

英文科准考證號：115En0\_\_ (請應考人填入)

**臺北市立大理高級中學 115 學年度英文科正式教師甄選初選(筆試)試題**

注意事項：請自行掌握時間分配，依序書寫於所附答題紙中，本次考試不再另加答題紙。未依序作答者，該題不予計分。

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英文科筆試題本

測驗時間：90 分鐘

總分：100 分

**作答注意事項**

1. 本題本共分為選擇題與非選擇題兩部分，請按照題號順序書寫作答，並清楚標明題號。
2. 非選擇題請以英文作答，並力求內容完整、條理清晰、語言正確。

## I. Vocabulary 7%

1. The committee rejected the proposal as overly \_\_\_\_\_, arguing that it glorified disruption while offering no workable alternative.
  - (A) iconoclastic
  - (B) mendacious
  - (C) insipid
  - (D) itinerant
2. After months of archival work, the historian produced a remarkably \_\_\_\_\_ account of the uprising, carefully distinguishing rumor from verifiable fact.
  - (A) pellucid
  - (B) mercurial
  - (C) truculent
  - (D) profligate
3. The principal's apology sounded \_\_\_\_\_; although she admitted errors, she repeatedly implied that "miscommunication" was mostly to blame.
  - (A) trenchant
  - (B) equivocal
  - (C) fervid
  - (D) austere
4. Because the witness kept revising his testimony, the prosecutor argued that his narrative was too \_\_\_\_\_ to support a conviction.
  - (A) cogent
  - (B) spurious
  - (C) immutable
  - (D) laconic
5. The new teacher quickly won her students over with a \_\_\_\_\_ wit that made even difficult grammar lessons feel lively.
  - (A) mordant
  - (B) ponderous
  - (C) lugubrious
  - (D) vivacious
6. Although the mayor promised sweeping reform, the policy turned out to be little more than a \_\_\_\_\_ gesture meant to calm public anger.
  - (A) perfunctory
  - (B) seminal
  - (C) scrupulous
  - (D) tenacious
7. The scientist remained \_\_\_\_\_ in the face of criticism, revising her model where necessary but refusing to abandon the evidence-based core of her argument.
  - (A) obdurate
  - (B) capricious

(C) diffident

(D) facile

## II. Cloze 7%

In many classrooms, silence is treated as a symptom of failure: if students are not producing, teachers may feel instruction has stalled. Yet some cognitive scientists argue that brief pauses are not empty at all; they are moments in which the mind begins to \_\_ (8) \_\_ new information with prior knowledge. When every transition is filled with explanation, music, or digital prompts, learners have little chance to test what they actually understand. Productive silence can feel \_\_ (9) \_\_, especially in cultures that prize speed and constant response. But discomfort is not always a sign that learning has \_\_ (10) \_\_. On the contrary, the effort of searching memory, revising an idea, or noticing a gap often \_\_ (11) \_\_ the durable learning teachers hope to see. This does not mean that teachers should withdraw support. Rather, they should design pauses with a purpose: asking students to predict, paraphrase, or write before discussion begins. Such routines make thinking \_\_ (12) \_\_ without turning every lesson into performance. They also help teachers distinguish between genuine confusion and the temporary uncertainty that accompanies intellectual risk. In that sense, silence is not the \_\_ (13) \_\_ of engagement but one of its possible forms. What matters is whether the pause invites students to reflect, connect, and \_\_ (14) \_\_ ownership of meaning.

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|--------------------|----------------|------------------|-----------------|
| 8. (A) assimilate  | (B) discard    | (C) neutralize   | (D) expedite    |
| 9. (A) restorative | (B) unnerving  | (C) peripheral   | (D) pliable     |
| 10. (A) culminated | (B) vanished   | (C) stalled      | (D) accelerated |
| 11. (A) forestalls | (B) undermines | (C) precipitates | (D) underwrites |
| 12. (A) visible    | (B) ornamental | (C) negligible   | (D) incidental  |
| 13. (A) hallmark   | (B) antithesis | (C) catalyst     | (D) residue     |
| 14. (A) relinquish | (B) reclaim    | (C) defer        | (D) simulate    |

## III. Reading Comprehension 12%

Cities often respond to rising temperatures by promising more trees. The logic is sound: trees provide shade, cool surrounding air through evapotranspiration, and make walking more tolerable. But the environmental benefits of an urban canopy are not evenly distributed. Neighborhoods with lower household incomes and higher population density frequently have fewer mature trees, more heat-absorbing asphalt, and less political leverage to secure long-term maintenance. In such places, summer heat is not simply an unpleasant condition; it is a public-health risk linked to dehydration, sleep disruption, and elevated mortality.

Municipal governments sometimes treat tree planting as a simple numbers game. Announcing fifty thousand new saplings is easier than monitoring whether those saplings survive five dry summers, whether they are planted where vulnerability is highest, or whether residents were consulted about species selection. A tree that dies after two years provides little relief, and a species poorly suited to local soil may buckle sidewalks or demand more water than a district can spare. Residents may also resist plantings if they associate them with higher rents or with beautification projects that precede displacement.

This does not mean tree campaigns are misguided. It means they must be paired with maintenance budgets, tenant protections, and local knowledge. Community groups often know which bus stops lack shade, which school routes become dangerous in late afternoon, and which vacant lots could support small groves rather than decorative plantings. When cities invite such knowledge early, they are more likely to design cooling strategies that people actually use and defend.

The most effective heat policy, then, is not merely greener but fairer. Trees matter, yet so do reflective roofs, shaded transit shelters, drinking fountains, and labor rules that protect outdoor workers. Urban heat is a climatic problem experienced through social inequality. Any solution that ignores that inequality may improve a city's average temperature while leaving its most vulnerable residents largely unprotected.

15. What is the central argument of this passage?
- (A) Tree planting is ineffective and should be abandoned in favor of technological solutions.
  - (B) Urban heat can be addressed only through large-scale climate treaties.
  - (C) Tree-planting campaigns work best when they are combined with equity-focused planning and long-term support.
  - (D) Lower-income neighborhoods object to environmental improvement projects because they dislike change.
16. In this passage, the phrase "a simple numbers game" most nearly refers to which of the following?
- (A) A policy approach that values impressive totals more than actual outcomes or fairness
  - (B) A funding model that requires residents to pay for each newly planted tree
  - (C) A scientific formula for measuring heat reduction in urban neighborhoods
  - (D) A demographic study comparing population density and tree coverage
17. According to the passage, why might some residents resist tree-planting projects?
- (A) They believe all tree species consume too much water.
  - (B) They are concerned that greening projects may be linked to displacement or rent increases.
  - (C) They prefer asphalt because it is easier to maintain than vegetation.
  - (D) They think shade encourages crime near bus stops and schools.
18. Which policy package would the author of this passage most likely support?
- (A) Planting fast-growing trees citywide and reducing maintenance to save money
  - (B) Prioritizing tree counts in annual reports while postponing discussion of housing issues
  - (C) Combining tree planting with community consultation, heat-safe public infrastructure, and protections for vulnerable residents
  - (D) Replacing all urban greening programs with air-conditioning subsidies for wealthy households

**IV. Words in Context 14%**

A community science project can appear deceptively simple: distribute low-cost sensors, ask volunteers to place them on balconies or outside convenience stores, and wait for the data to arrive. In practice, however, such projects succeed only when the research team is willing to balance scientific rigor with public participation. If the equipment is too \_\_(19)\_\_, volunteers may abandon it after the first malfunction. If sensors are not regularly \_\_(20)\_\_, the resulting measurements may become misleading across sites. Good project leaders therefore design procedures that ordinary participants can follow while still producing \_\_(21)\_\_ evidence.

This balance matters because the goal of community science is not merely to gather information. It is also to \_\_(22)\_\_ trust between institutions and residents, especially in neighborhoods where official monitoring has been sparse. When people see their own observations reflected in charts or policy discussions, data stop seeming abstract and become \_\_(23)\_\_. Volunteers who once described themselves as complete \_\_(24)\_\_ may start asking sharper questions about sampling, bias, and uncertainty. That kind of engagement does not eliminate disagreement, but it can make public debate more \_\_(25)\_\_, because people argue from shared evidence rather than rumor.

Options:

(A) calibrate	(B) cumbersome	(C) foster	(D) tangible	(E) novices
(F) constructive	(G) resilient	(H) meticulous	(I) incidental	(J) viable
(K) scrutinize	(L) elusive	(M) robust	(N) undermine	

## **V. Examination Questions Design 45%**

### **Task 1. Summary Writing 15%**

Summarize the article into 150-200 words.

When people speak of memory, they often imagine storage: information enters the mind, sits there intact, and is retrieved on demand. Cognitive scientists now prefer a different metaphor. Memory is less like a warehouse than like a path through grass. Each time the path is used, it becomes easier to find again; each time it is neglected, other growth begins to cover it. Forgetting, therefore, is not merely a defect. It is part of the system that makes selective remembering possible.

This idea helps explain why spaced practice is more effective than cramming. A student who rereads the same chapter four times in one evening may feel fluent, because the material is visually familiar and temporarily accessible. Yet such fluency can be deceptive. When review sessions are separated by time, retrieval becomes effortful; the learner must reconstruct an idea rather than simply recognize it. That extra effort, though uncomfortable, strengthens the pathways associated with the knowledge. In other words, some forgetting between study sessions is beneficial because it makes later retrieval more demanding and therefore more memorable.

The same principle underlies low-stakes quizzing. Many students treat quizzes solely as measurement tools, devices teachers use to sort the prepared from the unprepared. But a quiz can also function as practice in pulling information out of memory. Even unsuccessful retrieval attempts may help, especially when feedback follows quickly. The learner discovers what is missing, repairs the gap, and is more likely to notice that concept the next time. By contrast, passive review often creates the illusion of mastery because recognition is easier than recall.

None of this means that difficulty is always desirable. If material is so unfamiliar that students cannot retrieve anything meaningful, frustration may replace learning. Productive challenge sits between ease and despair. Teachers who use retrieval well often provide cues, partial examples, or collaborative discussion before asking students to recall independently. They also vary the contexts of retrieval so that knowledge becomes flexible rather than tied to a single worksheet or classroom routine.

The implications reach beyond test preparation. In language learning, for instance, students remember vocabulary better when they encounter words repeatedly across days and use them in multiple contexts, not when they memorize isolated lists for one Friday quiz. In science and history, students understand more when they are asked to explain ideas from memory, compare cases, or generate examples before reopening their notes. Memory, then, is not strengthened by protecting it from struggle. It grows when the mind is required to search, reconstruct, and use what it knows.

### **Task 2. Cloze Test Design 15%**

Based on your rewritten summary passage, design FIVE cloze test questions.

Requirements:

1. Each item must have four options.
2. At least one item must test discourse logic, transition, or collocation, not just single-word meaning.
3. Provide the answer key.

### **Task 3. Reading Comprehension Design 15%**

Based on your rewritten summary passage, design THREE reading comprehension questions.

Requirements:

1. At least one question must be an integrated item, such as an evidence-based two-part multiple-choice item, a matching item, or another mixed format.
2. Questions should assess different reading abilities, such as main idea, inference, detail, organization, tone, or application.
3. Provide the answer key.

**VI. Lesson Plan Design 15% (請以英文作答)**

大理高中每年接待好幾所來自日本的姊妹校，請設計一堂 50 分鐘的文化交流教案，教案須包含課程設計理念、課程目標、活動設計。

**壹、選擇題答案 40%**

**I. Vocabulary 7%**

1. A

2. A

3. B

4. B

5. D

6. A

7. A

**II. Cloze 7%**

8. A

9. B

10. C

11. D

12. A

13. B

14. B

**III. Reading Comprehension 12%**

15. C

16. A

17. B

18. C

**IV. Words in Context 14%**

19. B

20. A

21. M

22. C

23. D

24. E

25. F

**貳、非選擇題 (略) 60%**