

臺北市立大直高級中學 113 學年度第 1 次專任教師甄選

高中英文科 筆試試題

1.

Please design four reading comprehension questions based on the article below, including

(1) TWO multiple-choice questions(10 分)

(2) TWO mixed questions, such as matching, ordering, fill-in-the-blank, table / chart / organizer completion, short answer questions, true-false questions, and so on, which should be suitable for the new General Scholastic Ability Test (新型學測混合題型).

Answer keys need to be provided.(15 分)

Scientists have long suspected that animals might have a “sixth sense.” This sense alerts them when natural hazards—like earthquakes and tornados—are about to strike. Recent studies on rodents and birds suggest animals can indeed make predictions.

<p>Dr. Rachel Grant’s research team placed motion-triggered cameras throughout Yanachaga National Park in the Peruvian Amazon in order to track animal movements. On a single day, the cameras typically recorded up to 15 animals. However, over a three-week period, the sightings dropped to fewer than five a day, and in the last few days, there were no animal sightings at all. At the end of the three-week period, the area was hit by a 7.0 magnitude earthquake. According to Dr. Grant, rodents appear to be the most sensitive animals in the rain forest because they were nowhere to be seen eight days before the earthquake. She also points out that research in China and Japan has found rodents’ sleeping and waking patterns are disturbed in the days leading up to an earthquake. These</p>	<p>In 2014, a team of U.S. scientists studies the migration patterns of golden-winged warblers. To track the birds’ movements, the researchers attached small, lightweight geolocators that recorded the birds’ locations. When the team expected to find the warblers in eastern Tennessee, where they breed and raise their young, the birds were not there. Instead, they discovered that most of the birds had flown to Florida. Several days later, the birds arrived back in Tennessee—after a mysterious round-trip journey of more than 900 miles. The researchers finally worked out what may have prompted the trip: at around the time the birds left Tennessee, a severe weather system was approaching the Midwest region, and the deadly storms created more than 80 tornadoes. Scientists theorize</p>
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changes may alert them to a coming disaster.	the warblers were alerted by infrasound—a type of low-frequency noise beyond humans’ detection—produced by the storm so they decided to get out of the way.
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2.

As a teacher who implements TETE (Teach English through English) in an EFL classroom, what strategies and techniques do you use to facilitate students’ understanding? Please elaborate on the strategies and techniques by providing examples and your rationale. (20 分)

3.

Social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Please describe how you would integrate SEL into your English language lesson plans to encourage students to work collaboratively, practice active listening, and develop empathy and interpersonal skills.(20 分)

4.

The new curriculum guidelines expect English education to “equip students with learning strategies and tactics which they may apply to self-teaching and lifelong learning.” Considering “the curriculum should be progressive and coherent,” one of the major principles in the design of an English course, develop a three-year plan to demonstrate how you will introduce learning strategies and tactics to your students so they will become lifelong learners. You may refer to the table below for student performance for “learning approaches and strategies” in senior high school stage. Your plan needs to include the rationale, goals, themes to be covered, your pedagogy, suggested materials, description of teaching implementation and rationale, and assessments. (35 分)

Learning Stage	Student Performance
Stage V (Senior High School Stage)	7-V-1 Able to grab the opportunity or even take the initiative to communicate or express opinions.

	<p>7-V-2 Able to make good use of reference books, such as dictionaries and encyclopedia, or other online resources to understand the English one comes across.</p> <p>7-V-3 Able to contemplate, clarify the content of the textbook and search for relevant information to reinforce learning.</p> <p>7-V-4 Able to explore various English-learning approaches and techniques and employ them effectively.</p> <p>7-V-5 Able to make good use of textual devices, such as transitional words and phrases, enumerators, etc. to aid comprehension.</p> <p>7-V-6 Able to read extensively on the same topic of a given text or explore much further in order to expand and deepen the learning experience.</p> <p>7-V-7 Utilize verbal and non-verbal strategies, such as a request for repetition, euphemism, circumlocution, hand gestures, facial expressions, to enhance effectiveness of communication.</p> <p>7-V-8 Able to monitor one's learning progress and improve expediently.</p> <p>7-V-9 Able to formulate an English learning plan and become a self-motivated learner.</p>
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