

臺北市立麗山高中 115 學年度第二次正式教師甄選 英文科 筆試答案卷

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
B	B	A	A	A	A	C	B	D	A
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
AC	D	AD	C	E	BC	A	B	AE	AB

(作答時間 100 分鐘)

一、單字選擇 10%

- Taliban authorities in Afghanistan have issued a \_\_\_\_\_ decree that allows men to beat their wives so long as they don't break bones or leave visible wounds.  
(A) brusque (B) draconian (C) gregarious (D) normative
- After losing the competition, the normally energetic athlete became \_\_\_\_\_ and avoided talking with teammates for several frustrating days.  
(A) buoyant (B) morose (C) exuberant (D) effervescent
- After joining the company, he tried to \_\_\_\_\_ himself with managers by constantly offering compliments and unnecessary assistance daily.  
(A) ingratiate (B) ostracize (C) vilify (D) denounce
- The students attempted to \_\_\_\_\_ school regulations by secretly sharing exam answers through encrypted messages during online classes yesterday.  
(A) circumvent (B) endorse (C) uphold (D) perpetuate
- After months of a relentless economic embargo and mounting internal pressure, the exhausted rebel forces had no choice but to \_\_\_\_\_, unconditionally handing over control of the capital.  
(A) capitulate (B) retaliate (C) abscond (D) persevere
- The comet's trajectory through the inner solar system was highly \_\_\_\_\_, making it virtually impossible for astronomers to predict its exact position with standard orbital models.  
(A) erratic (B) linear (C) immutable (D) inexorable
- In times of profound geopolitical uncertainty, foreign exchange markets become notoriously \_\_\_\_\_, with currency values fluctuating wildly within a matter of hours.  
(A) stagnant (B) lucrative (C) volatile (D) resilient
- Although the prototype initially functioned flawlessly, the engineer could not resist continuing to \_\_\_\_\_ with its circuitry, convinced that even marginal refinements might yield revolutionary results.  
(A) etch (B) tinker (C) grapple (D) tamper
- The columnist was widely condemned for attempting to \_\_\_\_\_ the humanitarian initiative through cynical insinuations rather than substantive criticism.  
(A) goad (B) malingering (C) expatiate (D) disparage

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10. Prosecutors alleged that the syndicate had engaged in systematic \_\_\_\_\_, coercing small-business owners into paying exorbitant “protection fees” under threat of vandalism and intimidation.

- (A) extortion      (B) usury      (C) peccadillos      (D) sinecure

二、文意選填 10%

(A) viable	(B) intransigence	(C) curtail	(D) fragmented
(E) appropriate	(AB) delineate	(AC) precipitating	(AD) endemic
(AE) demise	(BC) prompted	(BD) stratified	(BE) mitigate

The sudden collapse of the Classic Maya civilization in the 9th century has long perplexed historians. While early theories posited catastrophic events such as foreign invasion or severe epidemics, contemporary archaeological consensus points to a more complex interplay of environmental and social factors. Primary among these is the concept of ecological overshoot. As the Maya population expanded rapidly, vast swaths of rainforest were cleared for agricultural expansion. This widespread deforestation not only led to severe soil depletion but also fundamentally altered the regional microclimate, \_\_\_\_11\_\_\_\_ a series of devastating, prolonged droughts.

Compounding this ecological fragility was a highly \_\_\_\_12\_\_\_\_ political structure. The Maya were not a unified empire but a network of fiercely competitive city-states. During times of agricultural surplus, monumental construction and \_\_\_\_13\_\_\_\_ warfare between these states were somewhat sustainable. However, as resource scarcity intensified, the ruling elite failed to \_\_\_\_14\_\_\_\_ their lavish lifestyles or adapt their intensive farming practices. Instead, they responded by escalating military conflicts in a desperate bid to \_\_\_\_15\_\_\_\_ dwindling resources from neighboring territories.

Consequently, the peasantry, burdened by heavy taxation and starvation, likely lost faith in the divine authority of their rulers. This ideological crisis \_\_\_\_16\_\_\_\_ a massive demographic shift. Urban centers were abruptly abandoned as the populace dispersed into smaller, rural communities where subsistence farming was more \_\_\_\_17\_\_\_\_. Ultimately, the Mayan downfall serves as a cautionary tale; it illustrates how environmental degradation, when coupled with institutional \_\_\_\_18\_\_\_\_, can lead to the unraveling and eventual \_\_\_\_19\_\_\_\_ of even the most sophisticated societies. Today, modern scholars employ advanced laser technologies, such as LiDAR, to clearly \_\_\_\_20\_\_\_\_ the hidden ruins beneath the jungle canopy, continuously refining our understanding of this intricate historical puzzle.

三、專題課程設計 20%

The school-based curriculum at Taipei Lishan High School adopts a project-based approach, aiming to cultivate students' interdisciplinary exploration skills and research abilities. During the 10th and 11th grades, students engage in explorations and project work across different fields. Based on the characteristics of our students, please design an English project course consisting of 18 weeks (3 periods each week). Your design should include the objectives of the course, teaching procedures, teaching materials, and assessments. The focus of your course could draw on the following themes:

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- (1) Short Essay, (2) Digital Storytelling, (3) English Debate,  
(4) International Exchange Activities, (5) Model United Nations.

## 四、混合題設計 20%

學測混合題型評量考生綜合應用詞彙（含慣用語），掌握語意、語法、語用以及篇章結構的知識，理解文章內容並擷取重要訊息加以分析、比較與推理，且能根據提示做出適當的表達或回應。

請根據以下的文本設計題型與題數均學測相同混合題組，並說明每題答題線索及評量何種能力。

<b>Malala Yousafzai</b>	<b>Nelson Mandela</b>
<p>When Malala Yousafzai was a young girl in Pakistan, she believed that every child deserved the right to go to school. However, in her region, some extremist groups did not want girls to receive an education. Many schools for girls were closed, and students were frightened to attend classes. Even though Malala was only a teenager, she decided to speak publicly about the importance of education.</p>	<p>Nelson Mandela was one of the most important peace makers in modern history. He was born in South Africa during a time when racial discrimination was enforced by a system called apartheid. Under apartheid, Black South Africans had fewer rights than white citizens and were treated unfairly in many areas of daily life, including education, housing, and employment.</p>
<p>She wrote online diary entries and gave interviews to journalists about the difficult situation in her hometown. Her courage made her famous around the world, but it also placed her in danger. In 2012, she was seriously injured after being attacked while traveling home from school. The shocking event received international attention, and people everywhere supported her recovery.</p>	<p>Mandela believed that all people should be treated equally regardless of their race. As a young lawyer, he joined political movements that protested against apartheid. Because of his activism, the government arrested him and sentenced him to life in prison. He spent 27 years behind bars, but he never gave up his dream of freedom and equality.</p>
<p>After recovering, Malala continued her campaign for equal educational opportunities. She co-founded the Malala Fund, an organization that helps girls gain access to schools and learning resources worldwide. In 2014, she became the youngest person ever to receive the Nobel Peace Prize. Today, Malala remains a powerful symbol of bravery, determination, and hope for millions of young people around the world.</p>	<p>When Mandela was finally released in 1990, many people expected anger and revenge. Instead, he encouraged forgiveness and peaceful cooperation between different racial groups. His leadership helped South Africa move toward democracy without a large civil war. In 1994, Mandela became the country's first Black president. Today, he is remembered worldwide for promoting reconciliation, justice, and peace.</p>

**五、Pedagogical Feedback and Error Analysis (20%)**

**Scenario:** An 11th-grade student submitted the following first draft for an essay discussing whether high schools should delay the start time to 9:00 AM. While the student has basic grammatical competence, the essay suffers from severe structural and coherence issues.

**Student's Draft:**

I think high school students should definitely go to school later. Waking up at 6 AM is super annoying and everyone do not like it. My friend Tom always sleeps in math class because he plays video games until 2 AM. If we start school at 9 AM, we can sleep more. Also, breakfast is yummy. I really like eating the ham sandwiches from the breakfast store near my house. Another thing is that teachers are also very tired in the morning. So, late start is good for them too. Oh, I forgot to mention that if we go to school later, we will finish school later, which means I can't watch my favorite anime at 5 PM. But whatever, sleep is more important. In conclusion, early morning sucks, so let's just change the time to 9 AM.

**Tasks:**

- 1. Diagnostic Analysis (10%):** From a professional teacher's perspective, briefly identify one major issue regarding the draft's "Register (Tone)" and one regarding its "Coherence (Unity)."
- 2. Written Feedback (10%):** Write a constructive feedback comment (approx. 100–150 words) directly addressed to the student in English. Your feedback must include:
  - (a) Acknowledgment of a specific strength in the draft.
  - (b) Constructive and actionable advice regarding structure or register.
  - (c) One specific writing strategy the student can apply to improve their next draft.

**六、Lesson Planning & TETE (英文課採全英語授課) Implementation (20%)**

**Scenario:** You are assigned to design a 100-minute (2 periods) TETE (Teach English Through English) elective course for 11th graders. The class consists of 30 students with English proficiency levels ranging from CEFR A2 to B2. The lesson must integrate **SDG Goal 12: Responsible Consumption and Production**, with a specific focus on the "Fast Fashion" issue.

**Tasks:**

**1. Objectives & TBLT Outline (10%)**

Formulate one **language objective** and one **content objective**. Then, briefly outline your lesson using the **Task-Based Language Teaching (TBLT)** framework (**Pre-, During-, and Post-task**).

**2. Inclusive Scaffolding Strategy (10%)**

During the task, you notice a stark contrast in engagement: the B2 students are dominating the discussion, while the A2 students remain silent due to language anxiety.

Propose **two distinct and actionable scaffolding strategies** that you would implement immediately to support and empower the less active students to participate.