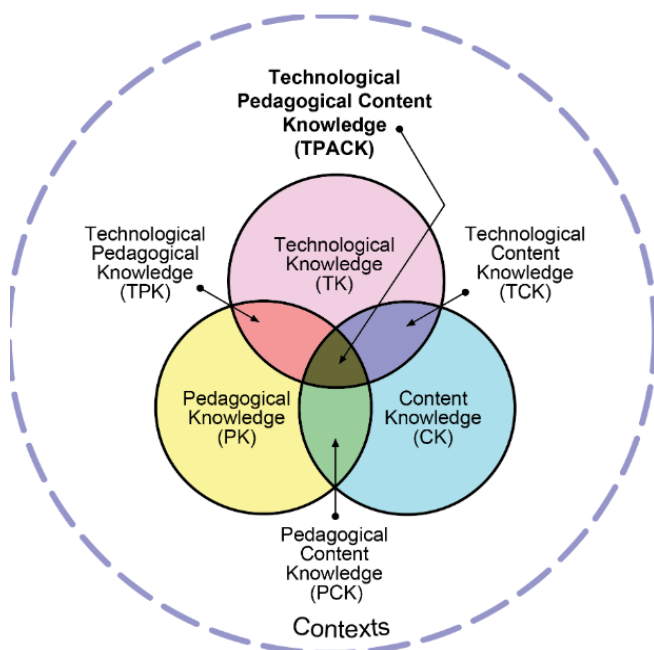
12. EFL students are studying how to use the English language in social situations to attain the things they need and want. Which area of language covers this use?
- (A) Semantics
 - (B) Pragmatics
 - (C) Syntax
 - (D) Lexicon
13. A kindergarten EFL teacher leads an activity in which students practice counting on their fingers the number of separate sounds they hear in simple words. This activity promotes development of which of the following literacy skills?
- (A) phonics skills
 - (B) phonemic awareness
 - (C) letter knowledge
 - (D) word consciousness
14. _____ is a teaching approach in which L2 composition students focus on fluency and self-development by focusing on expressive, rather than persuasive, steps in their writing.
- (A) Genre-based writing
 - (B) Product writing
 - (C) Process writing
 - (D) Expository writing
15. An EFL teacher regularly reads aloud a variety of fiction and nonfiction texts to developing-level English language learners. Which of the following best describes why this practice is especially beneficial for English language learners' reading development?
- (A) Students are provided with carefully modified comprehensible input in English.
 - (B) Students are introduced to the alphabetic principle and letter-sound correspondences in English.
 - (C) Students are encouraged to use visualization as a reading comprehension strategy.
 - (D) Students are exposed to the natural rhythm of English and a range of English vocabulary.

II. Fill in the Blanks and Briefly Explain Your Answers (20%; 5% each)

1. The bilingual child learns to associate one language with certain individuals, contexts or situations. Thus, a valuable feature of bilingualism, namely _____, develops.
2. The selected language in codeswitching may be called the matrix language. The second language may be called the _____ language.
3. The _____ learner are likely to pay attention to issues of accuracy and learn and apply rules. They will tend to respond to a wide range of conversational topics. They can also make their learning overly complex.
4. Gouin set about devising a teaching method based on his observations on his three-year-old nephew. And thus _____ was created, a method that taught learners directly and conceptually a “series” of connected sentences that are easy to perceive.

III. Essay Questions (50%)

1. Explain the zone of proximal development (ZPD) and how it can be applied to teaching English as a foreign or second language. (15%)
2. Describe the following diagram and its implication for teacher professional development. (20%)



(背面尚有試題)

3. Describe and give examples of how a target language is taught inductively and deductively. (15%)