

# 115學年度中區縣市政府教師甄選策略聯盟

## 【科目名稱：國小英語】

選擇題【共50題，每題2分，共100分】請以2B鉛筆於答案卡上作答，單選題；答錯不倒扣。

- I damaged my car's \_\_\_\_\_ as I stepped on the gas too hard.  
(A) transmission (B) transformer (C) suppression (D) depression
- Pavlov's cute puppies are \_\_\_\_\_ by the ringing of the bells.  
(A) condiment (B) continent (C) conditioned (D) complemented
- The \_\_\_\_\_ of Crimea became the catalytic event that led Western countries to coordinate more closely in their diplomatic and security responses.  
(A) adaptation (B) application (C) annexation (D) asphyxiation
- The Spanish Civil War is sometimes considered to be the \_\_\_\_\_ to the Second World War.  
(A) prelude (B) precept (C) preclude (D) preform
- Parents often \_\_\_\_\_ themselves to support their children, balancing financial responsibilities, emotional care, and guidance while striving to create stable, nurturing environments for growth and independence.  
(A) aggravate (B) appraise (C) obligate (D) incubate
- At the busy market, shoppers \_\_\_\_\_ with vendors over prices, comparing goods, negotiating persistently, and enjoying the lively atmosphere while trying to secure the best possible deals.  
(A) filter (B) garnish (C) interdict (D) haggle
- Prices tend to \_\_\_\_\_ throughout the year, influenced by supply, demand, seasonal trends, and global events, making it difficult for consumers to predict future costs accurately.  
(A) desiccate (B) instigate (C) retard (D) fluctuate
- Pursuing a career in renewable energy proved highly \_\_\_\_\_, offering not only financial stability but also opportunities for innovation, personal growth, and meaningful environmental impact globally.  
(A) sluggish (B) oblivious (C) remunerative (D) dubious
- The purpose of a tariff is to cut down on imports in order to protect \_\_\_\_\_ industry and workers from foreign competition.  
(A) revenue (B) detrimental (C) prohibitive (D) domestic
- In TV, characters may be developed through a few words of dialogue and facial expressions or body language, so that viewers quickly \_\_\_\_\_ the heroes and heroines.  
(A) emphasize on (B) identify with (C) synthesize with (D) justify with
- No sooner \_\_\_\_\_ the announcement than the shareholders began demanding further clarification.  
(A) did the CEO make (B) the CEO had made  
(C) had the CEO made (D) the CEO made
- The ancient manuscript \_\_\_\_\_ by scholars and was later discovered by researchers who were amazed by its historical significance.  
(A) has carefully preserved (B) carefully preserved  
(C) was carefully preserved (D) was carefully preserving
- Rarely \_\_\_\_\_ such a beautifully crafted piece of art that captures emotions so vividly and leaves a lasting impression on viewers.  
(A) I have seen (B) I saw (C) did I see (D) have I seen
- Despite the difficulties yesterday, you have finished and submitted the assignment properly, \_\_\_\_\_ ?  
(A) don't you (B) do you (C) haven't you (D) have you
- Notwithstanding the unforeseen delays, I will notify you \_\_\_\_\_ the final approval is granted so that we may proceed without further complications.  
(A) in case (B) despite (C) even if (D) as soon as
- \_\_\_\_\_ through the quiet forest, listening to birds singing softly, I felt deeply relaxed and completely free from all worries.  
(A) Being walked (B) Walking (C) To have walked (D) Having walking
- Had she been told how severe the delay would be, she \_\_\_\_\_ the client quite so confidently.  
(A) would not have reassured (B) would not reassure  
(C) had not reassured (D) would not be reassuring

18. The sensitivity surrounding the issue will require policy makers to challenge the perception of critics \_\_\_\_\_ mix all the issues into one and address them with a biased political agenda.  
 (A) while (B) which (C) those (D) who
19. He is one of the few historians who \_\_\_\_\_ willing to challenge that interpretation of the event.  
 (A) is (B) are (C) be (D) being
20. From the late 1990s, linguistics began to look at the use of English within the Expanding Circle context of Europe, \_\_\_\_\_ English was quickly spreading as the common language of international business.  
 (A) that (B) how (C) where (D) which

The rapid expansion of artificial intelligence has brought significant convenience, yet it has also \_\_\_21\_\_\_ what is often described as “brainrot.” This term refers to a gradual weakening of attention, critical thinking, and originality \_\_\_22\_\_\_ an overdependence on instantly generated content. As AI tools provide quick summaries, ready-made answers, and even creative outputs, users may become \_\_\_23\_\_\_ inclined to engage in sustained reading or independent reasoning. Over time, this tendency can reduce the ability to analyze complex information, evaluate different perspectives, and form well-supported arguments. \_\_\_24\_\_\_, the constant exposure to simplified and fast-paced content may shorten attention spans and discourage deeper intellectual effort, \_\_\_25\_\_\_ further limits users’ capacity for critical engagement.

21. (A) resulted from (B) risen (C) given rise to (D) alleviated
22. (A) in contrast to (B) resulting from (C) alluding to (D) independent of
23. (A) less (B) more (C) unable to (D) often
24. (A) In addition (B) However (C) Nevertheless (D) Whereas
25. (A) because (B) what (C) where (D) which

Inclusive education has become a central objective in many educational systems, \_\_\_26\_\_\_ the integration of students with special educational needs and their peers within shared learning environments. Rather than separating learners based on differences, this approach seeks to provide equitable access to learning while \_\_\_27\_\_\_ mutual understanding and respect. Studying together enables students to develop not only academic knowledge \_\_\_28\_\_\_ essential social competencies, such as cooperation and empathy. It also encourages teachers to adopt more flexible and responsive instructional practices. Although challenges remain, inclusive education is regarded \_\_\_29\_\_\_ a way of preparing students more effectively for participation in diverse societies. \_\_\_30\_\_\_ this perspective, integration is not only an educational strategy but also a social one.

26. (A) promoting (B) to promote (C) promoted (D) promote
27. (A) foster (B) fosters (C) fostering (D) to foster
28. (A) and also (B) but also (C) as well (D) moreover
29. (A) as (B) to (C) for (D) in
30. (A) On (B) From (C) With (D) By

Exactly \_\_\_31\_\_\_ thunderstorms trigger or exacerbate asthma in this way is still not fully understood. The leading theory is that cold air downdrafts that occur during thunderstorm weather systems generate strong cross winds that blow at ground level, whipping up pollen grains and fungal spores from grass and plants. These then get carried high into the storm system by updrafts, \_\_\_32\_\_\_ moisture in the clouds causes them to swell and \_\_\_33\_\_\_ into smaller fragments, massively increasing the number of allergen particles in the air. The strong electric field that develops during thunderstorms may also enhance the rupture of the pollen. This smaller particle size makes \_\_\_34\_\_\_ easier for the pollen fragments to get into the airways as they are carried back to ground-level by cold down-draft winds. Pollen levels seem to spike during the first 20-30 minutes of a thunderstorm, according to studies on the phenomenon. Younger people, particularly those with hay fever, \_\_\_35\_\_\_ by this seasonal respiratory phenomenon than older adults.

31. (A) when (B) that (C) where (D) how
32. (A) which (B) that (C) where (D) those
33. (A) put forth (B) fall behind (C) break apart (D) pull out
34. (A) this (B) it (C) that (D) these
35. (A) seem particularly affect (B) seem to be particularly affected  
 (C) seem to particularly affect (D) seem to have particularly affected

The Russian fascination with Adidas is often mocked as a joke about tracksuits, yet the cultural weight of the brand developed from a more complicated history than what the stereotype alone would suggest. During the late Soviet period, Adidas became one of the most recognizable Western sports labels visible behind the Iron Curtain, especially through the 1980 Moscow Olympics, where its designs helped shape how modern athletic prestige looked on television and in public memory. Soviet authorities were uneasy about openly displaying capitalist branding, but the very need to modify or mute the label only reinforced its symbolic power: people knew what they were seeing even when the logo was reduced or

disguised.

After the Soviet collapse, that symbolic charge changed rather than disappearing. Adidas tracksuits became attached to the youth urban subculture in Russia and to broader post-Soviet street culture, where they could signal toughness, aspiration, irony, or simple practicality all at once. In other words, the brand survived not merely as sportswear, but as a social language. That is why the “obsession” is easy to oversimplify: it was never only about fashion, and not even always about admiration. Adidas in Russia came to represent a rare convergence of scarcity, global modernity, class performance, and meme-ready recognizability, which helps explain why it remained culturally **vivid** long after its first Soviet associations had faded.

36. What is the main purpose of the passage?
- (A) To argue that Adidas became popular in Russia because it was inexpensive.  
(B) To explain why Adidas acquired cultural significance in Russia beyond simple fashion.  
(C) To prove that all Russians admired Western brands equally.  
(D) To show that Soviet citizens cared little about athletic clothing.
37. According to the passage, why did muted or altered branding strengthen Adidas’s symbolic power?
- (A) Because people could not identify the brand anymore.  
(B) Because the hidden logo made the clothing look more luxurious.  
(C) Because people still recognized the brand despite official discomfort with it.  
(D) Because Adidas required Soviet officials to change the design.
38. In the passage, the word “vivid” most nearly means \_\_\_\_.
- (A) vibrant and striking  
(B) legally protected  
(C) commercially stable  
(D) technically advanced
39. Why does the author mention the youth urban subculture and street culture?
- (A) To argue that Adidas had no connection to street culture.  
(B) To show one important way the brand’s meaning changed after the Soviet collapse.  
(C) To prove that all tracksuited youths were criminals.  
(D) To suggest that sportswear disappeared from public life.
40. Which statement best reflects the author’s view?
- (A) Adidas remained important in Russia because it represented several meanings at once.  
(B) Adidas mattered only during the 1980 Olympics.  
(C) The Russian interest in Adidas was entirely ironic from the beginning.  
(D) The brand’s significance came solely from official Soviet approval.

Published in the *American Journal of Preventive Medicine*, the study followed over 20,000 adults in Sweden for nearly two decades. Participants, aged 35 to 64 at the start, reported how much time they spent sitting and what activities they engaged in. Over the course of the study, 569 individuals developed dementia. Researchers found a clear distinction between mentally passive and mentally active sedentary behaviors. Those who spent more time in passive activities had a significantly higher risk of developing dementia, whereas those who engaged in mentally stimulating activities while sitting had a lower risk.

The researchers also explored how behavior changes might influence outcomes. Replacing one hour of passive sedentary time with mentally active activities was associated with about a 7% reduction in dementia risk. Simply adding an extra hour of mentally engaging activity reduced risk by 4%, while combining cognitive engagement with physical activity led to an even greater reduction of 11%.

Mentally passive behaviors require little cognitive effort and include activities like watching TV or passively listening to music. In contrast, mentally active behaviors involve attention, problem-solving, or interaction—such as reading, doing puzzles, knitting, or engaging in thoughtful computer work. Even if two people spend the same amount of time sitting, the cognitive effects can differ greatly depending on the activity.

One explanation for these findings is that the brain benefits from regular stimulation. Engaging in mentally challenging tasks helps maintain neural connections and builds “cognitive reserve,” the brain’s ability to adapt to aging. Passive activities, especially when prolonged, may fail to stimulate these processes and could even reduce blood flow due to extended inactivity. Additionally, engaging activities are often more social or interactive and may support better sleep—both factors linked to improved cognitive health.

41. What is the main finding of the study discussed in the passage?
- (A) Sitting for long periods always leads to dementia.  
(B) All sedentary activities have the same effect on brain health.  
(C) Physical activity has no impact on dementia risk.  
(D) Mentally passive activities increase dementia risk, while active ones may reduce it.
42. Which of the following is an example of a mentally active sedentary behavior?
- (A) Watching television.  
(B) Listening to music passively.  
(C) Reading a book.  
(D) Sitting quietly without doing anything.

43. According to the study, what happens if one hour of passive sedentary time is replaced with active sedentary behavior?
- (A) Dementia risk increases by 7%. (B) Dementia risk decreases by about 7%.  
 (C) There is no change in dementia risk. (D) Dementia risk decreases by 11%.
44. Why might mentally passive activities lead to a higher risk of dementia?
- (A) They do not sufficiently stimulate neural connections. (B) They require too much brain activity.  
 (C) They improve blood flow to the brain. (D) They increase social interaction.
45. What additional benefit is associated with combining mentally active behavior with physical activity?
- (A) It eliminates the risk of dementia entirely. (B) It reduces dementia risk more than either alone.  
 (C) It has no measurable effect. (D) It only improves physical health, not brain health.

For the linguistic component, learners are expected to be exposed to native varieties, non-native varieties, and those localized features that are needed to express the learner's own culture. These three types of linguistic input are intended to be offered to learners in different proportions based on their proficiency level. They must first be exposed to a native variety, either British English or American English. Gradually, they can be exposed to non-native varieties of other speakers for the purposes of comprehension, for example, providing the learner with opportunities to listen and read materials produced by non-natives such as Indians or Singaporeans. Once they have reached the advanced level, they are encouraged to learn how to describe and explain their own cultures in English to speakers from other countries.

The objective they are supposed to achieve is no longer native-like performance. Instead, they are required to develop effective communication skills. Phonologically, they are expected to produce intelligible English and understand English with non-native accents; lexically, to use high-frequency words to express what they want to say, and to understand both high-frequency and low-frequency words; syntactically, they are required to produce comprehensible sentence structures and comprehend non-native syntactic structures. When evaluating how much students have achieved, attention is not paid in particular to individual phonological, lexical, and syntactic errors that do not affect meaning. Instead, the teacher examines how successfully the task has been completed.

The above pedagogical suggestion is based on a core-periphery hypothesis of English as an international language (EIL), in which EIL comprises multiple layers of English with speakers from different first language (L1) backgrounds who share a common core, each layer featuring some peripheral nativized features. This common core, derived primarily from native varieties, is essential for English to play the role of a lingua franca. Meanwhile, the peripheral features reflect the nativized culture of each ethnic group. With these nativized features, people with different L1 backgrounds can exchange their unique beliefs, customs, and lifestyles. Along with the development of English, some nativized features may move gradually to the center, for example, *kongfu* (功夫) and *fengshui* (風水), which are words originally used only by Chinese speakers and are now extensively accepted by other speakers of English.

46. According to the proposed pedagogical model, what is the primary factor determining which variety of English a learner should be exposed to?
- (A) The learner's geographical location and local dialect.  
 (B) The learner's current level of linguistic proficiency.  
 (C) The specific professional field the learner intends to enter.  
 (D) The personal preference of the teacher regarding British or American English.
47. Which of the following best describes the shift in learning objectives mentioned in the second paragraph?
- (A) A move from focusing on grammatical accuracy to a focus on phonetic perfection.  
 (B) A transition from understanding non-native accents to mastering a single native variety.  
 (C) An increased emphasis on identifying and correcting minor syntactic errors.  
 (D) A shift from aiming for native-speaker mimicry toward achieving communicative competence.
48. In the context of evaluation, how is "success" measured under this new pedagogical suggestion?
- (A) By the student's effectiveness in completing a communicative task.  
 (B) By the absence of phonological and lexical errors.  
 (C) By the student's ability to avoid using low-frequency words.  
 (D) By the student's ability to sound like a native speaker of British English.
49. According to the text, what is the specific role of "peripheral features" in English as an International Language?
- (A) They act as barriers that prevent effective communication between different L1 speakers.  
 (B) They allow speakers to express and exchange their distinct cultural identities and lifestyles.  
 (C) They serve as the primary grammar rules that all beginners must master first.  
 (D) They represent errors that will eventually be phased out as English continues to develop.
50. The mention of "*kongfu*" and "*fengshui*" serves to illustrate which of the following points?
- (A) The difficulty native speakers have when learning Chinese-influenced English.  
 (B) The requirement for advanced students to use only high-frequency vocabulary.  
 (C) The process by which localized, peripheral features can become part of the shared core.  
 (D) The superiority of Chinese English over other non-native varieties.