

新竹市立建功高中 114 學年度第一次正式教師甄選

【高中英文】試題卷

- 試場規則說明 -

- 一、 在開始考試前，未經監試人員指示，請勿翻閱桌上的題目卷與答案卷。
- 二、 請確認桌上左上角座位標籤的姓名、准考證號碼是否正確，若有錯誤請舉手向監試人員反應。
- 三、 本次考試答案卷共計三張六面，請先確認張數無誤，並確認答案卷彌封處的准考證號碼是否正確，若有缺誤請舉手向監試人員反應，考試過程中不再另外提供空白答案卷。
- 四、 請將准考證、國民身分證或其他足以證明身分之證件放置於桌上左上角以便查驗。
- 五、 應考人憑准考證準時入場，遲到 15 分鐘以上者不准入場，考試開始後 45 分鐘內不得出場。
- 六、 所有應試相關文具請自備，考試期間不得在場內向他人借用，非考試必須之物品，不得攜入考場；題目卷與答案卷皆不得攜出考場。
- 七、 考試中嚴禁談話，左顧右盼及一切舞弊行為，違者取消應試資格。
- 八、 試卷上不得書寫姓名、准考證號碼及任何標誌，卷頭上之彌封應考人不得撕去或塗改，違者試卷作廢。
- 九、 應考人限用藍色或黑色原子筆答題，違者試卷不予計分，如有電腦閱卷答案卡，限用 2B 鉛筆作答。
- 十、 應考人手機及其他通訊器材，包含智慧型穿戴式裝置如 Apple Watch 等用品，請關機收妥，並請勿隨身攜帶，違反者依情節輕重酌予處置。
- 十一、 違反試場規則者，立即停止其參加考試，不服制止者，該科以零分計算。
- 十二、 開始考試後，監試人員會開始進行身分驗證，請有帶口罩者暫時脫下口罩，確認身份無誤後，可再自行戴上口罩，並將答案卷左上角的彌封處以釘書機彌封，彌封後若考生自行拆開，該試卷即作廢不予計分。
- 十三、 開始考試之手搖鈴一響起即可直接翻閱試題作答，結束考試之手搖鈴響畢後請停止作答，並將雙手離開桌面。

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I. Vocabulary (15%)

- During the national crisis, the firefighter proved himself a true _____ by risking his life to rescue people trapped in the burning building.
(A) torrent (B) patriot (C) reptile (D) veteran
- The team suffered a(n) _____ defeat, losing 10-0 in the championship game despite being the top seed.
(A) ignominious (B) fractious (C) mellifluous (D) loquacious
- The mysterious ending of the novel _____ my curiosity, making me eager to read the sequel.
(A) purged (B) pervaded (C) piqued (D) placated
- After staying up all night studying for exams, Jake felt _____ and could barely keep his eyes open during class.
(A) acquisitive (B) draconian (C) lethargic (D) centrifugal
- The wanted suspect fled to another country, but the authorities worked quickly to have him _____ back to face justice.
(A) tantalized (B) juxtaposed (C) condescended (D) extradited
- It is a pity that the beautiful painting was _____ by a deep scratch across the canvas.
(A) slumped (B) fused (C) blotted (D) marred
- The hotel welcomed its guests with a _____ buffet featuring fresh seafood, gourmet desserts, and an endless selection of fine wines.
(A) lavish (B) imminent (C) fiscal (D) potent
- Economists _____ a slow recovery for the global economy after the newly elected president assumes office.
(A) inculcate (B) prognosticate (C) aggravate (D) exacerbate
- My mom was fascinated by the _____ and often read books about astrology and tarot cards.
(A) decorum (B) occult (C) stupor (D) candor
- The scandal _____ the company's image and caused a significant drop in sales.
(A) repudiated (B) evinced (C) besmirched (D) jettisoned
- The _____ summer evening made it impossible to sleep, as the air was thick with humidity.
(A) sultry (B) trenchant (C) fallacious (D) abstemious
- The doctor advised Jenny to balance her _____ routine with more physical activity to improve her health.
(A) timorous (B) sedentary (C) propitious (D) cursory
- The paramedics rushed to treat the patient's _____ caused by a sharp object during a car accident.
(A) anathema (B) laceration (C) harbinger (D) diatribe
- The student submitted her application _____, barely meeting the scholarship deadline.
(A) under the radar (B) behind the eight ball
(C) under the wire (D) on the carpet
- I _____ your argument that video games are a waste of time; they can actually improve cognitive skills.
(A) conjure up (B) iron out (C) take issue with (D) boil down to

II. Examination Questions Design (35%)

- (A) Rewrite the passage in approximately 250 words, keeping the main ideas and key points while making it appropriate for 11th-grade students. Then, create a cloze test with five multiple-choice questions, each with four answer choices. Provide the correct answer for each question.

The notion that consuming coffee immediately upon waking is detrimental has gained significant traction on social media. Wellness advocates and influencers often recommend delaying caffeine intake by 90 to 120 minutes after waking to mitigate the purported risks of an afternoon energy slump and enhance sleep quality. This practice is sometimes hailed as a transformative strategy for optimizing energy levels. However, it is essential to scrutinize these claims through the lens of scientific evidence.

To critically evaluate this assertion, it is crucial to comprehend the physiological mechanisms underlying caffeine's effects on the human body. Throughout the day, the brain synthesizes adenosine, a neurotransmitter that induces somnolence by binding to specific receptors. Caffeine functions as an adenosine receptor antagonist, thereby enhancing alertness by blocking these receptors.

Notably, caffeine's effects are not instantaneous. Dr. Michael Grandner, Director of the Sleep and Health Research Program at

the University of Arizona, notes that it typically requires 20 to 30 minutes for caffeine to reach the brain and exert its effects. The duration of these effects varies significantly among individuals, primarily due to genetic variability in caffeine metabolism.

One rationale for postponing caffeine consumption is predicated on the fluctuations in adenosine levels. Given that adenosine concentrations naturally diminish during sleep, they are at their nadir upon waking. The theoretical underpinning is that consuming coffee immediately after waking may yield a less pronounced stimulatory effect compared to waiting until adenosine levels have increased.

Dr. Grandner acknowledges the validity of this rationale and personally adopts a delay of 30 to 60 minutes before consuming his first cup of coffee. However, it is crucial to note that there is no universally accepted scientific consensus regarding the optimal timing for caffeine intake, as individual preferences play a significant role.

Another potential justification for delaying caffeine intake is for individuals who limit themselves to a single cup per day. By postponing consumption until later in the morning, they may potentially prolong the effects of caffeine into the afternoon, thereby mitigating the likelihood of a mid-day energy decline.

In reality, there is a dearth of robust scientific evidence to support the notion that consuming coffee immediately upon waking is detrimental or that delaying it confers substantial benefits. Dr. Marilyn Cornelis, a prominent caffeine researcher at Northwestern University Feinberg School of Medicine, underscores that caffeine's effects are highly variable among individuals, with some metabolizing it rapidly and others experiencing more prolonged effects.

For individuals experiencing afternoon energy fluctuations, adjusting caffeine intake may be beneficial, but delaying morning coffee consumption is not the sole solution. Factors such as sleep quality, dietary habits, and hydration status play a more significant role in maintaining consistent energy levels throughout the day.

The notion that consuming coffee immediately upon waking is inherently detrimental is more akin to a social media trend than a scientifically substantiated fact. While delaying caffeine intake may be beneficial for certain individuals, it is not a universally applicable principle. If you derive satisfaction from your morning coffee immediately upon waking, there is no compelling scientific rationale to alter this routine.

(B) Design **five** reading comprehension questions based on the following passage. Include **three** multiple-choice questions and **two** competency-based questions. Provide the correct answer for each question.

Chimamanda Ngozi Adichie, as a storyteller, emphasizes the danger of the single story through personal anecdotes. Growing up in Nigeria, her early reading material consisted mainly of British and American children's books. Consequently, her early writing featured white, blue-eyed characters who played in the snow and talked about the weather, despite her Nigerian context where such experiences were absent. This illustrated how impressionable children are to stories, leading her to believe that books inherently had to be about foreign experiences.

However, this perception changed when she discovered African literature by authors like Chinua Achebe. This revelation reshaped her understanding of storytelling, showing her that people like her could also exist in literature. It saved her from having a single story of what books could be.

Adichie's awareness of the single story extended beyond literature to real-life experiences. She recalls the story of their houseboy, Fide, whose family was described only as poor. This limited perspective led her to see them solely through the lens of poverty. However, her assumptions were challenged when she saw a beautifully crafted basket made by Fide's brother. This moment revealed a hidden dimension of their lives, showing her that people are always more than a single narrative.

Her understanding deepened further when she moved to the U.S. for university. There, she encountered another single story—this time about Africa. Her American roommate assumed Africa was a place of catastrophe, filled with pitiable and incomprehensible people. This singular narrative ignored the continent's complexity, diversity, and normalcy. Adichie traced the roots of this misrepresentation back to Western literature, citing a 1561 account that depicted Africans as monstrous beings. Such historical portrayals laid the foundation for enduring negative stereotypes.

Recognizing the dangers of a single story, Adichie also reflects on her own biases. She acknowledges that she, too, once held a single story about Mexicans, shaped by the narratives in U.S. media. This self-awareness underscores how easily people, regardless of background, can fall into the trap of oversimplification. The repetition of a single narrative reduces a group to a single characteristic, stripping them of their complexity and humanity.

The concept of "nkali," an Igbo word meaning "to be greater than another," highlights how power determines which stories are told, how they are framed, and whose voices are amplified. Those with the power to control narratives can dictate how entire groups are perceived, often reinforcing imbalances and dispossessing people of their agency.

However, Adichie clarifies that stereotypes are not necessarily false but incomplete. They flatten experiences, making one perspective the only perspective. To challenge this, she urges people to engage with multiple narratives. Only by listening to a

diversity of voices can we avoid robbing others of dignity and recognize our shared humanity. This idea of "a balance of stories" is crucial in shaping a more just and accurate understanding of the world.

To illustrate this, Adichie highlights the richness of Nigerian society—its thriving publishing industry, engaged readership, influential media personalities, medical advancements, vibrant music scene, legal activism, booming Nollywood film industry, and ambitious entrepreneurs. These examples counter the limited and often negative portrayal of Nigeria, revealing a dynamic and multifaceted reality.

Ultimately, Adichie emphasizes that stories hold immense power—they can dispossess and malign, but they can also empower and humanize. Rejecting the single story allows us to reclaim a broader, more truthful vision of the world. By embracing the diversity of experiences, we restore complexity and, in Adichie’s words, regain a kind of paradise.

III. Essay Questions (20%)

AI tools have been widely incorporated into language teaching and learning. In your response, please address the following:

- (1) What your teaching principles are when using AI tools in English courses, as well as the specific AI tools you are familiar with.
- (2) How you will apply these AI tools to ensure that they effectively and efficiently assist students in developing the four skills, critical thinking, and creativity.

IV. Lesson Planning (30%):

Social-Emotional Learning (SEL) is an educational approach that focuses on helping students manage emotions, build healthy relationships, and make responsible decisions. The Taiwan Ministry of Education (MOE) launched its long-term SEL initiative in January 2025, aiming to create happier schools and stronger teacher-student relationships. This initiative aligns with Taiwan’s 12-year Basic Education curriculum, emphasizing student well-being, emotional resilience, and positive classroom interactions.

As English teachers, incorporating SEL into language instruction becomes urgent. Design a 7-week English syllabus that integrates SEL principles into classroom instruction. Your syllabus should:

- (1) Align with the five core SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).
- (2) Include weekly themes or focus areas that enhance both English language skills and students’ social-emotional growth.
- (3) Describe activities, teaching strategies, and assessments that reinforce SEL through listening, speaking, reading, and writing.
- (4) Incorporate real-world applications where students use English in ways that promote SEL competencies.