

高雄市立高雄女子高級中學 114 學年度

教師甄試英文科 筆試試題

注意：請在答案卷上標示題號並依照題號順序作答。本分試題共有四大題。

Q1. Reading Comprehension Design (25%)

Read the following passage and create FIVE reading comprehension questions that align with the current Integrated Reading Comprehension (混合題) format. The first two questions should focus on identifying the main idea and making inferences. Ensure that the five questions include at least three different question types, such as multiple-choice, matching, ordering, fill-in-the-blank, completing-the-form/ table/ chart, or short-answer. Finally, provide the correct answer for each question.

The practice of fastening papers dates back to the 13th century, when ribbons were threaded through slits in the top-left corners of documents. These ribbons were often waxed to improve durability and allow reuse—a technique that remained in use for centuries. In 1835, John Ireland Howe, a physician from New York, revolutionized the process by inventing a machine that mass-produced straight pins. Though originally designed for sewing, these pins were repurposed as a convenient way to fasten papers.

The modern paperclip, however, is credited to Johan Vaaler, a Norwegian inventor with expertise in electronics, science, and mathematics. In 1899, he patented a bent-wire paperclip design in Germany, since Norway lacked a patent system at the time. A U.S. patent followed in 1901. Although similar designs may have predated his, Vaaler was the first to secure official recognition.

Around the same time, American inventor Cornelius J. Brosnan patented his version, known as the “Konaclip.” However, it was the British company Gem Manufacturing Ltd. that introduced the now-iconic double-oval paperclip, known as the “Gem” clip. In 1899, William Middlebrook of Connecticut patented a machine to mass-produce these clips, though the design itself was never patented. Over time, many variations emerged, including the “non-skid” clip for better grip, the “ideal” clip for thicker stacks of paper, and the “owl” clip, designed to resist tangling.

During World War II, the paperclip took on symbolic significance in Norway. When Nazi authorities banned displays of loyalty to the Norwegian king, citizens began wearing paperclips on their clothing as a discreet sign of unity and resistance—an act that carried the risk of arrest.

Beyond organizing paper, paperclips are surprisingly versatile. Their flexible metal construction makes them useful for a variety of impromptu tasks, such as ejecting CD trays, accessing SIM card slots, or even serving as makeshift lock picks.

Q2. Cloze Test Design (25%)

1. Read the following two passages, (A) and (B), and rewrite a passage of approximately 200 words. (10%)
2. Based on your own passage, design FIVE cloze test questions suitable for 12th graders at KGHS. Each question should have 4 answer choices, with the correct answer underlined. (15%)

(A) On April 6, U.S. President Donald Trump, speaking aboard Air Force One, emphasized that foreign governments would need to pay “a lot of money” to have the tariffs he imposed lifted, referring to them as necessary “medicine.” This stance has triggered significant turmoil in global financial markets, with sharp declines in Asian stocks and a drop in U.S. stock futures. Investors are concerned about the potential for higher prices, reduced demand, and an impending global recession. Despite these market setbacks, Trump remained unfazed, asserting that sometimes economic pain is needed to address deeper issues.

Trump’s recent tariff announcement, which could impose levies as high as 50%, has sparked retaliatory actions from countries like China, raising fears of a global trade war. While Trump indicated that he had spoken with European and Asian leaders, he made it clear that negotiations would not take place unless they agreed to pay the U.S. substantial sums annually.

In response, Taiwan’s President Lai Ching-Te proposed zero tariffs as a basis for talks, promising to eliminate trade barriers and boost Taiwanese investment in the U.S. Other countries, including Israel, India, and Italy, have also expressed interest in negotiating with the U.S. to avoid the tariffs, with some leaders meeting Trump to seek exemptions or temporary reprieves.

This situation has created uncertainty about whether the tariffs are intended as a permanent measure or part of a broader strategy to gain leverage in trade negotiations.

(B) On April 7, Asian stock markets experienced sharp declines, with major indices like the Shanghai Composite, Hong Kong’s Hang Seng, and Japan’s Nikkei 225 plunging to levels not seen in decades, following U.S. President Donald Trump’s tariff announcement. The Shanghai Composite fell by more than 8%, while Taiwan’s Weighted Index dropped 9.7%, marking its largest single-day loss ever. Hong Kong’s Hang Seng also saw a significant 13.2% decline, and Japan’s Nikkei suffered substantial losses. These drops were driven by Trump’s new tariffs, ranging from 10% to 46%, on imports from various countries, severely impacting manufacturing hubs in Asia that rely heavily on the U.S. market.

Countries such as Japan, South Korea, Vietnam, and China face hefty tariff increases, with Vietnam seeing a 46% levy. Taiwan, in particular, was hit hard, with a 9.7% drop in its index, compounded by the broader market downturn. The tariffs have sparked fears of a global trade war, potentially pushing the U.S. into a recession and further damaging Asian exports. Economists have raised the likelihood of a U.S. recession, with Goldman Sachs now estimating a 45% chance. Many Asian nations, including Vietnam and Bangladesh, are highly dependent on U.S. exports, and these tariffs are expected to disproportionately hurt their economies.

Overall, the turmoil in global stock markets, compounded by retaliatory tariffs from China and other nations, has wiped out trillions in value, leaving the economic outlook uncertain.

Q3. Lesson Plan Design (30%)

Please design a 4-period English-as-a-medium-of-instruction (EMI) lesson plan based on *Irena Sendler: A Holocaust Hero* (see the text below) for 11th graders at Kaohsiung Girls' Senior High School to enhance their language skills, creativity, and criticality. Describe how you leverage two important pedagogical approaches, including *translanguaging* and *multimodality*, and integrate other historical events with the story of Irena Sendler, focusing on language practice and historical comparison. Please **elaborate on** specific teaching objectives, tasks, teaching materials and assessment methods.

Irena Sendler: A Holocaust Hero

It was the early morning of October 20, 1943, and eleven German Gestapo* agents¹ had just burst² through the front door of a Polish* woman's apartment. They searched her home from top to bottom, tearing open every pillow and mattress*. If they had entered just seconds earlier, they would have found the precious list before the woman slipped³ it to her friend. After three hours of searching, they gave up and arrested⁴ the woman. Knowing the list was safe, she breathed a sigh⁵ of relief.

The young lady was Irena Sendler, a compassionate⁶ social worker who lived in Warsaw*, Poland. During World War II, the Nazis* seized⁷ control of this city and announced the establishment of the Warsaw Ghetto*. Over 400, 000 Jews* were herded into this area, and thousands of them were dying from starvation⁸ and disease every month. Horrified by these shocking conditions, Irena decided to join an underground resistance group and began helping to bring in food and medicine to the Jews secretly. However, she soon realized this would not be enough, as the ghetto was sealed⁹ and the Nazis had already started sending Jews to death camps.

Determined to help, Irena recruited¹⁰ her friends and colleagues¹¹ for a risky mission: sneaking¹² Jewish children out of the ghetto. To enter the isolated area, they managed to obtain¹³ official passes. Once inside, they faced an even bigger challenge: convincing¹⁴ Jewish parents to hand their children over to strangers. In the end, many parents made the heart-wrenching* decision in hopes that their children could survive even if they themselves couldn't.

Hidden in everything from suitcases¹⁵ to flour sacks¹⁶, the children were smuggled¹⁷ out in various ways. One ambulance¹⁸ driver even hid babies under stretchers* and trained his dog to bark in order to drown out their cries. Irena and the other courageous¹⁹ people were risking their own lives. Once caught, these compassionate smugglers and their families would certainly face execution²⁰.

After successfully escaping, the children were given new identities, complete with fake²¹ birth documents²² and family records. Some were taken in by kind and brave Polish families, while others were sent to orphanages* or convents*. Irena hoped that after the war the children could be reunited with their parents, so she kept detailed records. Her list included each child's real name, his or her new identity, location, and parents' names.

Unfortunately, at the height of this rescue operation, Irena was arrested for her underground work. Despite being brutally tortured, she refused to reveal any information. She chose to sacrifice her own life instead of putting the lives of others at risk. Eventually, Irena was rescued by her friends and continued to work to save Jewish children while living in hiding. If Irena and her friends

had not helped, over 2,000 children would have ended up in the death camps.

To this day, Irena Sendler is still remembered for her selfless acts during the Holocaust. While she never admitted²³ it, she was a true hero who risked her life to save others, and her story of bravery²⁴ and compassion continues to inspire people all over the world.

—Written by Kelsi Wright

Q4. Writing Assessment (20%)

Below is an English composition written by a 12th grader. (1) Use a table to mark each error in the composition and provide every corresponding written corrective feedback to improve its accuracy, clarity, and coherence. (2) Provide an overall suggestion after making corrections. Note that your feedback should be specific enough (but not too overwhelming) to help the student know how to improve their writing. Provide some writing strategies appropriate for this student.

說明：1. 依提示在「答案卷」上寫一篇英文作文。

2. 文長至少120個單詞 (words)。

提示：排隊雖是生活中常有的經驗，但我們也常看到民眾因一時好奇或基於嘗鮮心理而出現大排長龍 (form a long line) 的現象，例如景點初次開放或媒體介紹某家美食餐廳後，人們便蜂擁而至。請以此種一窩蜂式的「排隊現象」為題，寫一篇英文作文。第一段，以個人、親友的經驗或報導所聞為例，試描述這種排隊情形；第二段，說明自己對此現象的心得或感想。

My friend, Mina, and I have a sweet tooth. Last week, we heard from a TV commercial that a famous bakery had opened a branch in our neighborhood. There, a special kind of cream puff is sold and said to have been incredibly delicious. We were so excited that we had no choice but scream out. Out of curiosity, we decided to go and see. However, as we approached the bakery, a long line extending to the block has already formed. We wanted to give up, but we couldn't fight the lure of the mouth-watering picture of the cream puff. So we waited in the line. Some people were staring at their phone to pass time, others seemed restless and lack of patience, complaining about the wait. In spite of the long wait, we believed the cream puff is worth it. Time passed by, the line moved very slowly, and the sun was getting hotter. Not until an hour later that I finally reached to the front. However, just as I was about to order, the staff announced that the cream puffs were sold out. Some customers sighed with disappointment, and others, just like Mia and I, were simply left quietly. "It's not fair, we've been waiting for over an hour!" Mia murmured. The result is we waited for nothing, which made us look silly.

This frustrating experience made me realize that sometimes people just follow the crowd without second thought. Maybe some in the line had no interest in the cream puffs but just because they saw others doing the same. In the end, we couldn't help wondering was it worth spending so much time for a small dessert? In my opinion, if I knew the cream puffs were limited, I would go to the bakery earlier. However, Mia had said she would definitely not line up for anything, even if it is her favorite dessert!