新竹市立建功高中 115 年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，確認身分時請短暫脫下口罩，確認身份無誤後請戴上口罩，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。

PART I. Multiple Choice: 15%

Walk through the toy section of any large store today and the shelves look different from those of a decade ago. Plush animals blink when they are picked up. Plastic creatures respond to voice commands. Some toys even claim to "learn" from the children who interact with them. Parents often react to these inventions with a mix of curiosity and mild skepticism. Are they simply clever __1__, or do they reveal something meaningful about how children engage with technology? Judging from their popularity, the fascination with these devices is unlikely to be merely __2__.

The appeal of interactive toys is easy enough to understand. Children have always been drawn to objects that appear responsive to their actions. In earlier generations, a doll that cried when tilted or a toy phone that rang when a button was pressed was enough to delight a child. Today's toys simply __3__ that principle through more sophisticated electronics. Yet novelty alone rarely sustains children's attention for long. Anyone who has watched a much-anticipated toy gather dust within weeks knows how quickly excitement can fade into __4__.

The enduring allure of certain toys lies not in the technology itself but in the experience they __5__. A toy that responds to a command, answers a question, or performs a task can give a child the illusion of __6__. This experience may be modest, but it can be deeply satisfying. For young children in particular, the opportunity to exercise even symbolic control over an environment can feel quietly empowering.

Manufacturers often frame these toys in grander terms. Advertisements suggest that interactive play will __7__ education or cultivate essential cognitive skills. Such rhetoric occasionally borders on technological utopianism. A robot that tells jokes or asks trivia questions is presented not merely as entertainment but as a developmental breakthrough. These claims can seem somewhat __8__, yet they reflect a widespread cultural confidence that technology inevitably improves learning.

While interactive devices can __9__ curiosity, they can also reshape the way children play. Traditional toys, blocks scattered across a living-room floor, dolls arranged into imaginary families, require children to invent stories and rules on their own. When toys arrive with built-in responses and predetermined narratives, the range of imaginative possibilities may become subtly __10__.

Still, children are rarely passive participants in play. Anyone who has observed a group of children __11__ with toys knows how quickly they depart from the scripts designers intended. A talking dinosaur may become a loyal pet; a cheerful robot may suddenly turn into a villain in an invented adventure. Such moments reveal the quiet resilience of children's imaginative instincts. Even when toys attempt to guide the story, children often find ways to __12__ those expectations.

In the end, debates about interactive toys may say more about adult __13__ than about children themselves. Parents hope to encourage creativity while also preparing their children for a world increasingly shaped by digital devices. Smart toys appear to offer a convenient __14__. Whether they will truly transform childhood play remains uncertain. What seems more likely is that children will continue to __15__ these devices in ways their designers never fully anticipated.

(A) engender	(B) improvising	(C) austere	(D) extrapolate	(E) galvanize
(F) accommodation	(G) gimmicks	(H) corollary	(I) agency	(J) ramifications
(K) misgivings	(L) sanguine	(M) obsolescence	(N) subvert	(O) appropriate
(P) ephemeral	(Q) circumscribed	(R) reconfigure	(S) mollified	(T) hyperbolic

PART II. Rewrite and Test Design: 40%

1. Cloze Test Design: <u>Summarize</u> the following article to design a <u>five-item cloze test</u> that assesses the following language points: (20%)

(1) Vocabulary
(2) Phrase / Idiomatic Expression
(3) Sentence Pattern
(4) Transition
(5) Collocation

Each item should include four options (A–D) and only one correct answer.

Research on adolescent risk has often examined behaviors such as bullying, problematic internet use, sexting, or emotional distress as separate issues. In practice, however, adolescents' experiences rarely unfold in such isolated ways. Young people move continuously between physical environments (schools, homes, and peer groups) and digital spaces that include social media platforms, messaging applications, and online games. Because of this constant movement across contexts, experiences in one setting often shape what happens in another. Increasingly, researchers have noted that adolescent risks tend to cluster rather than occur independently. This observation is consistent with Problem Behavior Theory, which suggests that different forms of risk behavior often develop as part of a broader behavioral pattern. It also aligns with Ecological Systems Theory, which views adolescent development as embedded within multiple, interacting environments.

Bullying illustrates particularly clearly how risks can extend across online and offline contexts. School-based bullying and cyberbullying are often treated as distinct phenomena, yet in many cases they reflect the same underlying peer dynamics. A conflict that begins during the school day may continue through group chats or social media posts later in the evening. Students who experience exclusion or ridicule at school may find similar hostility appearing online in the form of comments, memes, or manipulated images shared among classmates. Digital platforms can intensify these experiences because harmful content may spread quickly and remain visible to a wide audience. As a result, online harassment often functions less as a separate form of victimization than as a continuation of existing peer conflicts.

Connections between risks are also visible in adolescents' patterns of digital engagement and emotional well-being. Many young people spend a large portion of their leisure time online, participating in activities such as gaming, livestream viewing, or social networking. These activities are not inherently problematic, but they may interact with other aspects of adolescents' lives. For instance, adolescents who feel socially isolated may rely more heavily on online environments for interaction or distraction. When this occurs alongside extended screen time or late-night device use, patterns can emerge in which emotional distress, sleep disruption, and heavy digital engagement reinforce one another. Rather than representing a single problematic behavior, these experiences often develop as part of a broader set of interconnected risks.

Similar dynamics appear in adolescents' online sexual communication. Within romantic relationships or peer networks, young people may exchange intimate messages or images without fully anticipating how widely such content can circulate once shared digitally. When private material is redistributed beyond its original context, it may lead to embarrassment, harassment, or reputational harm within offline social environments such as schools. What begins as a private interaction between two individuals can therefore develop into a wider social conflict that affects peer relationships and classroom dynamics. In this way, digital communication technologies can amplify interpersonal tensions and allow them to spread across multiple social settings.

These patterns suggest that adolescents' social experiences increasingly span interconnected online and offline environments. Peer conflicts, emotional challenges, and risk behaviors often move between classrooms, homes, and digital platforms rather than remaining confined to a single space. From an ecological perspective, adolescent development unfolds within these overlapping contexts, while patterns of clustered risk behaviors indicate that different forms of risk may reinforce one another over time. For researchers and educators, this perspective highlights the importance of considering how adolescents navigate multiple environments simultaneously. Approaches that recognize the interaction between online and offline experiences may provide a clearer understanding of how risks develop in adolescents' lives and how supportive contexts can help mitigate their effects.

2. Mixed-type Questions Design: <u>Rewrite</u> the following article and <u>design</u> <u>four mixed-type questions</u> for 11th graders, adhering to GSAT competency-based assessment principles. Make sure your questions include at least three different types (e.g., multiple-choice, matching, ordering, table completion, short-answer, true/false, blank-filling). (20%)

Since the early 1980s, the consequences of large-scale environmental pollution have been impossible to ignore — the result of poor governmental planning in developing nations or the self-serving policies of industrialised countries that allow a minority to consume the majority of the world's resources.

Disasters such as the deforestation of the Amazon or the Chernobyl meltdown dominate public discourse, yet this focus on the spectacular risks obscuring a quieter truth: much of the world's pollution originates far closer to home. The recent accidental discharge of crude oil into Sydney Harbour released toxic fumes that blanketed surrounding suburbs for days, leaving residents asking how such a disaster could have been allowed to happen.

Avoiding pollution can feel like a full-time occupation — dodge exhaust fumes, steer clear of chemical plants, wear a mask while cycling. Staying indoors might seem the logical solution. But a growing body of evidence suggests this would be an equally bad idea. Research consistently shows that concentrations of hazardous gases, particulate matter and other pollutants are typically higher inside buildings than outdoors, even in heavily industrialised cities.

A recent study by environmental engineers Richard Corsi and Cynthia Howard-Reed of the University of Texas, published in Environmental Science and Technology, identified a surprising culprit: cleanliness itself. Showers, baths, dishwashers and washing machines all extract trace toxic chemicals from tap water and release them into the air. Dishwashers are particularly effective — their high-temperature spray generates a plume of vapour that escapes the moment the door is opened.

In many cases, chemical exposure through breathing indoor air is comparable to drinking tap water directly — an irony not lost on the millions who have switched to bottled water for safety.

The lesson is one of perspective. Gas hobs, candles, printers and carpets all contribute to a potent indoor mix. Before training our anxiety solely on industrial smokestacks, we would do well to consider what is happening inside our own homes.

Part III. Essay 20%

1. Using AI in English teaching opens up new possibilities, but also comes with real challenges. Describe how you would incorporate AI tools to enhance learning outcomes, addressing: (1) a specific AI-integrated activity that deepens language learning, and (2) your strategies for tackling low engagement — particularly students who stay on personal devices instead of joining class activities. (10%)

2.Co-teaching has become a growing trend in Taiwan due to the implementation of bilingual education policies. Please elaborate on your ideas by responding to the following questions. If you are assigned to co-teach a required English course with a foreign teacher, how would you collaborate in terms of lesson planning, instruction, and assessment? Please select a specific unit or lesson from a senior high school English textbook and illustrate how you would co-plan and co-teach the lesson, including role distribution and the integration of the four language skills. (10%)

Part IV. Lesson Planning 25%

Design a six-week theme-based syllabus for 12th-grade students who have just finished their college entrance exams. The course should bridge high school English with the academic and real-world demands of college life.

Your syllabus should include:

(1) a theme or focus for each of the six weeks

(2) teaching strategies and key activities for at least three weeks

(3) at least one competence-based assessment task grounded in real college or real-world language use

(4) the core competencies your course aims to develop, and how your design helps students move from exam-oriented to meaning-driven learning