

國立屏科實驗高級中等學校 114 學年度 第 1 次專任教師甄選

高中部 英文科教師 初試試題

- ※ 考試時間：10：00～12：00，共 120 分鐘。題目卷與答案卷均需繳回。
- ※ 本試題為申論題，共 3 頁，滿分100分。
- ※ 答案卷共5頁，請務必清楚標示題號以供評閱。交卷時，請連同本試題卷一併繳回。

I. Translation (10%)

設立屏科實驗高中(NEHSP)的目的是為了提供科學園區及相關機構從業人員子女的就學服務。透過提供國際水準的教育資源，學校支持政府的海外攬才政策，解決歸國專業人才子女的教育銜接問題。為了培養全球競爭力，學校也著重於雙語及雙文化人才的培育，以因應多元且緊密連結的世界所帶來的挑戰。因應園區的發展需求，學校致力於培養未來的高科技人才，同時打造一所現代化、永續且富含人文素養的實驗中學。

II. Test design (10%)

You are going to make some GSAT mixed questions (學測混合題型) for 12th graders to test their reading skills. Please design THREE reading comprehension questions based on the passage below. The answers to each question must be provided.

Question 1: One blank-filling question, with more than one blank.

Question 2: One multiple-choice question, with SIX choice items and more than one correct answer.

Question 3: One short-answer question.

Noise-cancelling headphones are popular for making travelling to and from work less boring and for blocking out the noise of daily life. However, audiologists are concerned that using them too much might affect people's hearing.

While the technology has clear benefits, such as helping people listen to music at lower volumes, some experts worry that blocking out background noise may have negative effects.

Renee Almeida, an audiology expert at Imperial College Healthcare NHS Trust, has noticed an increase in adults coming to her clinic with hearing problems. However, tests often show their hearing is fine. The problem is not with their ears but with their brains. These people might find it hard to locate where a sound is coming from. They may also have difficulty following conversations in noisy places like trains, bars, or restaurants.

This condition, known as auditory processing disorder (APD), is usually diagnosed in children, so the rise in adults with similar problems surprised Almeida. She believes that frequent use of noise-canceling headphones could be the cause. "The brain is used to dealing with thousands of sounds at once, and it knows what to pay attention to. With noise-cancelling headphones, the brain only gets one sound source, like music or a podcast. There's nothing else to focus on," she explains.

Too much use of noise-cancelling headphones might affect how children develop the ability to focus on sounds. For adults, it could make their brains less active, like muscles getting weaker from lack of exercise. In both cases, it might be harder to hear speech clearly in noisy environments.

Although there is no scientific proof that noise-canceling headphones cause APD, Almeida believes more research is needed. "Studies should look into the long-term effects of using these headphones, especially in young people," she says. APD affects around three to five per cent of school-age children. It is linked to low birth weight and ear infections. In older adults, APD can be caused by a head injury, though the cause is often unknown.

Harvey Dillon, a professor at the University of Manchester, agrees that how we listen affects

our ability to focus on speech when there is background noise. He explains that children improve at focusing on sounds from age five to fourteen. However, if children have many ear infections, they may have problems focusing on sounds from one direction.

Adults seem to be more adaptable. Dillon explains that if someone wears a single earplug for a week, they will slowly relearn how to locate sounds. When the earplug is removed, their ability decreases but recovers quickly. He believes that noise-cancelling headphones could actually help because they allow people to listen at lower volumes without background noise.

Professor Dani Tomlin, from the University of Melbourne, says that using noise-cancelling headphones for long periods might make listening harder when they are taken off. However, she says they may be good for people with autism. "Instead of recommending people stop using noise-cancelling headphones, we need more research," she says.

For now, Almeida suggests people practice listening, such as by listening to debates on the radio or writing down the words of songs. "The brain is very adaptable," she says. "Make an effort to listen carefully to what's being said."

III. Curriculum design (20%)

Please design a 50-minute lesson plan aimed at helping 10th graders develop a foundational understanding of the concept of "perspectives." Please specify your lesson objectives, teaching procedures, time allocation, and assessment methods.

First person

"I don't like banks – never have and never will. They make a lot of money from people like me, and I don't have a lot of money to give. Why should I pay for a bank to have my money? I prefer to use cash only – then I always know exactly how much I have. It also stops me from going overdrawn – if I don't have it I can't spend it! So all my money is kept somewhere safe in the house (no, not under the mattress!). Sometimes I worry about burglars, but I don't think they'll find anything. Even my wife doesn't know where it is! For me, this is so much simpler. Banks are confusing places for old people, with lots of difficult paperwork."

Second person

"I can't live without a bank account. Firstly, my salary goes directly into my bank. Secondly, I have an online account and so most of my banking is done on my computer nowadays; in fact, I can't remember the last time I went into a bank building. It's very simple and safe to pay large amounts of money, for example, my rent. Thirdly, it's convenient. Whenever I want money, I simply withdraw some from an ATM. I do have to be careful with my credit card, though. Last year I went overdrawn and the bank charged me a lot for that. If there's any money left in my current account at the end of each month, I transfer this to my savings account."

Third person

"I have a bank account, but I hate it. They charge me so much for everything. For example, they charge me for taking money out and for writing a cheque. It's terrible – every year I pay the bank for keeping my money! Also, if I do anything wrong, I get charged a lot for that too. I was late paying my credit card bill one month – only by a few days – and they made me pay \$40 for that! I don't earn a lot of money, so this was a big problem for me. Of course, they charge me for the credit card too! When I try to call them, it's impossible to speak to anyone who can help me. Banks are good for people with lots of money but not for low-paid workers like me."

Fourth person

"I belong to a time bank – there's no money involved, only time! How does it work? Well, every

time a person does something to help someone else, they earn a time credit. One hour's work is one time credit. It doesn't matter what the work is – all work is considered of equal value. I'm a hairdresser, so when I spend an hour cutting someone's hair, I get one time credit. I can spend the time credits on different things. I can give one-time credit when I go to my local yoga class, or another time credit to the man next door when he cuts my grass, or to Mrs Smith for two jars of her homemade jam. It's free to join and the 'money' stays in the community – and there's no tax either!"

IV. Essay questions (40%)

1. As a high school English teacher, how would you help students improve cohesion and coherence in their writing? In your response, please
 - A. Explain the differences between cohesion and coherence, with clear examples.
 - B. Identify common problems EFL students may face related to cohesion and coherence.
 - C. Describe teaching activities or strategies that help students write more cohesive and coherent paragraphs or essays.
2. In a school with a strong emphasis in science fairs and robotics competitions, your responsibility is to prepare students for delivering compelling English presentations at these events, whether local or international. How will you facilitate their training to maximize their potential and build their confidence in presenting scientific or technical information in English? Please detail the specific tools and techniques you will employ to help students surpass their perceived limitations.

V. School-based curriculum design (20%)

Please design a school-based curriculum that spans 18 weeks to guide students from understanding and identifying with Pingtung's local culture to actively promoting it in international exchange programs with the aim to highlighting national values, respecting multiculturalism and international understanding, strengthening international mobility, and fulfilling global citizen responsibilities. This course should be co-taught with teachers from at least one or two other subject areas. In your response, please

1. State the subject areas and justify why you would collaborate with their teachers.
2. Outline the course objectives and teaching methods you would apply.
3. Provide a course schedule.
4. Describe how you would assess students' learning and performance.