

國立高雄師範大學附屬高級中學 111 學年度 教師甄試

本科專業：高中英文科試題

※考試時間：10：40～12：00，共 80 分鐘。

※作答注意事項：一律在答案卷上作答，請務必註明題號

I. Translation 10%

森林象在西非和中非的茂密雨林中跋涉時，啃食或踩踏小樹，創造了一條一條的小路，這種綠色走廊如迷宮般交錯縱橫。森林象對雨林茂密的植被造成破壞，因為它會剝下樹苗的樹皮，把根從土壤中挖出來，咀嚼樹葉和漿果。但這種破壞對森林的利大於弊：有助於森林在其樹木中儲存更多的碳，保護了地球上最重要的生態系統。

II. Essay Question 20%

Read the following passage and write more than 300 words about the following topic: The (In)Effectiveness of Using Mobile Technologies to Enhance Language Learning. Based on your teaching experience and classroom observation, to what extent can language teachers integrate digital gadgets to enhance students' self-regulatory ability, intrinsic motivation and learner agency? What might be the challenges or constraints high school students may encounter in Taiwan?

The growing availability of mobile technologies has contributed to an increase in mobile-assisted language learning in which learners can autonomously study a second language (L2) anytime or anywhere. Research investigating the effectiveness of such study for L2 learning, however, has been limited, especially regarding large-scale commercial L2 learning apps, such as Duolingo. Although one commissioned research study found favorable language learning outcomes, limited independent research has reported issues related to learner persistence, motivation, and program efficacy. The current study investigates the semester-long learning experiences and results of nine participants learning Turkish on Duolingo. The participants showed improvement on L2 measures at the end of the study, and results indicate a positive, moderate correlation between the amount of time spent on Duolingo and learning gains. In terms of perceptions of their experiences, the participants generally viewed Duolingo's flexibility and gamification aspects positively; however, variability in motivation to study and frustration with instructional materials were also expressed.

III. Vocabulary Test Design 10%

Please choose **five** from the following words and design one multiple-choice vocabulary question for each chosen word. Each question must include a stem and four alternatives, (A), (B), (C), and (D). The correct answer in each question must be the chosen word.

trespass (v.)	sanction (n.)	wade	invariably	discreet
impetuous	rigorous	subsidize	arguably	dwindle

IV. Summary and Cloze Test Design 20%

Please summarize the following passage in **200** words (10%) and design **five** multiple-choice cloze questions for 11th graders (10%). Each question must include four alternatives, (A), (B), (C), and (D), with one of them being the best answer. Answers to each question must be provided.

Strictly speaking, air pollution is not a new problem. More than likely it began when humans invented fire whose smoke choked the inhabitants of poorly ventilated caves. In fact, very early accounts of air pollution characterized the phenomenon as “smoke problems,” the major cause being people burning wood and coal to keep warm.

To alleviate the smoke problem in old England, King Edward I issued a proclamation in 1273 forbidding the use of sea coal, an impure form of coal that produced a great deal of soot and sulfur dioxide when burned. One person was reputedly executed for violating this decree. In spite of such restrictions, the use of coal grew as a heating fuel during the fifteenth and sixteenth centuries.

As industrialization increased, the smoke problem worsened. In 1661, the prominent scientist John Evelyn wrote an essay deploring London’s filthy air. And by the 1850s, London had become notorious for its “pea soup” fog, a thick mixture of smoke and fog that hung over the city. These fogs could be dangerous. In 1873, one was responsible for as many as 700 deaths. Another in 1911 claimed the lives of 1150 Londoners. To describe this chronic atmospheric event, a physician, Harold Des Voeux, coined (around 1911) the word smog, meaning a combination of smoke and fog.

Little was done to control the burning of coal as time went by, primarily because it was extremely difficult to counter the basic attitude of the powerful industrialists: “Where there’s muck, there’s money.” London’s acute smog problem intensified. Then, during the first week of December, 1952, a major disaster struck. The winds died down over London and the fog and smoke became so thick that people walking along the street literally could not see where they were going. People wore masks over their mouths and found their way along the sidewalks by feeling the walls of buildings. This particular disastrous smog lasted 5 days and took nearly 4000 lives, prompting Parliament to pass a Clean Air Act in 1956. Additional air pollution incidents occurred in England during 1956, 1957, and 1962, but due to the strong legislative measures taken against air pollution, London’s air today is much cleaner, and “pea soup” fogs are a thing of the past.

Air pollution episodes were by no means limited to Great Britain. During the winter of 1930, for instance, Belgium’s highly industrialized Meuse Valley experienced an air pollution tragedy when smoke and other contaminants accumulated in a narrow steep-sided valley. The tremendous buildup of pollutants caused about 600 people to become ill, and ultimately 63 died. Not only did humans suffer, but cattle, birds, and rats fell victim to the deplorable conditions.

The industrial revolution brought air pollution to the United States, as homes and coal-burning industries belched smoke, soot, and other undesirable emissions into the air. Soon, large industrial cities, such as St. Louis and Pittsburgh (which became known as the “Smoky City”), began to feel the effects of the ever-increasing use of coal. As early as 1911, studies documented the irritating effect of smoke particles on the human respiratory system and the “depressing and devitalizing” effects of the constant darkness brought on by giant, black clouds of smoke. By 1940, the air over some cities had become so polluted that automobile headlights had to be turned on during the day.

The first major documented air pollution disaster in the United States occurred at Donora, Pennsylvania, during October, 1948, when industrial pollution became trapped in the Monongahela River Valley. During the

ordeal, which lasted 5 days, more than 20 people died and thousands became ill. Several times during the 1960s, air pollution levels became dangerously high over New York City. Meanwhile, on the West Coast, in cities such as Los Angeles, the ever-rising automobile population, coupled with the large petroleum processing plants, were instrumental in generating a different type of pollutant, photochemical smog — one that forms in sunny weather and irritates the eyes. Toward the end of World War II, Los Angeles had its first (of many) smog alerts.

Air pollution episodes in Los Angeles, New York, and other large American cities led to the establishment of much stronger emission standards for industry and automobiles. The Clean Air Act of 1970, for example, empowered the federal government to set emission standards that each state was required to enforce. The Clean Air Act was revised in 1977 and updated by Congress in 1990 to include even stricter emission requirements for autos and industry. The new version of the Act also includes incentives to encourage companies to lower emissions of those pollutants contributing to the current problem of acid rain. Moreover, amendments to the Act have identified 189 toxic air pollutants for regulation. In 2001, the United States Supreme Court, in a unanimous ruling, made it clear that cost need not be taken into account when setting clean air standards.

V. Reading Comprehension Test Design 20%

Read the following passage and design 3 multiple-choice reading comprehension questions and 2 integrated questions for 12th graders. Answers to each question must be provided.

You're checking your Facebook account when you see a video of a well-known politician. You watch it and you can't believe what he's saying! He'll surely be kicked out of office and perhaps arrested. About an hour later, however, it's revealed that the video was a deepfake. Of course, the politician wouldn't have said such outrageous things, but still, it looked so real!

That's the real danger of deepfakes. The term combines "deep learning" and "fake." Deep learning is a type of machine learning in which an artificial intelligence (AI) program learns in the same way as the human brain. It does this by applying increasingly complicated procedures to its operations to improve its own ability to carry out its function. In this case, the program is trying to create images and videos that are almost impossible to distinguish from real life. The results are deepfakes, and they often appear to show famous real-world figures doing and saying things that are likely to cause anger and shock, or worse.

Of course, such videos can embarrass or upset the individuals who appear in them, but there are bigger consequences, too. Deepfakes could be used to influence the course of an election, exploit people's fears so that they behave in harmful ways, or make an attack on someone's character. For example, a deepfake video of a politician saying untrue things about vaccines could mean people don't get a vaccine. One extreme example comes from the African country of Gabon. In 2018, Gabon's president disappeared from the public eye for a while. There were rumors that he was sick, or even dead. Then, a video of him appeared. The video looked fake, and this caused the Gabon military to attempt to overthrow the government.

This highlights another problem that deepfakes can cause. Now that people know videos and photos can be faked in such a realistic way, they may stop believing any news at all. This is a huge challenge for governments and media organizations around the world.

VI. Course Design 20%

Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable

- Target 11.7: By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

Indicator 11.7.1: Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities

Indicator 11.7.2: Proportion of people's victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months

Design a 6-week micro-course lesson plan (2 hours per week) for 11th graders to meet Goal 11 mentioned above. In your lesson plan, please specify the course title, teaching materials, course objectives, learning activities, and assessment. List your arrangements on a weekly basis. (20%)

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