I. Vocabulary (20%, 2% each)

1. The job fails if it remains incomplete at the end of its latest feasible interval.
   (A) continual   (B) dispersive   (C) concluding   (D) achievable

2. The proposition was approved without dissent.
   (A) disagreement   (B) banishment   (C) discussion   (D) negotiation

3. Without being noticed, terrorists infiltrated into the capital.
   (A) bombed   (B) attacked   (C) entered undetected   (D) researched

4. They put a premium on a kind of perfection that can be achieved only through fortitude.
   (A) repetition   (B) courage   (C) preparation   (D) resistance

5. Uncle Joe’s company gluts the market with cheap apples from abroad.
   (A) demands   (B) supplies   (C) necessitates   (D) controls

6. Pamela cannot stand any diversion when she writes, so her family makes sure to leave her alone.
   (A) distraction   (B) facsimile   (C) destination   (D) priority

7. Derek hates waiting, and his anger mounted with each minute that elapsed.
   (A) passed   (B) launched   (C) regarded   (D) abated

8. Although Lee Harvey Oswald was convicted of assassinating President John F. Kennedy, there is much controversy over whether Oswald acted alone.
   (A) blunder   (C) dispute   (C) spectacle   (D) principle

9. Because most of his income was gained through illicit means, he could not call the police when his house was robbed.
   (A) fortunate   (B) lateral   (C) trifling   (D) illegal

10. While Bruce was waiting for his client to arrive, he scribbled some reminders of the points he wanted to mention.
    (A) illustrated   (B) scrawled   (C) corroded   (D) glared

II. Reading Comprehension (60%, 4% each)

A. Research shows that children learn about reading before they enter school. In fact, they learn in the best manner-through observation. Young children, for example, see people around them reading newspapers, books, maps, and signs. Parents can do a lot to foster an understanding of print by talking with their preschoolers about signs in their environment and by letting their children know they enjoy reading themselves.
Many parents recognize the value and enjoyment of reading to their young children, but perhaps they are not clear about the specific skills that could be enhanced through the process. Most important, reading should be an enjoyable experience. Research reveals that when young children experience warm and close contacts with their parents when they are being read to, they develop more positive attitudes toward reading.

Run your index finger under the line of print. This procedure is simple and helps children begin to notice words and that words have meaning. They also gain an awareness of the conventions of reading (e.g., one reads from left to right and from the top of the page to the bottom; sentences are made up of words; and some sentences extend beyond a single line of print).

One of the greatest advantages of reading to preschoolers (or children of any age) is the opportunity for vocabulary development. Children learn the meaning of words through good literature; words take on rich meaning when used in an interesting story.

1. According to the passages, what might be the factor that influences children’s attitudes toward reading?
   (A) parents’ reading experience
   (B) school environment
   (C) skilful reading technique
   (D) gratifying reading experience

2. The passages point out that there are advantages that children can gain during reading process. Which of the following advantages is NOT mentioned?
   (A) developing good observation
   (B) noticing the conventions of reading
   (C) fostering an understanding of print
   (D) improving vocabulary development

3. According to the passages, what function does good literature specifically serve?
   (A) to provide interesting stories
   (B) to improve children’s reading skills
   (C) to help children learn the meaning of words
   (D) to recognize the value of reading

4. What improvement do parents need to make?
   (A) recognize enjoyment of reading
   (B) enhance skills in reading process
   (C) read to their children
   (D) gain awareness of words

B. Child and adolescent development unfolds in dramatic and predictable ways. Development is influenced by family, community, and the support and guidance available. In order for children and youth to succeed and sustain a positive and healthy trajectory through adolescence and young adulthood, they need support across a range of developmental outcomes. These five domains can be summarized as cognitive/academic; vocational; physical; social/emotional; and civic/cultural development. Afterschool programs can be one of the important contributing settings to providing the critical experiences and relationships in these domains that keep children and youth on a positive and healthy path to adulthood.

There is growing recognition that participation in high-quality afterschool programs is associated with better grades, work habits, task persistence, and social skills; and that benefits appear to intensify as children and adolescents continue their involvement over a succession of years. Recent reviews of afterschool program evaluations done on well-run and effective afterschool programs showed that participation in quality afterschool programs improved youths’ feelings of self-confidence, self-esteem, attitude towards school, school grades, achievement test scores, and reduced problem behaviors. Some of the most desirable features of learning environments—such as intrinsic motivation, flexibility, and multiple learning arrangements—are characteristics of quality afterschool programs. These findings point to the vital importance of investment in afterschool programs and the benefits of participation in high quality programs.
5. What is the stance of the author on afterschool?
   (A) the author disapproves the idea of afterschool
   (B) the author advocates the idea of afterschool
   (C) the author doesn’t take any stance
   (D) the author leaves the question to readers

6. According to the passages, who has the better chance to take a healthy path to adulthood?
   (A) children and teenagers who attend high quality afterschool programs
   (B) children and teenagers who keep better grades, work habits, task persistence, and social skills
   (C) children and teenagers who constantly attend high quality afterschool over a long period of time
   (D) children and teenagers who keep relationship in the five domains

7. What can children and teenagers benefit from attending afterschool?
   (A) improving feelings of self-esteem and reducing problem behaviors
   (B) getting pleasurable learning environment
   (C) receiving supports from family, community and school
   (D) ensuring a success in the future

8. In line 3, what does “trajectory” mean?
   (A) demonstration  (B) habit  (C) determination  (D) growth

C. "In the Seventh century B.C., Thales of Miletus held the theory whereby the waters of the oceans, under the effect of winds, were thrust towards the interior of the continents; so the water fell upon the earth and penetrated into the soil. Plato shared these views and thought that the return of the waters to the oceans was via a great abyss, the 'Tartarus'. This theory had many supporters until the Eighteenth Century, one of whom was Descartes. Aristotle imagined that the water vapor from the soil condensed in cool mountain caverns and formed underground lakes that fed springs. He was followed by Seneca (1st century A.D.) and many others until 1877. The first clear formulation of the water cycle must be attributed by Bernard Palissy in 1580: he claimed that underground water came from rainwater flowing into the soil. This theory was confirmed by E. Mariotte and P. Perrault in the Seventeenth century." (from G. Castany & B. Blavoux)

9. According to the passages, who was not the believer of the theory that underground water came from the waters of the seas?
   (A) Aristotle   (B) Descartes   (C) Mariotte   (D) Thales

10. The best title for the passage is _________.
    (A) water and soil   (B) water cycle   (C) water vapor   (D) water penetration

D. Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time; if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people’s. In the same way, children learning to do all the other things they learn to do without being taught—to walk, run, climb, whistle, ride a bicycle—compare their own performance with that of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes for himself, let alone correct them. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the teacher. Let him do it himself. Let him work out, with help of other children if he wants it, what this word ways, what the answer is to that problem, whether this a good way of saying or doing this or not.
If it is a matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can’t find the way to get the right answer. Let’s end all this nonsense of grades, exams, marks. Let us throw them all out, and let the children learn what all educated persons must someday learn—how to measure their own understanding, how to know what they know or do not know.

Let them go on with the job in the way that seems the most sensible to them, with our help as schoolteachers if they ask for it. The idea that there is a body of knowledge to be learned at school and used for the rest of one’s life is nonsense in a world as complicated and rapidly changing as ours. Anxious parents and teachers say, “But suppose they fail to learn something essential, something they will need to get on in the world?” Don’t worry! If it is essential, they will go out into the world and learn it.

11. Which of the following best expresses the MAIN idea of this passage?
(A) Students need to learn to trust their teachers’ judgment more.
(B) Students should correct their own math homework.
(C) Teachers should let students find their own mistakes and measure their own performance.
(D) Students need to acquire a fixed body of knowledge at school and draw upon it throughout their lives.

12. The passage says that children whose mistakes are corrected too often will
(A) stop talking.
(B) learn to talk more quickly.
(C) start noticing the difference between their language and that of others.
(D) learn to correct their own mistakes.

13. The author implies in the passage that
(A) never give a child a chance to find out the mistakes for himself.
(B) we better do it for him.
(C) let him do it himself.
(D) he would never notice a mistake.

14. According to the author, all educated people need to learn
(A) the right answers to math and science questions.
(B) that they won’t notice mistakes that are not pointed out to them.
(C) how to walk, run, climb, whistle, and ride a bicycle.
(D) how to find out what they do or don’t know.

15. The author would be MOST likely to agree that
(A) grades are essential to evaluate students’ performance.
(B) tests such as this are important to measure students’ progress.
(C) teachers should let students assume a more self-reliant role in their education.
(D) teachers constantly need to point out students’ mistakes, because the students wouldn’t notice them otherwise.

III. Essay Question (20%)
Which children’s book best represents children’s literature to you? Do you have a touchstone (or standard) that helps you compare and judge the best? In English state your opinion **WITHIN 300 WORDS.**
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