

國立臺中教育大學 109 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. What comes to mind for many people when they encounter the phrase 'second language acquisition', is the experience they had as school students when they were _____ in the study of one or more foreign languages.
- (A) participated (B) engaged
(C) anticipated (D) communicated
- (D) 2. It has been _____ that although there are only 325 million of the worlds' 4.7 billion population who speak English natively, for as many as 1.4 billion additional people, English is an official second language.
- (A) acquired (B) initiated
(C) placed (D) estimated
- (A) 3. One of the primary functions of instruments designed to elicit production is to _____ learners to produce the item the investigator is interested in studying.
- (A) oblige (B) play
(C) take (D) use
- (D) 4. _____ relates to an individual's ability to put oneself in another place.
- (A) Apathy (B) Allopathy
(C) Kinesipathy (D) Empathy
- (C) 5. It is true that many of the studies reviewed here yield inconclusive findings. Practical implications must, _____, remain tenuous at best.
- (A) at least (B) nonetheless
(C) therefore (D) in addition to
- (D) 6. Chomsky and his colleagues claim that humans are innately _____ with universal language-specific knowledge.
- (A) learned (B) acquired
(C) required (D) endowed
- (A) 7. Good descriptive writing is built on concrete _____ rather than abstract qualities.
- (A) particulars (B) quantities
(C) memories (D) style

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- (B) 8. Mama slept alone on her large bed, _____ the times when a sick grandchildren warranted the privilege, or when a heartbroken daughter came home in need of more than herbal teas.
- (A) in addition to (B) except for
(C) unless (D) other than
- (C) 9. All of the essays in this book are _____, telling about what happened to the young people who lived through the great crisis half a century ago.
- (A) news (B) fictions
(C) narratives (D) opinions
- (D)10. A good story can be achieved by introducing a conflict into the action, bringing the tension to the _____, then releasing the tension.
- (A) plot (B) goal
(C) theme (D) climax
- (B)11. _____ is a poor way to shape a child's behavior. It will result in feelings of anger and frustration. Having learned that hitting is okay, the child may attack smaller children.
- (A) Nagging (B) Spanking
(C) Lying (D) Scolding
- (C)12. A study shows that owning pets can be a means of therapy for many kinds of individuals. For example, emotionally disturbed children _____ observed to smile and react with interest if there is a cuddly kitten or puppy to hold.
- (A) has been (B) had been
(C) have been (D) were
- (A)13. In George Orwell's *Animal Farm*, the horse, sheep, pigs, cows, and other animals of Manor Farm rebel _____ Mr. Jones, the hard-drinking farmer who owns them.
- (A) against (B) to
(C) at (D) about
- (B)14. Opinions are fundamental to much of our lives. However, look for realistic, meaningful support for opinions. Solid support is often _____ facts based on direct observation, expert opinion, and research.
- (A) made by (B) made up of
(C) made of (D) made up in
- (D)15. Books shed a light that _____ our problems and crises. They are also mirrors that reflect the truest image of ourselves.
- (A) dampens (B) lifts
(C) brings (D) illuminates

- (C) 16. Cooperative learning is effective in multilingual classrooms when learning groups include bilingual students, _____ serve as crucial links in providing information to all group members, some of whom may be monolingual in either of the languages involved.
- (A) where (B) which
(C) who (D) when
- (A) 17. The division between the stages of ethnicity typology is blurred rather than sharp. Thus, a _____ also existed between as well as within the stages.
- (A) continuum (B) difference
(C) boundary (D) limit
- (B) 18. Applied anthropologists often use information gathered through _____ -- long-term studies of the daily habits of a particular social group in which researchers both observe and participate in the lives of those they are studying.
- (A) experiments (B) ethnographies
(C) tests (D) theorization
- (C) 19. Vygotsky spoke of the two levels involved in cognitive operations: the actual level of functioning and the potential level, which can be achieved under the guidance of the teacher or more _____ peer.
- (A) advance (B) advancing
(C) advanced (D) in advance
- (D) 20. In school, students must use language, written and spoken, to express their thoughts and to demonstrate their understanding and mastery of academic tasks. _____, language is the vehicle of learning and instruction
- (A) Furthermore (B) Otherwise
(C) However (D) Simply put

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

Critical thinking means correct thinking in the 21 of relevant and reliable knowledge about the world. Another way to describe it is reasonable, reflective, responsible, and skillful thinking that is focused 22 deciding what to believe or do. A person who thinks critically can ask 23 questions, gather relevant information, efficiently and creatively 24 through this information, reason logically from this information, and come to reliable and 25 conclusions about the world that enable one to live and act successfully in it. Critical thinking is not being able to 26 information well enough to know to stop for red lights or whether you received

the correct change at the supermarket. Such lower-order thinking, critical and useful 27 it may be, is sufficient only for personal survival; most individuals 28 this. True critical thinking is higher-order thinking, enabling a person to, for example, responsibly judge between political candidates, serve on a murder trial jury, evaluate society's need for nuclear power plants, and 29 the consequences of global warming. Critical thinking enables an individual to be a 30 citizen who contributes to society, and not be merely a consumer of society's distractions.

- (C) 21. (A) absence (B) occurrence (C) pursuit (D) shortage
(D) 22. (A) at (B) for (C) in (D) on
(A) 23. (A) appropriate (B) immediate (C) truthfully (D) unseemly
(D) 24. (A) disorder (B) mix (C) scatter (D) sort
(C) 25. (A) implausible (B) reverse (C) trustworthy (D) untruthful
(B) 26. (A) penetrate (B) process (C) prospect (D) provoke
(D) 27. (A) at (B) beside (C) if (D) though
(B) 28. (A) impair (B) master (C) populate (D) resume
(A) 29. (A) assess (B) detest (C) relieve (D) scorn
(C) 30. (A) exempt (B) immature (C) responsible (D) sufficient

Video learning is one 31 that is here to stay. The popularity of the flipped classroom and blended learning have made video learning an 32 part of 21st-century education, and we will see this movement 33 to grow throughout 2020. From the mind-boggling selection of educational videos 34 online from sources like National Geographic or TED-Ed to name a few, to YouTube channels created by teachers, and video-chat apps for students, video learning is 35 the future of education.

- (B) 31. (A) rally (B) trend (C) vanity (D) utility
(D) 32. (A) additional (B) accountable (C) inessential (D) indispensable
(B) 33. (A) cease (B) continue (C) decline (D) detach
(A) 34. (A) available (B) chartered (C) epidemic (D) marginal
(A) 35. (A) definitely (B) dubiously (C) uncertainly (D) unnecessarily

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

Behaviorist approaches to language learning, grounded in the work of B. F. Skinner, have dominated the field of second language learning since the 1960s. Behaviorism defines language learning as learning rules for combining words, phrases, and sentences through formation of new verbal habits. From this perspective, accuracy is the goal of language instruction and the criteria for measuring learning outcomes. The method for achieving this goal is drilling and practicing vocabulary words, sentence patterns, and rhetorical structures. Teachers are expected to correct learners' errors and use reward systems such as praise, grades, and other tokens to reinforce the use of accurate forms.

Noam Chomsky rejected Skinner's behaviorist conception of language and language learning, arguing that acquiring a language cannot be reduced to learning new verbal habits based on rote memorization. As evidence, he highlighted examples of young children producing utterances that are not mere imitations of adult speech (e.g., "I eated an apple"). Based on such observations, Chomsky argued that children's minds are not blank slates to be filled by imitating language as the behaviorist view held. Rather, children are born with an **innate** capacity to acquire language. Using the metaphor of a **language acquisition device**, he proposed that humans have evolutionarily developed a distinct form of cognition to process language in ways that are akin to the way computers process data. This form of cognition enables humans to process linguistic input, formulate linguistic output, and tacitly generate the rules for a specific language on their own.

Chomsky's perspective of language gave rise to second language instruction that encouraged teachers to design lessons to support students in acquiring language naturally through playing games, singing songs, reading for pleasure, and free writing. Instruction on grammatical rules is minimized, with the assumption that learners will pick up the rules themselves as they participate in a range of classroom activities.

(B)36. Where would this passage most likely be found?

- (A) In a newspaper
- (B) In a graduate textbook
- (C) In a speech
- (D) In a magazine

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- (C) 37. According to behaviorist learning theories,
- (A) human brains are like computers.
 - (B) grammar correction is not necessary.
 - (C) languages are learned by imitation.
 - (D) sentence patterns and rhetorical structures are acquired naturally.
- (C) 38. Which of the following instructional activities might be based on behaviorist theories of language learning?
- (A) Watch an episode of Sesame Street.
 - (B) Work with a partner to write a new ending of a story.
 - (C) Memorize a dialogue about ordering food at a restaurant.
 - (D) Debate a topic that was featured in a newspaper article.
- (A) 39. What does the word **innate** mean?
- (A) natural
 - (B) acquired
 - (C) novel
 - (D) excellent
- (D) 40. What is **language acquisition device**?
- (A) It is a metaphorical term that linguists use to describe how children learn the grammatical rules of a language through explicit instruction from adults.
 - (B) It is one form of cognition to analyze grammatical rules that children are taught formally in school.
 - (C) It is a symbolic term Chomsky uses to describe how children develop new verbal habits.
 - (D) It is a hypothetical tool in the brain that helps children acquire a language.
- (B) 41. Which of the following descriptions about Noam Chomsky's theory of language acquisition is **NOT** true?
- (A) The language acquisition capacity of children is a biological endowment.
 - (B) Humans are born with their minds like a blank slate.
 - (C) Children are able to produce novel utterances that they never hear from adults around them.
 - (D) Children are able to discover themselves the rules of a language system.
- (C) 42. Which of the following instructional activities is against Chomsky's theory of language acquisition?
- (A) Read aloud a story to young learners for 10 minutes every day.
 - (B) Write with self-selected topics and share authentic thoughts.

- (C) Play a word game with explicit grammar instruction.
 - (D) Sing and act out a song.
- (B) 43. What are the primary purposes of this passage?
- (A) To express and reflect.
 - (B) To inform and explain.
 - (C) To evaluate and judge.
 - (D) To inquire and explore.

The inclusion of content from other areas of the curriculum has long been a feature of some primary foreign language programs. In recent years, content has been given greater prominence as many countries and regions have lowered the compulsory age of starting to learn a foreign language at school and increased the number of study hours through the introduction of programs based on Content and Language Integrated Learning (CLIL).

CLIL is an umbrella term which encompasses many different approaches in which part or all of school subjects are taught through a foreign language. As a common feature of CLIL, there are aims, procedures and outcomes which relate both to the subject being taught and to the language. Throughout their primary education, children are developing their knowledge and understanding of the world. At the same time, they are developing their ability to use language as a tool to investigate, analyze, and describe the world. This inter-relationship underpins and links different subject areas across the primary curriculum. On the one hand, language is the medium for learning about all other subjects and, on the other hand, all other subjects are the vehicle for developing language.

When children start learning a foreign language as a school subject, this is often isolated from the mutually reinforcing process of developing knowledge and developing language that enriches all other areas of the curriculum. The reason for this is not surprising perhaps, as, initially at least, it seems difficult to envisage how English may be used as the medium to learn about other subjects when children's language competence is so limited. By adopting an approach which integrates content-based learning from the earliest stages and most elementary levels, learning to use a foreign language becomes part of the **holistic** developmental and educational process which takes place in all other areas of children's experience and learning at primary school.

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- (A) 44. What is the best title for this passage?
- (A) Introducing CLIL in Primary Schools
 - (B) Guidelines for Planning CLIL Lessons in Primary Schools
 - (C) Challenges in Implementing CLIL in Primary School
 - (D) CLIL in Primary Teacher Education
- (C) 45. Which of the following statements best captures the relationship between language learning and content learning in CLIL?
- (A) Language learning is the precondition for content learning.
 - (B) Content learning is generally in advance of language learning.
 - (C) Language learning and content learning refer to a reciprocal process.
 - (D) Language learning and content learning refer to a separate process.
- (D) 46. According to the passage, why is the school subject of English often taught in isolation from other content areas?
- (A) It is difficult to imagine how English can be taught as an additional language.
 - (B) No effective approach can be found to integrate language learning and content learning.
 - (C) English teachers lack pedagogical knowledge to teach subject matter in English.
 - (D) There is a general conception that children with limited English proficiency cannot understand the curriculum content taught in English.
- (C) 47. Which statement is **NOT** supported by information in the passage?
- (A) CLIL has become increasingly popular worldwide.
 - (B) A CLIL lesson has dual objective of developing language skills and building content knowledge.
 - (C) CLIL teachers are usually non-native speakers of the target language.
 - (D) CLIL is suitable for elementary education.
- (B) 48. What does the word **holistic** mean in the passage?
- (A) important and meaningful
 - (B) complete and whole
 - (C) relevant and applicable
 - (D) successful and outstanding
- (D) 49. The author of the passage would be most likely to agree with which of the following?
- (A) It is inadvisable to integrate the teaching of content and language at primary school.
 - (B) CLIL becomes less effective beyond the primary school.

- (C) The goal of developing both language and content at the same time is too difficult to achieve.
 - (D) Foreign language instruction should take account children's whole development in an integrated way.
- (B)50. The attitude of the author of the passage toward adopting CLIL in primary schools is best described as
- (A) doubtful and challenging.
 - (B) positive and encouraging.
 - (C) positive yet reserved.
 - (D) ambivalent and unclear.