

國立屏科實驗高級中等學校115學年度第3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。

※ 本試題為申論題，共 4 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. Curriculum design (15%)

If you teach a School-based Curriculum course on global and cross-cultural awareness for 8th-grade junior high school students, how would you use the following passage to teach this course, which meets for two hours per week and aim to develop students' creative and critical thinking skills, as well as their information and media literacy.

A Memorable Taiwanese "Ban-Doh" Experience

My exchange program taught me a lot about cultural differences. One of the most memorable parts of my trip to Taiwan was attending a wedding banquet in Kaohsiung. The banquet was completely different from what I had anticipated.

In America, banquets are usually held inside large dining halls. This one, however, was right on the street! A huge tent was set up to protect all the guests from the hot sun, taking up almost half the street. Under the tent, guests sat at large round tables, talking cheerfully. At one end, cooks worked hard to prepare the delicious food. My host father explained that this kind of street banquet is called a "ban-doh" in Taiwanese, and it originally started in the countryside.

In the old days, the whole neighborhood would work cooperatively to organize a ban-doh for special events. The host prepared the ingredients, and the neighbors helped out with everything else. Some people would cook, while others provided tables or helped in different ways. Near the end of the party, the host gave the guests containers for leftovers and torches to light their way home. Back then, ban-doh was all about enjoying the community spirit and togetherness.

I am so lucky to have experienced this fascinating event. It is the first story I will tell my friends and family back home. What a wonderful memory from my time as an exchange student!

Adapted from *Lung Teng English Book II Lesson 8 Ban-Doh: The Most Authentic Taiwanese Eating Experience*

II. Essay Question (15%)

Discuss the advantages and potential disadvantages of integrating International Education into English language teaching. If you were appointed as an English teacher at the National Experimental High School at Pingtung Science Park (NEHSP), how would you effectively integrate International Education into your teaching? Support your answer with specific teaching strategies or examples.

III. Summary and reading test design (20%)

1. Read the news article below and rewrite it into a version suitable for 9th-grade students.(10%)

Using this rewritten article, create a reading comprehension test consisting of four multiple-choice questions.(10%) Each question must include four alternatives and the right answer to each question should be provided.

Taiwan Travelogue, a love letter to food and adventure, wins International Booker Prize

Tiffany Wertheimer 20 May 2026

A tale about forbidden love and Taiwanese food has won the International Booker Prize, becoming the first novel translated from Mandarin Chinese to win the prestigious award.

Taiwan Travelogue, written by Taiwanese author Yang Shuang-zi and Taiwanese-American translator Lin King, follows two women on their culinary tour across Taiwan in the 1930s, when the island was under Japanese rule.

Elaborately framed as the translation of a rediscovered travel memoir, complete with fictional footnotes, many readers thought it was about a genuine historic text when the book was first published in 2020.

"It's a captivating, slyly sophisticated novel," said Natasha Brown, the chair of the judging panel.

Taiwan Travelogue centres on a fictional Japanese writer, Aoyama Chizuko, who is on a government-sponsored tour of Taiwan with a Taiwanese translator, O Chizuru, whom she falls in love with.

Through their lens, the novel explores issues of love, culture, colonial history and power.

"Research for the novel's central themes of travel and food changed my life in two obvious ways," Yang told the Booker Prize before her win was announced. "My savings went down; my weight went up."

Taiwan Travelogue had already won several accolades.

Yang, 41, also writes essays, manga and video game scripts. Her original Mandarin Chinese version of the novel won Taiwan's highest literary honour, the Golden Tripod Award in 2021.

Lin King's English translation version won the National Book Award for Translated Literature in 2024.

Also speaking before the win, King said she appreciated the balance Taiwan Travelogue struck between the sorrow and joys of Taiwanese people under Japanese control.

"No matter how difficult times are, I believe that humans always manage to find flickers of levity and deep wells of love," she said.

"There was still humour, good food, movies, school, petty fights, and romance. To suggest otherwise is to reduce a culture to its trauma," she said.

In winning the International Booker Prize, the organisers noted in a statement the "vital work of translation", adding the £50,000 (\$67,000) prize money would be split equally between the author and translator.

The article is sourced from <https://www.bbc.com/news/articles/c4g094yzl2wo>

IV. The "Present Perfect Tense" is often a major pain point for junior high school students. Based on this grammatical concept, design a competency-based worksheet tailored for 9th-grade students that integrates differentiated instruction and can be fully implemented within a single 50-minute class period. The following structural components should be included in your answer.

1. Competency-Based Worksheet Design (10%)

- **Contextualization:** Demonstrate how to use real-world timelines, diagrams, or authentic dialogues to introduce the core concept of "past actions affecting the present" in a meaningful context.
- **Form & Function Discovery:** Design an inductive task that guides students to deduce the structure (have/has + p.p.) and its collocations with common adverbs (e.g., *already*, *yet*, *since*, *for*).
- **Guided & Communicative Practice:** Design at least one interactive task that balances structural accuracy with authentic, real-life communication.
- **Differentiated Instruction Scaffolding:** Explicitly incorporate tiered support or modified tasks (e.g., word banks, sentence frames, or extension challenges) to cater to learners with varied readiness levels.

2. Assessment Task (5%)

Please design a set of situational, context-based assessment items to evaluate the students' immediate learning outcomes and problem-solving abilities.

V. Please discuss how short-form videos affect junior high school students in Taiwan. How do you guide the students at NEHSP to develop digital literacy? (15%)

VI.1. Please make a lesson plan for 9th graders at NEHSP based on the following article in the 115 Comprehensive Assessment Program for Junior High School Students (CAP). (10%)

2. Please design at least one worksheet for your lesson to enhance our students' discourse competence. (5%)
3. Please explain your rationale, teaching procedure and performance goals in order to cultivate our students' discourse competence. (5%)

The Future of Icelandic

Scandinavian News by Anna Adams

Icelandic is a language that is spoken only in Iceland. It has a long history. But many Icelanders are worried that they're losing Icelandic.

The reason for their worry is the prevalence of English in Iceland. "I use English when I talk to my housework robot, use my phone, and watch movies," said Helgi Atlason, an engineer. There is a reason for that. Most of these products use English, and few companies care to change the language into Icelandic because there are only a small number of Icelandic speakers (314,000 people). Actually, you see English everywhere in Iceland.

Icelanders also speak and hear more English than Icelandic these days because many foreigners who come to live and work in Iceland speak only English. "We can't use Icelandic abroad, and we're not using it much in Iceland, either. How do you expect our kids will want to learn it?" said Eirikur Wilson, a teacher.

Will Iceland one day give up Icelandic for English? It may happen soon.



Our Future with Icelandic

Scandinavian News by Gunnar Eggertsson

Many people think Icelandic is a language in its sickbed and that it needs to be saved. I understand their worries, but does the future of our language really look that bad?

According to Dr. David Clingingsmith, a language needs at least 35,000 speakers to be "safe" from becoming a dying language. There are now 314,000 Icelandic speakers. Also, every year Iceland spends 51.3 million Icelandic crowns (3.7 million US dollars) teaching Icelandic to machines: phones, computers, and robots. Icelandic is appearing more often in products. Most importantly, schools still teach Icelandic to children. Clearly, we are not giving up our first language.

However, I'm not saying that Iceland has done enough for Icelandic. Our country can do a better job at getting more people to speak this beautiful language. One way to do so is to give more language courses to foreigners. With much more work, I'm sure Icelandic can grow and even reach farther into the world.

