

國立臺北教育大學 101 學年度碩士班招生入學考試

特殊教育學系碩士班 國、英文 科試題

壹、國文試題 (50 分)

散文家陳之藩於〈謝天〉談到：

「幾年來自己的奔波，作了一些研究，寫了幾篇學術文章，真正做了一些小貢獻以後，才有了一種新的覺悟：即是無論什麼事，得之於人者太多，出之於己者太少。因為需要感謝的人太多了，就感謝天罷。無論什麼事，不是需要先人的遺愛與遺產，即是需要眾人的支持與合作，還要等候機會的到來。越是真正做過一點事，越是感覺自己的貢獻之渺小。

於是，創業的人，都會自然而然的想到上天，而敗家的人卻無時不想到自己。

介之推不言祿，祿亦弗及。這是我們中國的一個最完美的人格所構成的一個最完美的故事。介之推為什麼不言祿，因為他覺得貪天之功以為己力，是君子所不屑為，也是君子所不應為的。

愛因斯坦剛到普林斯頓時，主任與他商量報酬問題，他說五千。主任說：「給你五千，如何給一個大學畢業生呢？還是算一萬五千元罷！」這不是外國的介之推嗎？

為什麼介之推與愛因斯坦專幹這類傻事？立過大功，而不居功若此。他們知道作事與立功，得之於眾人合作者多，得之於自己逞能者少。於是很自然的產生一種感謝眾人、感謝上天的感覺。

有一個人問一位文學家，我記得是雨果罷，「如果世界上的書全需要燒掉，而只許留一本，應留什麼？」雨果毫不猶豫的說：「只留〈約伯記〉。」

約伯是《聖經》裏面的介之推，富亦謝天，貧亦謝天，病亦謝天，苦亦謝天。

我們的思想界尚在混沌幼稚時期，需要約伯的精神，需要介之推的覺悟。這個覺悟即是：一粥一飯，半絲半縷，都是多少年、多少人的血汗結晶。感謝之情，無由表達，還是謝天罷。」

請以「感謝」為題作文，字數不得少於三百字。

貳、英文試題 (50 分)

Section 1: Vocabulary (每題 2 分，共 20 分)

A word is underlined in each of the following sentences. Below each sentence are four other words or phrases. Please choose a synonym for the underlined word from the four choices.

1. Schools have a key role to play in addressing the rising tide of at-risk students who bring antisocial, aggressive behavior patterns with them to the schooling experience.
(A) exposing (B) dealing with (C) following (D) solving.
2. The school setting provides a fertile ground for delivering effective social skills programming, but it also presents formidable obstacles.
(A) difficult (B) common (C) fruitful (D) enchanting.
3. The salience of the peer context thus positions friendship and peer victimization as potential sources of either risk or protection for adjustment to middle school.
(A) consumes (B) leads (C) justifies (D) puts.
4. Schools should not attempt to implement any action plan without high confidence that all staff are fluent with the skills and strategies of the plan.
(A) argue (B) put into practice (C) instruct (D) withdraw.
5. As an integral component of positive behavior support, effective assessment involves all persons who are familiar with the school system.
(A) a partial (B) an ultimate (C) an essential (D) an extrinsic.
6. Without a well-integrated reading program that develops higher level comprehension skills, most children with reading disability will never find their way back to the road to proficient reading.
(A) professional (B) competent (C) excellent (D) learn.
7. Motivation, although important for all disabled readers, is likely to be especially crucial for non-automatic readers, as increased motivation is likely to result in increased level of practice.
(A) difficult (B) dreadful (C) necessary (D) effortless.
8. Measuring literacy skills at school entry seems prudent for early intervention.
(A) wise (B) primary (C) important (D) confident.
9. Due to cerebellar deficiencies, the ability of children with autism to modulate sensory input is affected.
(A) control (B) monitor (C) adjust (D) ignore.
10. With regard to assessment, educators should be aware of the variety of ways in which children may deviate from normal reading acquisition.
(A) different (B) similar (C) fundamental (D) preliminary.

Section 2: Reading comprehension (30 分)

Please summarize the following passages in Chinese.

1. Social skills interventions produced low treatment effects and low generalization effects across participants, settings, and play stimuli. Moderate maintenance effects were observed, suggesting that gains made via social skills interventions are maintained after the intervention is withdrawn. Furthermore, similar intervention, maintenance, and generalization effects were observed between interventions targeting collateral skills (e.g., play skills, joint attention, and language skills) and interventions targeting specific social behaviors (e.g., social initiations, social responses, and duration of interaction). (Bellini et al., 2007) (請不要逐字翻譯，答案勿超過 100 字，15 分)
2. Evidence accumulating in the empirical literature indicates quite clearly that, under at least some conditions, children with autism can benefit reliably from social interaction skill interventions. Kennedy and Shukla (1995) argue that the accumulating body of research demonstrates that “(a) social interactions can be taught and learned, (b) social interaction in typical settings can be successfully accomplished, and (c) substantial positive outcomes accrue (p. 21).” Parents and teachers should expect these intervention services to produce discernible effects in the social interactions and social relationships of young children with autism, if appropriately designed and delivered. (McConnell, 2002) (請不要逐字翻譯，答案勿超過 100 字，15 分)