

# 國立臺北教育大學 100 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)

請以「助人為樂」為題作文，字數不得少於三百字。

### 貳、英文試題

#### Section I: Cloze Test (每題 1 分，共 25 分)

Read the following passages. Some words have been erased and replaced with blanks. In each blank, choose the word that you think should go there from the words listed above the passage and **write the word on the answer sheet.**

#### Passage 1

mental	educational	medical	placed	homebound
excluded from	routines	Due process	physical	

The court ruled that a   1   instructional program for a child with multiple health impairments did not meet the least restrictive environment standard and called for the child to be   2   in a class with children without disabilities and provided with related   3   services.

#### Passage 2

plans	designed	devotes	regulations	redundant
compares	advocated	supports	mandates	modifications
specialized	benevolent			

The Individual with Disabilities Education Act (IDEA)   4   a sequence of events that schools must follow to identify and educate children with disabilities. Although the rules and   5   that local school districts must follow are lengthy, detailed, and sometimes   6   for legal purposes, the process is   7   to answer a sequence of questions that makes both educational and common sense.

Passage 3

accumulated    tempted    accommodations    visual    inclusive  
puckered    derive    residual    mark    divided    scratched  
distinguished    useful

Speechreading is the process of understanding a spoken message by observing the speaker's face. All children with hearing loss, whether they have a significant amount of or very little 8 hearing and whether they communicate primarily through oral or manual means, use their vision to help them understand speech. Some sounds are readily 9 by watching the speaker's lips. For example, the word *pail* begins with the lips in a shut position, whereas the lips are somewhat drawn together and 10 at the corners for the word *rail*. Paying careful attention to a speaker's lips may help an individual with hearing loss 11 important clues.

Passage 4

varied    expert    persistence    accomplish    mastered  
benchmark    activist    compensate    alternative    rival  
overshadow    compete    delighted

Successful gifted students with disabilities tend to share some common characteristics. They often possess skills that allow them to 12 for their disabilities. After years of developing 13 ways to learn and keep up with their classmates, they typically have developed exceptional problem solving abilities as well. It is often their 14 and determination that have enabled them to succeed, even with no 15 assistance.

Passage 5

criminal    worrisome    bullying    withdrawing    delinquency  
arrested    pathway    convention    conducting    anxiety    crisis  
internalized    accessory    self-satisfied    independence  
correlation

Aggressive behavior, particularly when it is observed in very young children, is particularly 16. This is not just because of the behavior itself – though that should not be minimized – but also because of its strong 17 with long-term problems (dropping out of school, 18, violence). A pattern of early aggressive acts beginning with annoying and 19, followed by physical fighting, is a clear 20, particularly for boys, to violence in late adolescence.

Passage 6

consistency	wringing	underway	lifelong	epidemiological
comprehensive	bleak	simultaneously	precision	fragmented
controversial	condition	injury	dismay	rigorous
animated				

Autism is a significant, 21 disability. Even for those with average intelligence, long-term outcomes in terms of independent living, employment, and life satisfaction are 22. In fact, most people with autism require 23 services and extensive supports for their entire lives. Effective services and supports require high levels of coordination and 24. Unfortunately, these are difficult goals to achieve through the often 25 services offered by social service agencies, health care providers, and the educational system.

**Section II: Choose the correct answer from each of the following question**

(每題 1 分，共 15 分)

1. One of the best ways to find out what your child is learning \_\_\_\_\_
  - (1) is to discover a lot about what your child is learning in school.
  - (2) is to examine the schoolwork he has done.
  - (3) is to improve the areas in which your child is falling behind.
2. Right-hemisphere lesion patients sometimes produce abnormal intonation contour when they speak, \_\_\_\_\_
  - (1) even in individuals who show the typical left-hemisphere dominance for language.
  - (2) and they may have difficulty recognizing the emotional tone of an utterance.
  - (3) the information presented to the left ear goes first to the right hemisphere.
3. More and more schools are starting to integrate diverse subject areas \_\_\_\_\_
  - (1) to include math in a history or English class.
  - (2) in the curriculum so that students can make clearer connections.
  - (3) in which the main characters solve a problem using math or logic.
4. As students enter the middle school years of sixth, seventh and eighth grade, \_\_\_\_\_
  - (1) they increasingly need to take control of their own learning.
  - (2) who have the self-discipline to complete work.
  - (3) they recommend a tutor or other ways to receive additional help.

5. Effective teachers have lesson plans that \_\_\_\_\_
- (1) they expect that all students can and will achieve in their classroom.
  - (2) is consistent in grading and returns work in a timely manner.
  - (3) help students to cooperate with each other to achieve something.
6. When children are faced with an unfamiliar problem, \_\_\_\_\_
- (1) they will often map appropriate correspondences from learning to the solution.
  - (2) they will often use their knowledge about a familiar problem to help them to solve the unfamiliar problem.
  - (3) they will be used to solve novel problems.
7. Contemporary emotion researchers believe that emotions play a crucial part \_\_\_\_\_
- (1) in contributing to receive a reward.
  - (2) in signalling and communicating with others.
  - (3) in motivating to copy actions with the crane.
8. It is necessary for every teacher to understand the learning styles of his/her students. \_\_\_\_\_
- (1) Each student may have an individual approach to a learning situation.
  - (2) These could be attitudes of teachers, peer group and parents themselves.
  - (3) It has invariably been construed as being highly technical needing a specialization.
9. One of the main arguments used to justify the exclusion of listening from the curriculum in the past \_\_\_\_\_
- (1) was that students who feel they are listening will be encouraged to try again.
  - (2) was that listening cannot be taught.
  - (3) was that the students can relate what they are listening to things that happen in real life.
10. Children learn language in situations. The essence of a particular situation \_\_\_\_\_
- (1) can be found in an account of which sorts of events allow for.
  - (2) can be found in the level of understanding and interest.
  - (3) can be found in the shared purpose of the participants and the organization of the event.
11. Vision is the physical ability to see clearly and accurately. When we refer to acuity, \_\_\_\_\_
- (1) we are referring to clarity in the reception of stimuli.
  - (2) we are referring to include eye examinations.
  - (3) we are referring to focus on objects at a distance.

12. If student attributes successes to ability or effort, \_\_\_\_\_
- (1) you can increase student's self-efficacy or internal control over.
  - (2) you can support these positive responses by providing feedback that states specific information about the parts of his effort and ability.
  - (3) you can establish regularly scheduled times for student-to-teacher discovery discussions.
13. A good general strategy in problem solving is subgoaling, that is, \_\_\_\_\_
- (1) having an explicit goal state and clearly defined operators.
  - (2) working on a problem after a period of intense work.
  - (3) dividing a problem into subproblems to be worked on one at a time.
14. Due to the varied and complex demands placed upon special education teachers, \_\_\_\_\_
- (1) you may be responsible for assigning grades.
  - (2) many tasks must be accomplished before the start of the academic year.
  - (3) they involved in consulting or co-teaching with regular classroom teachers.
15. Awareness, the first component of metacognition, \_\_\_\_\_
- (1) involves a person's knowledge about his or her cognitive resources and the relationship between those capabilities and the demands of the task.
  - (2) involves the effects of metacognitive instruction on memory skills.
  - (3) involves instruction regarding the generalized use of learning strategies.

**Section III: Please translate the following passage into Chinese (10 分)**

Children with special needs and their families demand, and deserve, a unique educational experience. They are entitled to a learning experience that is fashioned by excited, dedicated professionals who see the opportunities and meet the challenges that come with making a difference. However, making the "right difference" is not a simple accomplishment. Assuming this responsibility calls for commitment, and understanding of schools and their intricate systems, and appreciation for the diversity of perspectives that children with special needs and their families require, up-to-date knowledge about validated practices, the ability to arrive at informed decisions, and the courage to test those decisions and respond accordingly.