

高雄市 115 學年度市立高級中等學校聯合教師甄選

英文科試題卷

【※答案一律寫在答案本上】

I. Course Design 1 (20 分)

A Taiwanese 11th-grade English class has significant proficiency differences among students. Design a practical 50-minute reading lesson based on the topic: “Climate Change and Sustainable Living”

Please answer the following:

1. Explain how you would differentiate: content, classroom activities, and learning tasks for students with varied readiness levels.
2. Describe your scaffolding strategies, grouping methods, and questioning techniques.
3. Design one formative assessment and explain how it reflects student learning.

II. Course Design 2 (25 分)

The lesson plan below was designed for a Grade 11 English class (50 minutes) in Taiwan on the topic of AI plagiarism. It contains several significant flaws in its design, objectives, procedures, and assessment. After examining the lesson plan, please complete the following tasks:

Learning Objectives:

- Students will understand what AI plagiarism is.
- Students will learn not to use AI for cheating.

Materials: PowerPoint slides, handout



Assessment: Completion of homework essay.	
Procedures:	
Time	Activity
0~5 min	Teacher asks the class: <i>"Have you ever used AI before? Raise your hand."</i> A few students raise their hands. Teacher nods and says <i>"Okay, interesting"</i> and moves on to the lesson topic.
5~25 min	Teacher delivers a PowerPoint lecture on the definition of AI plagiarism, its consequences, and academic integrity policies in Taiwan. Students listen.
25~30 min	Teacher asks: <i>"Do you think AI plagiarism is wrong? Yes or no?"</i> Students answer verbally one by one.
30~45 min	Students read a one-page handout about a case study of a university student caught using ChatGPT. Teacher tells students the moral of the story.
45~50 min	Teacher summarizes the lesson and assigns homework: write a 500-word essay on "Why AI plagiarism is bad" — due next class.

- Identify and explain three distinct problems with the above lesson plan. For each problem you identify, you must:
 - Name the issue clearly and specifically (e.g., do not simply write "the lesson is bad" — state precisely what the design flaw is). (1% for each issue)
 - Explain why it is problematic. You are allowed to refer to any pedagogical principle, theory, or curriculum guideline where applicable. (2% for the reasons of each issue)
 - Describe its likely impact on student learning, engagement, or language development. (2% for the impacts of each issue)
- Using your analysis in the previous task as a foundation, design a revised 50-minute lesson plan on the same topic. Your revised lesson plan must include at



least one collaborative student activity that promotes critical thinking, and in the end, helps students realize the appropriate use of generative AI. (10%)

III. Test Design (25 分)

Please summarize the following text into a 150~200-word passage and create a multiple-choice cloze test for 11th graders. You should create 5 blanks. Each question should have 4 answer options, with one correct answer underlined.

Social Emotional Learning (SEL) is often framed as the “missing piece” of the educational puzzle. While traditional curricula prioritize the acquisition of cognitive milestones—long division, chemical equations, and literary analysis—SEL focuses on the internal architecture that allows a student to navigate those challenges. At its core, it is the process through which individuals acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals.

For those operating at a post-graduate level of understanding, it is clear that SEL is not merely a “soft skill” initiative or a momentary trend in pedagogy. Instead, it represents a sophisticated integration of neurobiology and behavioral science. When a student learns to regulate their nervous system through self-awareness, they are essentially optimizing their prefrontal cortex for high-level executive functioning. Without the ability to manage the “amygdala hijack”—the stress response that shuts down logical reasoning—the most brilliant academic instruction will often fall on deaf ears.

Modern SEL frameworks, such as the one developed by CASEL, emphasize five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. In a professional or academic environment, these translate into the capacity for deep collaboration and conflict resolution. It is the difference between a team that collapses under the pressure of a deadline and one that utilizes collective efficacy to pivot and problem-solve.

Furthermore, SEL serves as a critical bridge to equity. By fostering social awareness and empathy, learners are better equipped to navigate diverse perspectives and dismantle implicit biases. It shifts the educational paradigm from “What is wrong with this student?” to “What does this student need to thrive?” In an increasingly fragmented world, the ability to cultivate “emotional intelligence” is no longer an elective luxury; it is a fundamental requirement for social cohesion and professional

longevity. Ultimately, SEL suggests that the most important lab we will ever work in is the one inside our own minds, where we learn to balance the rigors of logic with the complexities of the human heart.

IV. Lesson Plan (20 分)

As a high school English teacher, you will collaborate with a Physical Education (PE) colleague to deliver a bilingual lesson. The physical focus is teaching the mechanics of the pull-up and using the article below as your teaching material. To achieve both language acquisition objectives with physical performance objectives, please design a concrete lesson plan that includes:

- (1) Teaching objectives and targeted competencies
- (2) Three classroom activities or tasks
- (3) Instructional techniques and strategies
- (4) Teaching procedures and steps

What is a pull-up?

To perform a pull-up, a person starts by hanging from a bar with their arms fully extended and feet off the ground; this is also known as a dead hang. From there, they pull themselves up until their chin is over the bar, and then lower with control. “Done well, it’s a controlled, deliberate movement,” says Schofield. “There’s no kicking, jerking or relying on momentum.”

What are the benefits of pull-ups?

Pull-ups build upper body strength, particularly in the back, says Mathew Forzaglia, certified personal trainer and founder of Forzag Fitness. “It also helps develop core stability, which prevents the body from swaying during consecutive reps, and improves grip strength,” he says.

The muscles most engaged by the exercise, according to the Cleveland Clinic, are the latissimus dorsi (or “lats”) – the large, broad, fan-shaped muscles which stretch from the bottom of the back to below the shoulder blades – and the trapezius (or “traps”) – the triangle-shaped muscles that run from the neck to the mid-back. They also engage shoulders, forearms, biceps, triceps and abdominal muscles.

When Schofield performs a pull-up, she says she focuses on not just using her arms: “Putting too much emphasis on your biceps to execute the move will make

you tired quickly and diminish how effectively you're targeting the lower back," she explains, adding that the lats should be doing the heavy lifting.

In addition to looking impressive at the gym, pull-ups also help with functional strength. Because pull-ups force the body to work as a single unit, they improve "strength, coordination and neuromuscular control", as well as helping with posture, improved performance on other lifts, and a more balanced physique overall, Schofield says.

Excerpted from: Aggeler, M. (2026, May 11). *Very difficult and extremely cool: How to start doing pull-ups*. *The Guardian*. (Online article)

V. Essay Writing (10 分)

Implementing Teach English through English (TETE) as the core approach, please explain how you would integrate Differentiated Instruction and Multimodal Learning into your classroom design to address students' diverse learning needs and comprehension abilities. Please describe **five** effective and specific strategies based on your past teaching experiences.

