

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

國中部 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。

(The following menu excerpted from the webpage of NEHS is for Questions I and II.)

屏科實中 113年12月營養午餐

日期	主食	主菜	副菜1	副菜2	湯	附餐	全穀雜糧類(份)	豆魚蛋肉類(份)	蔬菜類(份)	油脂類(份)	水果類(份)	乳品類(份)	熱量
12/2 <一>	白米飯	京醬排骨	蔬菜冬粉	時令蔬菜	柴魚味噌湯		7.1	3.5	1.3	2.5			905
12/3 <二>	糙米飯	黑胡椒雞肉	紅絲炒蛋	有機蔬菜	鍋燒蔬菜湯		7.0	3.6	1.9	2.5			920
12/4 <三>	麵條	茄汁玉米麵	豬肉餡餅	時令蔬菜	鮮菇雞肉湯	厚豆漿	7.0	3.5	1.2	2.5			895
12/5 <四>	海苔糙米飯	香酥魚丁	肉絲高麗菜	時令蔬菜	海芽蛋花湯	水果	7.0	3.5	1.7	2.5	1		968
12/6 <五>	芝麻糙米飯	回鍋肉片	紅燒油腐	時令蔬菜	南瓜雞肉湯		7.2	3.7	1.6	2.5			934

Data Source:

<https://nehs.ptc.edu.tw/nss/main/freeze/5abf2d62aa93092cee58ceb4/xZHj2At2813/674d6784ac4aed827ab4a8cc>

- I. To develop Taiwan into a Bilingual Nation by 2030, MOE launches 5 policies to implement full scale bilingualization of Taiwan's educational system and cultivate bilingual talents to bring Taiwan to the world. The first policy is : Adopt a dynamic teaching approach with focus on daily English use. More and more talented English teaching professionals will thus be recruited to Taiwan, helping local high school teachers to build up an English-using environment on campus. If you and an English-speaking teacher have a chance to collaborate on a project in USING ENGLISH TO PROMOTE SCHOOL LUNCH , how will you work on it? Please make a working plan based on the menu above. (15%)
- II. Regarding to the above menu, please write an essay about three benefits of the school lunch in NEHS and design a cloze test based on it. (15%)
 - (1) Write an essay within 250 words.
 - (2) Based on your essay, design FIVE cloze questions. Circle the words which you would like to turn into a blank, mark the question number, and provide four options—1 correct answer and 3 distractors. Remember to give the answers.
- III. The K-12 Education Administration, Ministry of Education, is currently promoting the Bilingual Immersive Campus Program in public elementary and junior high schools as part of the 2030 Bilingual Nation Policy. This program aims to expand opportunities for students to use both Mandarin and English by integrating various bilingual learning initiatives—such as the Implementation Plan for Bilingual Instruction in Select Subjects and the Taiwan Foreign English Teacher Program (TFETP)—to create a bilingual learning environment. These initiatives support schools in setting up English

Corners, encouraging students to use English in daily life and enhancing their bilingual proficiency. Please design a Campus English Corner plan featuring foreign English teachers as the main facilitators, with English teachers co-hosting during recess. (15%)

(1) The plan should include a creative activity title, constructive and detailed implementation methods, and program highlights as well.

(2) On top of the activity, please elaborate reasons why the activity can not only attract students' participation but also allow English teachers to facilitate it easily and sustainably.

IV. As an English and homeroom teacher in middle school, it's quite common to face difficult situations. Here is a middle school parent's voice:

I hope teachers can spend more time paying attention to students' interactions with their peers. Nowadays, children mature earlier and are more frequently exposed to 3C devices and social media platforms. As a result, their social interactions have become more complex. If teachers are willing to put more effort into observing these interactions, they may notice any unusual behavior earlier and have more time to communicate with parents. I believe this could help prevent unnecessary troubles in the future.

Write an essay within 250 words to state how you would apply SEL (Social and Emotional Learning) to deal with such a situation and manage your class. SEL includes five core competencies; please use these as the foundation. (15%)

V. In Taiwan, junior high school students' English proficiency is closely linked to their academic advancement. English is one of the core subjects tested in the Comprehensive Assessment Program for Junior High School Students (CAP), and the results directly affect students' chances of being admitted to desirable senior high schools.

Moreover, many specialized high school programs—such as bilingual classes or gifted English programs—consider results from standardized English proficiency tests (e.g., GEPT, TOEIC Bridge, Cambridge English Exams) as part of their admission criteria or screening process.

Students with strong English skills also tend to perform better in entrance interviews, personal statement writing, and oral presentations, giving them an edge when applying to language-focused or internationally-oriented programs. Therefore, English proficiency assessments have become a strategic tool in the school admission process and have driven students and parents to place greater emphasis on English learning. Please choose one commonly used English proficiency test, either GEPT or Cambridge KET, and design an after-school English curriculum for one semester aimed at helping junior high school students pass the A2 level (based on the CEFR). The curriculum should include specific teaching materials, contents, and activity methods. (15%)

VI. Please rewrite the following passage and design a worksheet based on it. (15%)

(1) Please rewrite the following passage for 9th-grade students within 250 words.

(2) Based on your rewording, please design a worksheet intended for 9th-grade students. This worksheet should be a four-lesson unit based on the unique features of National Experimental High School at Pingtung Science Park.

President Donald Trump's abrupt decision to reverse course on his sweeping tariff plan by announcing a three-month pause revealed his threshold for political pain: One week.

“They were getting yippy,” Trump said, explaining the rising criticism raining down on the White House over the last week. “They were getting a little bit yippy, a little afraid.”

Even for a president famous for his policy bobs and weaves, Wednesday’s announcement he was pausing his long-touted reciprocal tariffs for three months amounted to a stunning reversal of a plan he had appeared only a day earlier to be fully behind and came as his own trade representative was testifying on Capitol Hill to the benefits of the tariffs, seemingly catching him unaware of the pause.

Days of pressure from fellow Republicans, business executives and even his close friends hadn’t appeared to move Trump, who insisted last week: “MY POLICIES WILL NEVER CHANGE.”

By Wednesday, however, it had become evident the campaign to convince Trump to change course would not let up. It had also become plain after a sharp sell-off in US government bond markets — usually a safe corner for investors — that the economic ramifications of the president’s strategy were potentially catastrophic and worse than his advisers had previously predicted.

The growing alarm inside the Treasury Department over developments in the bond market was a central factor in Trump’s decision to hit pause on his “reciprocal” tariff regime, according to three people familiar with the matter.

Treasury Secretary Scott Bessent raised those concerns directly to Trump Wednesday in a meeting that preceded the pause announcement, underscoring concerns shared by White House economic officials who had briefed Trump on the accelerating selloff in the US Treasury market earlier in the day.

Calls to top White House advisors from key business community allies also increasingly focused on the troubling developments in the bond market as they made the case for Trump to pull back.

Trump had not yet made the decision to pause the dramatic new tariff rates when he was posting on social media about the stock market Wednesday morning, two of the people said.

But he acknowledged later in the afternoon that he’d been watching the bond market turmoil closely.

“The bond market is very tricky, I was watching it,” Trump told reporters. “The bond market right now is beautiful. But yeah, I saw last night where people were getting a little queasy.”

Sitting in the Oval Office to tap out his announcement, Trump was joined by two advisers who had become dueling faces of the tariff plan: Bessent and Commerce Secretary Howard Lutnick.

“We didn’t have access to lawyers or – it was just written up. We wrote it up from our hearts, right? It was written from the heart, and I think it was well written too, but it was written from the heart,” Trump said afterward, describing a process driven more by impulse than mapped-out strategy.

Even as Trump calmed the markets – for now, at least – he also raised new questions by suggesting he would consider exempting some US companies from tariffs, saying he would make any such decisions “instinctively.”

VII. 成績的評定一直都是家長、學生所重視的，所以教師在評定學習成績時，需謹慎小心。請針對下列兩小題，提出您的見解。（可中文答題）

- (1) 維護學生成績的隱密性是教師所需具備的基本素養。教師應避免那些不適宜的做法？教師又可採用那些具體做法來保護學生成績的隱密性？(5%)
- (2) 為了維護平時成績的平衡原則及比例原則，身為英語老師的您會如何安排平時成績的採計項目及其百分比重？理由又為何呢？(5%)