

高雄市立高雄女子高級中學 115 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。

- I. Please merge the two texts and rewrite them into a short essay of approximately 300 words. Design a 10-option Banked Cloze Test with a difficulty level suitable for 12th-grade students at Kaohsiung Girls' Senior High School. Answers must be provided. (25%)

Passage A:

As our daily existence increasingly migrates to the cloud, the management of our digital legacy has surfaced as a painful social dilemma. For grieving families, access to a deceased loved one's social media and cloud storage is far more than a matter of curiosity; it is a vital component of the healing process. In the past, memories were preserved in physical photo albums or handwritten letters. Today, these precious records are locked behind rigid security protocols, leaving families emotionally stranded.

Advocates for "digital inheritance" laws argue that these assets should be legally recognized as personal property, passing automatically to the next of kin. Without such protections, technology companies act as unintended gatekeepers, often deleting years of family history due to "inactivity." Furthermore, many individuals now store crucial information—ranging from final letters to financial details—exclusively in digital formats. To deny family access is to ignore the reality of how one lives and loves in the 21st century. The emotional and practical value of these records demands a radical shift in the legal definitions of ownership, ensuring that a person's legacy does not expire the moment their heart stops beating.

Passage B:

The debate over the digital afterlife rests on a fundamental philosophical question: should our online presence be treated as transferable property or as a private, lifelong extension of our personality? While the emotional plea of grieving families is moving, technology companies face a conflicting duty: the absolute preservation of user privacy. A digital account is not merely a modern photo album; it is a vast archive of private interactions, many of which the user may have intended to keep confidential, even from relatives.

Granting third-party access—even to legal heirs—would set a dangerous precedent that undermines the privacy of encrypted data. Tech firms argue that opening a deceased person's messages could unintentionally expose the sensitive data of other living individuals who communicated with that user under the assumption of privacy. This would constitute a betrayal of trust. Instead of intrusive

laws, the focus should remain on "proactive management." Many platforms now offer tools like "legacy contacts," empowering users to decide the fate of their data long before they pass away. By utilizing these features, users can exercise their human agency, deciding what to share and what to take to the grave, which effectively protects the privacy of the deceased and their contacts over the emotional comfort of the living.

- II. Please design five reading comprehensive questions based on the passage aligned with the format of the GSAT questions. The questions should test various reading skills, with the first two focusing on identifying the main idea and making inferences. At least three different question types must be included (e.g., multiple-choice, matching, sequencing, fill-in-the-blanks, completion of tables/charts/graphic organizers, or short-answer questions). Please provide an answer key. (25%)

Recent studies suggest that GLP-1 drugs, originally designed for diabetes and weight loss, may offer a groundbreaking approach to treating addiction. A comprehensive study reveals that these medications could reduce the risk of developing substance use disorders and minimize the severe consequences of addictive behaviors.

The research team, led by Dr. Ziyad Al-Aly, analyzed health records from over 600,000 patients. They compared GLP-1 users with those taking SGLT2 inhibitors. Unlike SGLT2 drugs, which primarily affect the kidneys to remove excess sugar, GLP-1 medications target the mesolimbic system in the brain. This region governs reward signals that reinforce cravings for food, alcohol, nicotine, and opioids. By suppressing these signals, GLP-1 drugs effectively "quiet" the brain's desire for addictive substances by suppressing the "food noise" or craving signals that lead to dependency.

The results were significant. Compared to people prescribed an SGLT2 inhibitor, participants taking GLP-1 drugs showed a 14% to 25% lower risk of developing new addictions. For those already struggling with substance abuse, the drugs were associated with a 39% reduction in overdoses and a 50% decrease in drug-related deaths. "There is no precedent in our medical toolkit for a single medicine that works across such a wide range of addictive substances," Al-Aly noted.

Despite these promising findings, experts remain cautious about the long-term implications. One major concern is the "rebound effect." Similar to weight loss patients regaining weight after stopping the medication, addiction cravings might return "with a vengeance" once the drug is discontinued. Furthermore, it remains unclear whether the brain will develop a tolerance to the

treatment over time. Scientists still need to determine the ideal dose and duration required to maintain these benefits safely.

While Dr. Al-Aly says that if people qualify for the drugs because they have diabetes or are overweight or obese, and they also want to quit smoking, stop drinking, or control their opioid dependence, then the GLP-1 medications could help. Further research is needed to resolve these uncertainties before GLP-1 can be officially established as a new class of anti-addiction medication.

Adapted from: <https://time.com/7382492/weight-loss-drugs-prevent-treat-addiction-study/>

III. Based on the following text, design a four-period course for 12th graders at KGHS aimed at improving their writing skills. Your response should include the following two parts:

(1) **Lesson Plan (15%)**

Provide a lesson plan that specifies your teaching objectives, tasks, materials, and assessments.

(2) **Mock GSAT Composition Question (仿學測作文題目) (10%)**

Create one GSAT-style writing prompt based on the structure or content of the selected text in Chinese. Then explain, in English, how your prompt relates to the text.

Lab-Grown Meat: To Eat or Not to Eat

(龍騰版 B5L4)

Can you imagine taking a bite of a steak that was grown in a Petri dish instead of on a farm? It may sound like a scene in a sci-fi movie, but this is already a reality! Many start-ups have begun to develop a special new production process in which meat is created by taking animal stem cells, transforming them into primitive fibers, and combining these fibers to form muscle tissue. The final product is known as “lab-grown meat,” and it’s a thought-provoking recent trend that is backed by both Bill Gates and agricultural giant Cargill.

The widespread support for producing meat in this way is due to the fact that it has several substantial advantages compared with more traditional methods of meat production. First, one could argue that traditional meat production facilities, such as farms or factories, hardly ever have animals’ best interests at heart. Growing meat in a laboratory instead helps eliminate the need for slaughterhouses as well as the unethical treatment of animals. In other words, you could rest assured that the lab-grown beef patty on your plate didn’t come from a cow that had to endure physical or mental torment. Better still, lab-grown meat could help make meat production more sustainable. The raising of livestock needed to fulfill the current global demand for meat actually takes a heavy toll on the environment. According to FAO, it accounts for nearly fifteen percent of all greenhouse gas emissions worldwide. Experts estimate that by switching to lab-grown meat, emissions could

be lowered by up to ninety-six percent. In addition, many claim it won’t just be the environment that benefits. Scientists can actually make lab-grown meat healthier and more nutritious by adding vitamins and minerals that are not always found in natural meat.

However, despite the evident advantages of this forward-thinking method of food production, there are also some concerns surrounding this meat of tomorrow. For a start, studies have shown that the development of lab-grown meat could actually have far-reaching negative effects in the long term. While advocates for lab-grown meat say it can help fight climate change, some research suggests that maintaining the infrastructure of lab-grown cell cultures requires significant quantities of energy and leads to substantial gas emissions. Another issue to consider is whether this type of artificial meat is actually healthy and safe for humans to consume. Although great in theory, lab-grown meat is “unnatural,” or “similar to genetically modified (GM) food.” Since the latter is sometimes said to induce allergic reactions or even cause more serious health problems like cancer, some people are warning against human-made meat for fear that it might have similar side effects. One final area of concern is the actual taste of lab-grown meat. Without the naturally occurring connective tissue and fat that are present in real meat, lab-grown meat may be somewhat lacking in taste and texture and thus less appealing to some consumers. Therefore, more extensive research is needed to determine how the flavor and composition of this new meat might be altered to better suit consumers’ tastes.

Whether we like it or not, lab-grown meat is an innovative product that could have a long-term impact on a global scale. It might, however, come at a price. To ensure that future foods are both sustainable and healthy, it is therefore essential for us to conduct more comprehensive research before we jump to any conclusions. For now, all we can do is keep a close eye on this rapidly growing trend as it takes us further and deeper into the unknown.

IV. Below is a cloze passage with five multiple-choice questions intended for KGHS 11th graders.

However, both the passage and the test items need improvement. As a test reviewer, please complete the following tasks: (15%)

- (1) Revise the passage by correcting or refining awkward, unclear, illogical, or ineffective expressions. You may add, delete, or rewrite parts of the passage where necessary.
- (2) Revise or redesign the five multiple-choice questions. Each test item must remain in a four-option multiple-choice format. Provide the answer key to your revised version.

Passage

Bouquets have been speaking for people in many cultures, and sometimes they are even stronger than writing many words. People have long used flowers to express feelings without speaking them directly, and this custom gradually became a system of meanings. Its beginnings may be traced back

to ancient Greek mythological stories, where some flowers received special meanings because of dramatic events. For example, the hyacinth became connected with remembrance after a young man died in a sudden way. Besides Greece, other cultures also developed flower meanings of their own. In China, peonies were related 1 honor, while roses were exchanged romantically by Romans in Rome. Flowers were used as symbols in many places, 2 they did not become a more formal social code until Victorian Britain.

During that period, people were expected to control their feelings and not expressing them too openly in public. Because of this social rule, flowers became a way to send emotional messages indirectly. To support such communication, floriography dictionaries were printed, and people could look up what each flower was supposed to mean. Hidden floral meanings were also planted in novels and other literary writings. Today, some meanings are still easy to understand because of the names of flowers themselves. Forget-me-nots, for example, 3 remind people that memory should not disappear. Other meanings may 4 myths, legends, or even the natural behavior of flowers, such as sunflowers turning toward the sun. 5 words may sometimes fail, sending flowers can still be a very good method. After all, a picture is worth a thousand words, and one flower may possibly say even more than that.

Questions

- | | | | |
|------------------|-----------------|------------------|----------------|
| 1. (A) with | (B) on | (C) for | (D) to |
| 2. (A) so | (B) but | (C) unless | (D) or |
| 3. (A) literally | (B) memorably | (C) respectively | (D) eventually |
| 4. (A) come from | (B) come across | (C) come after | (D) come into |
| 5. (A) Unless | (B) When | (C) Since | (D) Before |

Answers D B A A B

- V. Please read the following article which presents both advantages and limitations of virtual travel. Do you think it is an effective way to balance exploration and conservation? Write an essay of about 200 words, expressing your opinions and reflections. Support your ideas with specific reasons, examples, or personal experience. (10%)

Can Virtual Travel Replace In-person Tourism?

Travel has long been valued as a way to discover new places, encounter different cultures, and experience the beauty of nature. Yet modern tourism also creates serious problems. In many popular destinations, large numbers of visitors put pressure on local communities, damage natural habitats, and contribute to pollution. As a result, people have started to ask whether there are more responsible ways to make exploration accessible without exploitation.

One possible answer is virtual travel. With the help of digital technology, live-streaming devices, or remotely operated cameras, people can observe distant places without physically going there. Supporters believe this method may reduce the harmful effects of overtourism while still allowing people to learn about natural environments and cultural sites. It may also give access to those who cannot travel easily because of age, cost, time, or physical condition.

In addition, virtual travel may serve educational purposes. Students can use it to study geography, wildlife, or environmental issues in a more direct and engaging fashion. Some also argue that such experiences can inspire people to care more about conservation by helping them see fragile places without disturbing them.

However, not everyone is convinced that virtual travel through a screen is a satisfying substitute for in-person tourism. Using a phone, flying a drone, and watching a destination is very different from actually being there, interacting with local people, and experiencing the atmosphere first-hand. Critics also point out that travel is not only about seeing; it is also about human connection, cultural understanding, and personal growth. These are difficult to reproduce through technology alone.

For this reason, virtual travel may be best seen not as a permanent replacement for traditional travel, but as an alternative approach to exploring the world. Whether it can truly balance exploration and conservation remains open to debate.

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