

國立基隆高級中學114學年度第1次教師甄選 英文科試題	
測驗科目：英文科筆試	注意事項： 一、答案請寫（畫）在答案卷上。 二、本試題卷與答案卷應一併繳回。
測驗日期：114 年 6 月 8 日	
測驗時間：120 分鐘	

一、文意字彙（共10題，每題1分）

- () 1. Despite her calm demeanor, her speech was filled with _____ criticism of the government's policies, exposing flaws with sharp, articulate precision.
 (A) scathing (B) tacit (C) subdued (D) tentative
- () 2. The scientist was praised for her _____ approach, skillfully combining logic, creativity, and insight to effectively solve complex scientific problems.
 (A) arbitrary (B) holistic (C) redundant (D) superficial
- () 3. The manager's ability to stay _____ under intense pressure consistently earned him the trust, admiration, and deep respect of his team.
 (A) complacent (B) impervious (C) unruffled (D) vehement
- () 4. The professor's explanation was so _____ and well-structured that even students completely unfamiliar with the topic could easily understand it.
 (A) convoluted (B) lucid (C) arcane (D) oblique
- () 5. His comments during the meeting were dismissed as _____ and irrelevant, contributing little to the main discussion or decision-making process.
 (A) pertinent (B) anecdotal (C) tangential (D) germane
- () 6. The judge gave a(n) _____ summary of the case, clearly outlining key points and legal facts without showing any emotional bias.
 (A) dispassionate (B) fervent (C) biased (D) erratic
- () 7. The CEO's decision to step down was both sudden and _____, leaving employees stunned and prompting widespread speculation about the reasons.
 (A) calculated (B) haughty (C) tacky (D) abrupt
- () 8. The film offers a _____ exploration of grief, skillfully avoiding clichés and sentimental tropes to deliver an emotionally honest, powerful narrative.
 (A) superficial (B) formulaic (C) poignant (D) perfunctory
- () 9. The diplomat managed to _____ a potential conflict through careful negotiation, thoughtful communication, and an impressive display of diplomatic tact.
 (A) incite (B) exacerbate (C) preclude (D) defuse
- () 10. The person faced the accusations with such _____ and inner calm that many began to question the truth of the allegations.
 (A) equanimity (B) audacity (C) duplicity (D) hostility

二、綜合測驗（共20題，每題1分）

(A)

Originating in Tainan, the Gaji bag has transcended its utilitarian roots to become an emblem of sustainable ethos and anti-consumerist critique. Fashioned from repurposed flour or rice sacks, these bags are not merely aesthetic accessories—they are deliberate 11. against the wastefulness of fast fashion. Increasingly, consumers gravitate toward such items as vehicles of personal expression, signaling a conscious divergence from mass-produced trends and disposable culture.

The Gaji bag's ascendance dovetails with a broader global pivot toward conscientious consumption. This behavioral shift suggests that a(n) 12. cohort of buyers now privileges environmental stewardship and ethical production over superficial appeal. While their rugged, unorthodox appearance might 13. conventional fashion enthusiasts, Gaji bags are lauded for their resilience and authenticity—each piece imbued with the narrative of its origin.

Recognizing their cultural and economic potential, small-scale businesses and social ventures have embraced Gaji bag production, frequently employing members of marginalized communities. This not only bolsters local economies but also facilitates inclusive development and social reintegration.

14., critics contend that the commodification of such items risks diluting their activist essence. As sustainability becomes fashionable, there is a danger that the core message is co-opted and sanitized, reducing what began as a subversive gesture into a market-friendly aesthetic.

In essence, the Gaji bag serves as a tactile manifesto: a reminder that consumer behavior is neither 15. nor trivial. Every purchase has the potential to articulate values, question norms, and catalyze meaningful change.

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|-------------------------|------------------|-----------------|-------------------|
| () 11. (A) invocations | (B) provocations | (C) exemptions | (D) digressions |
| () 12. (A) growing | (B) emerging | (C) fluctuating | (D) declining |
| () 13. (A) motivate | (B) dominate | (C) captivate | (D) alienate |
| () 14. (A) For example | (B) Besides | (C) Nonetheless | (D) In conclusion |
| () 15. (A) frequent | (B) neutral | (C) lavish | (D) defective |

(B)

The hospitality sector is undergoing a profound reckoning as it confronts the environmental ramifications of long-entrenched operational norms. Among the most scrutinized practices is the 16. provision of single-use toiletries—miniature shampoo bottles, plastic combs, and other disposable amenities—which have come to symbolize the excesses of unsustainable travel culture. Spurred by mounting ecological scrutiny and consumer advocacy, a growing number of hotels are phasing out these items in favor of more sustainable solutions.

Such 17. range from wall-mounted refillable dispensers and biodegradable containers to incentive-driven policies encouraging guests to bring their own personal care products. However, this transition is fraught with operational and perceptual hurdles. Hotel operators must navigate increased upfront costs, overhaul procurement logistics, and contend with the risk of disenchanting clientele

accustomed to conventional standards of service. 18., success hinges on devising a nuanced strategy that integrates environmental ethics with guest expectations.

Detractors argue that such initiatives risk becoming mere performative “greenwashing” if not 19. by substantive systemic reforms—such as reductions in energy use or food waste. Still, proponents counter that incremental changes, particularly those targeting plastic reduction, play a role as necessary precursors to broader cultural and institutional transformation.

Regulatory frameworks are also beginning to reflect this paradigm shift. Governments across the globe are instituting bans or restrictions on single-use plastics, thereby 20. industry adaptation while fostering public consciousness. In the long term, true progress will depend not only on regulatory compliance but on a collective redefinition of what constitutes convenience, luxury, and responsibility.

For the modern hospitality industry, sustainability has transcended tokenism; it now serves as both a moral imperative and a strategic cornerstone for enduring relevance and reputational capital.

- () 16. (A) excessive (B) redundant (C) sporadic (D) ubiquitous
() 17. (A) alternatives (B) complaints (C) preferences (D) regulations
() 18. (A) Likewise (B) Meanwhile (C) Reversely (D) Thus
() 19. (A) suspended (B) accompanied (C) reinforced (D) undermined
() 20. (A) hindering (B) intensifying (C) accelerating (D) confusing
(C)

In an era increasingly shaped by digital connectivity, schools worldwide are reassessing the pedagogical implications of smartphone use in academic settings. While technology holds immense promise as an educational resource, unregulated smartphone access is often viewed as a significant 21. to sustained attention and holistic social development.

Numerous empirical studies have correlated in-class smartphone usage with diminished concentration and deteriorating face-to-face communication. In response, several national governments have enacted stringent regulations to 22. the use of personal electronic devices during instructional hours.

Advocates of such restrictions argue that they foster deeper interpersonal engagement and recalibrate classroom dynamics to favor focus and 23. These proponents underscore the importance of setting clear boundaries for screen time to instill 24. digital routines.

Detractors, however, caution against rigid, 25. policies. They assert that smartphones—if judiciously incorporated into curricula—can 26. instructional delivery and enhance digital fluency. For students with specific learning accommodations or urgent needs, mobile access remains a critical lifeline.

This discourse mirrors a broader cultural 27. with the role of technology in contemporary life. As societies navigate the complexities of hyperconnectivity, the central challenge is to 28. autonomy and accessibility with structure and accountability.

Some educators champion the implementation of digital literacy initiatives that empower students to engage with technology in reflective and responsible ways. Rather than enforcing outright prohibition, these programs advocate for critical inquiry into digital behavior and 29. media

consumption.

Ultimately, whether through regulatory measures or pedagogical innovation, schools must craft strategies that align with their educational ethos and communal priorities. The 30. aim should be to cultivate academic ecosystems that nurture both intellectual rigor and personal development.

- () 21. (A) conference (B) enhancement (C) impediment (D) reference
() 22. (A) optimize (B) facilitate (C) enhance (D) curtail
() 23. (A) collaboration (B) dependence (C) interference (D) revolution
() 24. (A) accessible (B) disciplined (C) obsolete (D) splendid
() 25. (A) flexible (B) heterogeneous (C) monolithic (D) tailored
() 26. (A) enrich (B) fragment (C) manufacture (D) simplify
() 27. (A) consensus (B) fantasy (C) heritage (D) reckoning
() 28. (A) reconcile (B) juxtapose (C) infuse (D) dismantle
() 29. (A) arbitrary (B) conscious (C) lateral (D) receptive
() 30. (A) overflowing (B) subordinate (C) overarching (D) substitutional

三、篇章結構（共5題，每題2分）

Situated on the northeastern periphery of Taiwan, Keelung is a city whose identity is inextricably linked to its maritime heritage, geostrategic relevance, and famously inclement weather. Once a critical port under both Qing imperial rule and Japanese colonial administration, Keelung remains a key conduit for commerce and transit. 31. Though modest in population, Keelung commands outsized historical and cultural resonance.

Among its most celebrated landmarks is the Keelung Miaokou Night Market, a bustling enclave that draws throngs of both domestic and international visitors. Renowned for its distinctive seafood offerings—such as Taiwanese-style tempura and slow-braised eel noodles—the market delivers a multisensory culinary experience. 32. Its compact yet efficient layout allows for seamless exploration, making it a microcosm of Taiwan’s gastronomic diversity.

Keelung’s epithet as “the Rainy City” is no hyperbole; it registers among the highest annual precipitation totals in Taiwan. 33. Despite the meteorological gloom, Keelung’s atmosphere exudes a poetic charm, shaped by the interplay of mist, sea, and cityscape.

Equally emblematic is the city’s annual Ghost Festival, a spectacular convergence of Taoist ritual and communal pageantry. 34. During the event, the city transforms into a vivid stage for ornate processions, elaborate lantern displays, and solemn rites meant to appease restless spirits—a testament to its enduring cultural vitality.

In recent years, Keelung has embarked on an ambitious trajectory of urban renewal and ecological revitalization. 35. In reimagining its identity, Keelung seeks to honor its past while navigating the tides of modernity.

- (A) Its geographic orientation renders it acutely susceptible to monsoon fronts and typhoons.
(B) The night market is surprisingly spacious and modern, with little resemblance to traditional Taiwanese bazaars.
(C) The port’s legacy continues to shape its economic rhythms and civic identity today.

- (D) Visitors can savor a rotating array of seasonal specialties prepared using age-old recipes passed down through generations.
- (E) These efforts have not only enhanced urban aesthetics but also sparked civic pride and national recognition.
- (F) The festival's rituals embody the city's symbiosis of spiritual reverence and maritime ancestry.

31. _____ 32. _____ 33. _____ 34. _____ 35. _____

四、閱讀測驗（共10題，每題2分）

(A)

A recent earthquake in Myanmar has disrupted the education of thousands of students by forcing them to retake their university entrance exams. Around 60,000 students were affected after the initial exams were canceled due to the damage caused by the natural disaster.

The earthquake struck in the northern part of the country, causing widespread damage to infrastructure, including schools and exam centers. The government decided to cancel the exams that were already underway to ensure students' safety. This decision, however, meant that students had to prepare and sit for the exams again once the situation stabilized.

Many students expressed frustration and anxiety over having to retake the exams, as they had already spent months preparing for them. For some, the delay could affect their plans for higher education and their future careers. Teachers and parents also voiced concerns about the additional pressure on students.

Authorities have assured the public that they are working to organize the new exam schedule as soon as possible, and are taking measures to support students during this difficult time. They are also prioritizing repairs to damaged school buildings to prevent further disruptions.

This incident highlights the challenges faced by students in disaster-affected areas and the need for flexible education policies that can accommodate unexpected events. Despite the setback, many remain hopeful that the students will be able to successfully complete their exams and continue their academic journeys.

() 36. Which of the following is true about the whole passage?

- (A) Students decided to protest against retaking the exams after the earthquake.
- (B) The government decided to close all schools indefinitely due to safety concerns.
- (C) The government was not flexible and refused to reschedule the exams after the earthquake.
- (D) The earthquake caused the cancellation and rescheduling of university entrance exams for thousands of students.

() 37. How does the author conclude the passage in the last paragraph?

- (A) The author ends by acknowledging challenges but remains hopeful for students' success ahead.
- (B) The author finishes by explaining how students will be exempt from retaking exams entirely.

(C) The author concludes by focusing on the financial costs of rebuilding damaged exam centers.

(D) The author ends by blaming the government for failing to protect schools adequately.

(B)

Mr. Whitson taught sixth-grade science, and on the first day, he captivated us with a lecture about the cattywampus, a fictitious nocturnal creature allegedly wiped out during the Ice Age. He circulated a skull—actually a cat’s—while we took meticulous notes, later tested by a quiz.

When I received my paper, I was shocked to see every answer marked wrong. I had written exactly what he said! Soon, I realized the entire class had failed. Mr. Whitson revealed he had fabricated all details about the cattywampus. Since no such animal existed, our answers were necessarily incorrect. He asked, “Did you expect credit for false information?”

Naturally, we were outraged. What kind of teacher would do this? Yet he insisted we should have suspected the deception. Passing around the feline skull hinted that no real remains existed. He had described impossible details, like the creature’s fur color and vision. Even the absurd name should have raised doubts.

Mr. Whitson’s intention was to teach us a vital lesson: neither teachers nor textbooks are infallible. We must remain intellectually vigilant and practice critical thinking by questioning authority. His classes were always challenging adventures—once, he claimed his Volkswagen was a living organism, pushing us to rigorously defend scientific truth.

This cultivated critical thinking that extended to other subjects, much to other teachers’ dismay. For me, Mr. Whitson embodied the ideal educator, giving us not only knowledge but the courage to challenge ideas and enjoy doing so. When an elementary teacher condemned his methods, I firmly disagreed.

() 38. What is the writer’s perspective on the pedagogy introduced by Mr. Whitson?

(A) The writer considers it is irrelevant to the learning process.

(B) The writer appreciates it, for it fosters inquiry and intellectual boldness.

(C) The writer regards it as superfluous and irrelevant to other disciplines.

(D) The writer views it as undermining respect for educators and academic materials.

() 39. Which of the following quotes correspond to the passage?

(A) “To be trusted is a greater compliment than to be loved.” — George MacDonald

(B) “The best way to find yourself is to lose yourself in the service of others.” — Mahatma Gandhi

(C) “Respect for ourselves guides our morals; respect for others guides our manners.” — Laurence Sterne

(D) “It is the mark of an educated mind to be able to entertain a thought without accepting it.” — Aristotle

(C)

Mountaineering began in the late 18th century with little concern for safety or environmental

impact. Following the first ascent of Mont Blanc in 1786, early climbers focused mainly on reaching summits. By the late 19th century, new technologies like pitons and belaying sparked debates about climbing ethics. While some embraced these tools for safety and efficiency, purists like Paul Preuss and Albert Mummery advocated for minimalist, ‘fair means’ approaches.

In the 1940s, bolts replaced pitons, leading to further controversy. Critics argued that such aids undermined the integrity of climbs. For instance, Frank Smythe dismissed an ascent of Mount Brussels that used bolts, comparing it to being flown to the summit. The environmental movement of the 1970s brought a shift toward “clean climbing”, which minimized damage to rock faces by using removable gear like nuts instead of permanent fixtures.

However, the 1980s introduced further disputes with the rise of chipping and rappel bolting. These techniques made climbs easier but reduced the sport’s sense of adventure and risk. As a result, climbing grew more technical and physical, attracting many to indoor gyms, which posed less danger and environmental impact.

Despite climbers’ love for nature, their activities often harm ecosystems. Studies show that frequently climbed rock faces lose up to 80% of native plant life, while non-native species are introduced via climbers’ gear. This environmental impact, along with competition from other outdoor groups, puts climbers under pressure to reconsider their practices.

Today, rock climbing has shifted from a solitary, rugged pursuit to a more regulated and sustainable activity. While some lament the loss of its pioneering spirit, increased management has improved safety and helped protect the natural environment, suggesting a future where ethics and sustainability must take priority over personal glory.

- () 40. What is the most appropriate title for the reading passage?
- (A) Ethics and Issues in Rock Climbing
 - (B) Current Trends in Rock Climbing
 - (C) A Brief History of Rock Climbing
 - (D) Sport climbers versus traditional climbers
- () 41. Which paragraph suggests a recommendation for better regulation?
- (A) Paragraph 2.
 - (B) Paragraph 3.
 - (C) Paragraph 4.
 - (D) Paragraph 5.
- () 42. If there were a sixth paragraph following the passage, what topic would it most likely discuss?
- (A) The history of the first mountaineering expeditions.
 - (B) Famous mountaineers and their personal achievements.
 - (C) New technological advances in rock climbing equipment.
 - (D) How climbers can balance adventure with environmental responsibility.

(D)

A new study proposes that dark matter particles may have interacted significantly with normal

matter in the early universe, when temperatures were extremely high. Today, dark matter remains one of science's biggest mysteries. Though invisible, its presence is inferred from its gravitational effects, and it is believed to make up about five-sixths of the universe's matter.

Astronomers first suspected dark matter when they noticed stars in galaxies, like the Milky Way, orbiting faster than visible mass could explain. This suggested that an unseen force—dark matter—was holding them in place. While scientists have ruled out known materials as dark matter, they believe it is composed of unknown particles that rarely interact with ordinary matter.

One mystery is why dark matter is about five times more abundant than normal matter. According to Pavlos Vranas, a particle physicist at Lawrence Livermore National Laboratory, this ratio is surprising and suggests a possible link in how both forms of matter were created. Researchers propose that in the early, hot universe, dark matter could have mixed more freely with regular matter.

Their model introduces “stealth” dark matter: composite particles composed of four components, held together by a force similar to the strong interaction that binds quarks in protons and neutrons. Each component has a fractional electric charge, but the whole stealth particle is neutral, making it hard to detect. As the universe cooled, these particles became stable and non-interactive with light or electromagnetism.

However, unstable versions might briefly form during high-energy collisions, such as those in the Large Hadron Collider (LHC). These could be detectable and offer clues about dark matter. Future research, powered by more advanced supercomputers, may explore how stealth dark matter affects the cosmos and whether telescopes can detect its signals.

- () 43. What type of writing is this passage?
- (A) A sci-fi article.
 - (B) A short sketch.
 - (C) A scientific article.
 - (D) An astrology magazine article.
- () 44. What is the author's attitude toward the new stealth dark matter theory?
- (A) Strongly skeptical and doubtful about its validity.
 - (B) Dismissive about the value of dark matter research.
 - (C) Neutral and purely descriptive without showing any opinion.
 - (D) Optimistic and hopeful about its potential for future discoveries.
- () 45. What does the underlined word composite most likely mean?
- (A) Simple and single.
 - (B) Made up of multiple parts.
 - (C) Invisible and mysterious.
 - (D) Dangerous and unstable.

五、英文申論寫作（共1題，每題20分）

The 108 Curriculum Guidelines emphasize **student autonomy, interdisciplinary learning, and competency-based education**. Besides, full English instruction (also known as **EMI: English as a**

Medium of Instruction) is being promoted across various subjects under the bilingual policy. Teachers need to plan **four periods of compulsory English courses** and design **two periods of elective English classes** per week. From an English teacher's perspective, how can you **design instruction and assessments that align with these principles**? Provide **specific instructional strategies, and course planning examples**.

六、素養導向教案設計（共1題，每題20分）

請根據以下的任一個聯合國17項永續發展目標(SDGs)作為主題，除此之外，請融入任務導向的學生學習方法(task-based learning)，設計一節課50分鐘的高中英文科教案，內容須包括學習目標、評量及教學步驟及流程。

SUSTAINABLE DEVELOPMENT GOALS



(Quoted from <https://sdgs.un.org/goals>)