

台北市立中正高級中學 100 學年度美術科新進專任教師甄選美術測驗試題

科目：美術綜合測驗

日期：100 年 6 月 7 日〈四〉

時間：下午 1：10-2：30 共

80 分鐘

說明：一、本試題紙上請勿作答。

二、答案請寫在答案卷上。解答時不必抄題，請標明題目號次按題序敘述之。

三、本試題紙應與答案卷一併繳回。

四、作答時，試卷條碼一律在背面，條碼部分不得污損，否則無效。

一、簡答題〈本大題共 8 小題，每小題 5 分，共 40 分〉

1. 何謂「徐黃異體」？

2. 簡述「元四家」山水畫的共同特點是什麼？兼論「文人畫」？






3. 清初四僧係指哪四位畫家，他們在藝術上的共同特點是什麼？與「四王」在創作上的區別為何？請簡述之。

4. 「台展三少年」、「渡海三家」係指哪些畫家？

	台展三少年			渡海三家		
畫家				張大千		

5. 何謂「樣式主義」〈Mannerism〉〈亦稱矯飾主義或風格主義〉？請列舉至少兩位代表畫家。

6. 如列舉之五件前蘇俄畫家作品請依作品序填答？

作品					
作品名稱	《無名女郎》	《伏爾加河上的繙夫》	《女貴族莫洛佐娃》	《松樹林》	《少女和桃子》
畫家					

7. 如列舉之五件各時期的代表性建築請依作品序填答？

作品					
作品名稱	巴塞隆納《米拉公寓》	法國《朗香教堂》	《費城栗子山母親之家》	法國巴黎《龐畢度中心》	西班牙《古根漢美術館》
建築風格					
建築師	安東尼·高迪 Antoni Gaudi, 〈1852~1926 年〉	勒·柯布西耶〈Le Corbusier, 1887~1965 年〉	文丘里〈R. Venturi.1925-年〉	皮亞諾〈R. Piano.1937-年〉與羅傑斯〈R. Roger.1935-年〉	蓋里〈F.O. Gehry.1929-年〉

8. 簡述「人體工學」〈Ergonomic Studies〉，並請列舉二十世紀中何時、何人曾潛心研究並建立所謂「黃金比模矩」或「模數人」〈Modulor Man〉？

二、申論題〈本大題共 2 題，每題 20 分，共 40 分〉

1. 請比較西洋藝術史上現代藝術與古典藝術〈二元對立下的泛稱〉的區別為何？現代藝術的代表性畫家的特色如何影響後來的藝術發展？有何歷史重要性？

2. 德國包浩斯〈Bauhaus〉的成立地點、形成原因、創校內涵、及教師陣容〈主持的車間或工作室〉為何？包浩斯運動的主要貢獻是什麼？請詳加說明。

三・教案設計〈本大題 1 題，20 分〉

1・教案設計由下列教案單元中任選一題設計之。〈本教案設計以兩課時為基準〉

- a.基本設計〈Basic Design〉融入創意表現〈Creative Drawing〉的單元
- b.新藝術運動〈Art Nouveau〉融入創意表現〈Creative Drawing〉的單元
- c.野獸主義〈Fauvism〉與新野獸派〈Nouveaux Fauves〉融入創意表現〈Creative Drawing〉的單元
- d.抒情抽象〈Abstract Art〉與點、線、面融入創意表現〈Creative Drawing〉的單元
- e.幾何抽象〈Neo-Plasticism〉與硬邊主義融入創意表現〈Creative Drawing〉的單元
- f.達達主義〈Dadaism〉與形而上主義〈Pittura Metafisica〉融入創意表現〈Creative Drawing〉的單元
- g.蒙太奇〈Montage〉與超現實〈Surrealism〉融入創意表現〈Creative Drawing〉的單元
- h.後現代主義〈Post- modernism〉融入創意表現〈Creative Drawing〉的單元

臺北市中正高中教師甄選英文科筆試試題

(答題說明 ⇨ 題本總共有 7 頁, 計有 4 個大題, 最後一大題為 Essay Questions, 其中又分為 3 個小題, 請直接在題目下方空白處作答, 如空間不夠, 可翻至同一頁的背面作答)

I. Please translate the following Chinese article into English. (15%)

讀書樂，所以有人一卷在手往往廢寢忘食。但是也有人一看見書就哈欠連連，以看書為最好的治療失眠的方法。黃庭堅說：「人不讀書，則塵俗生其間，照鏡則面目可憎，對人則語言無味。」這也要看所讀的是些甚麼書。如果讀的盡是一些猥褻的東西，其人如何能有書卷氣之可言？宋真宗皇帝的《勸學文》，實在令人難以入耳：「富家不用買良田，書中自有千鍾粟。安居不用架高堂，書中自有黃金屋。出門莫恨無人隨，書中車馬多如簇。娶妻莫恨無良媒，書中自有顏如玉，男兒欲遂平生志，六經勤向窗前讀。」不過是把書當做敲門磚以遂平生之志，勤讀《六經》，考場求售而已。十載寒窗，其中只是苦，而且吃盡苦中苦，未必就能進入佳境。

II. Please correct the following composition, grade it and give the suggestion indicating the possible ways of improvement. (15%)

Motorcycles in Taiwan

There are many motorcycles in Taiwan. Because the motorcycle is convenience and use, too. So motorcycles are important to transportation in Taiwan, which is improving all the time. There are several reasons why transportation is getting more. At first, new freeways are builded. These freeways link the major cities and spread up traffic. Second, the new MRT system in Taiwan provides a fast and relied way to get through the city. But the motorcycle is still very cheaper, everyone is riding it instead taking other vehicles.

III. Please rewrite the following passage so that it will suit average senior students and make a ten-blank cloze test out of this passage. (15 %)

The loss of the ancient world's single greatest archive of knowledge, the Library of Alexandria, has been lamented for ages. But how and why it was lost is still a mystery. The mystery exists not for lack of suspects but from an excess of them.

Alexandria was founded in Egypt by Alexander the Great. His successor as Pharaoh, Ptolemy II Soter, founded the Museum or Royal Library of Alexandria in 283 BC. The Museum was a shrine of the Muses modeled after the Lyceum of Aristotle in Athens. The Museum was a place of study which included lecture areas, gardens, a zoo, and shrines for each of the nine muses as well as the Library itself. It has been estimated that at one time the Library of Alexandria held over half a million documents from Assyria, Greece, Persia, Egypt, India and many other nations. Over 100 scholars lived at the Museum full time to perform research, write, lecture or translate and copy documents. The library was so large it actually had another branch or "daughter" library at the Temple of Serapis.

The first person blamed for the destruction of the Library is none other than Julius Caesar himself. During his invasion of Alexandria in 48 BC, Caesar set the enemy fleet in the harbor on fire. Some historians believe that this fire spread into the city and destroyed the entire library. While this interpretation is now a minority view, it is based on several ancient sources, all of which were written at least about 150 years after the destruction supposedly took place.

The majority of ancient historians, even those strongly politically opposed to Caesar, give no account of the alleged massive disaster. Cecile Orru argued in "Antike Bibliotheken" that Caesar could not have destroyed the Library because it was located in the royal quarter of the city, where Caesar's troops were fortified after the fire (which would not have been possible if the fire had spread to that location). Furthermore, the Library was a very large stone building and the scrolls were stored away in special cupboards (and some of them put in capsules), so it is hard to see how a fire in the harbor could have affected a significant part of its contents. Lastly, modern archaeological finds have confirmed an extensive ancient water supply network which covered the major parts of the city, including, of course, the royal quarter.

The destruction of the library is also attributed by some historians to a period of civil war in the late 3rd century AD --- but we know that the Museum, which was adjacent to the library, survived until the 4th century. There are also allegations dating to medieval times that claim that Muslim Caliph Omar, during an invasion in the 7th century, ordered the Library to be destroyed. The legend of Caliph Omar's destruction of the library provides the classical example of contradiction: Omar is reported to have said that if the books of the library did not contain the teachings of the Koran, they were useless and should be destroyed; if the books did contain the teachings of the Koran, they were superfluous and

should be destroyed.

The real tragedy of course is not the uncertainty of knowing who to blame for the Library's destruction but that so much of ancient history, literature and learning was lost forever.

IV. Essay Questions ⇒

1) Please elaborate Participial Constructions by exemplifying various types of the constructions with their implications and also make a lesson plan to show how you will teach them in class. If possible, try to integrate some drills with at least one activity or game into your teaching. (20 %)

2) As an English teacher, you may have chances to coach students' English debate or drama club. Please share with us your methodology of how to build up students' competence and enhance their skills in debate competitions and drama performances. Also, what material and theories you will apply to your teaching? (20 %)

3) Such a scenario may occur during your lecture. A few students doze off on the desk, one reads comic books underneath, some play video games on their cell phones, and two keep chatting with each other. Please analyze the reasons behind these problems and tell us how you will deal with each of them, preventing them from happening again in your class. (15 %)