

臺北市立陽明高級中學 114 學年度正式教師甄選

高中英文科教師甄試試題卷

I. Making a cloze test (20%)

Based on your 250-word summary, design a cloze test with 5 blanks that targets vocabulary, cohesion, and content comprehension. Provide the correct answer for each question.

In Taiwan, green bags of coconut-flavored Kuai Kuai crisps are seen as good luck charms that keep machines running smoothly. From ATMs to radio towers, these snacks are placed near technology to prevent malfunctions, a practice deeply embedded in Taiwanese culture. The Kuai Kuai company was founded in 1968 by Liao Jing Gang and his son Spencer, initially as a way to keep their pharmaceutical business active during slow periods. The name "Kuai Kuai" means "behave" or "be good" in Mandarin and Taiwanese, making it an appealing snack for children. However, the crisps took on a new role when a graduate IT student struggling with a malfunctioning computer placed a bag near his device, believing it might work as a talisman. Miraculously, the computer functioned properly afterward, and the legend of Kuai Kuai as a tech-protector spread by word-of-mouth.

Lucky charms are common in Taiwan, so it's unsurprising that Kuai Kuai became widely adopted in labs, banks, hospitals, and radio stations. Engineers and technicians rely on it, believing the snack's name and green packaging (symbolizing "go" like a traffic light) create a positive effect. Even international performers bring Kuai Kuai abroad to ensure their equipment functions properly.

Despite its popularity, Kuai Kuai's supposed tech-protecting properties were never officially marketed by the company. The belief grew organically, allowing different industries to apply their own interpretations. The practice follows strict rules: only green bags are used, as red and yellow signify caution. Additionally, the bags must be replaced twice a year—during Lunar New Year and Ghost Festival—to maintain their effectiveness. Eating the crisps voids their supposed power, so many remain untouched.

The phenomenon of Kuai Kuai highlights a blend of superstition and practicality. Ting Jen-Chieh, a social psychology researcher at Academia Sinica, notes that the tradition persists because it creates a sense of security. People may not fully believe in its power, but since everyone does it, the ritual continues. In research institutes, bags of Kuai Kuai are even protected inside boxes to prevent rodents from eating them.

For Irene Liao, Spencer's daughter and the company's current general manager, the cultural significance of Kuai Kuai is a source of pride. Although most bags are never eaten, she insists on maintaining their quality, stating, "They're meant to be eaten." This unique tradition cements Kuai Kuai's place in Taiwanese office culture as more than just a snack—it's a tech guardian.

II. Making an integrated reading comprehension test (20%)

Design four integrated reading questions for the new General Scholastic Ability Test (新型學測混合題型). Include at least three different types (e.g., multiple-choice, matching, ordering, table completion, short-answer, true/false, blank-filling). The article doesn't need to be rewritten. Provide the correct answer for each question.

In South Korea, an increasing number of women are opting not to have children, contributing to the country's very low birth rate of 0.72 in 2023, much lower than the 2.1 needed for a stable population. The country is making efforts to boost birth rates with financial incentives, including support for married couples, subsidized housing, and free taxis. However, none of these help increase childbirth. Women, especially, are choosing to remain child-free due to various reasons.

The conflict between career achievement and traditional gender roles emerges as a central issue. Yejin, a 30-year-old television producer, who decided not to get married and not to have children, reflects the thoughts of many women who resist traditional expectations. She cites the difficulty in finding a supportive partner willing to share the chores and childcare equally.

The demanding work culture in Korea, with long hours and a focus on continuous self-improvement, contributes to women prioritizing their careers over starting a family. With societal expectations that mothers should take a significant break from their careers, there is a fear that taking time off for motherhood might limit career progression, leading many women to give up the thought of having children. Women who have pursued higher education and career opportunities are under the stress of choosing between professional success and family life.

Even if a woman wants to give up work, she cannot afford to because the cost of housing is too high. Financial concerns, such as high housing costs and the expenses of private education, also play a role. A 2022 study found that only 2% of parents did not pay for private tuition, while 94% said it was a financial burden. This, adding to a competitive societal mindset, makes Korea the most expensive country to raise a child.

Policymakers are still finding ways to deal with the situation, recognizing it as a "national emergency," which poses a threat to the country's future workforce, military service, and demographic structure. It's crucial that policymakers address the root causes of the issue.

III. Course Design (30 %)

One of the aims of international education is to cultivate global citizenship, which includes understanding a country's place and characteristics in the world, thereby helping build self-esteem and confidence in one's nation and culture. In addition, this goal also emphasizes strengthening international mobility through the development of foreign language skills, critical thinking and

inquiry abilities, the ability to gather and apply technological information, and cross-cultural communication.

Please make use of the first article as an inspiration to design a 18-week project-based English course that fosters students' global citizenship, with a focus on speaking and listening skills. The goal of the course is to help students improve their English language skills while deepening their understanding of **Taiwanese cultural practices** (e.g., placing “Kuai Kuai” snacks on machines, traditional rituals such as “soul-calling” or setting off firecrackers, seasonal health foods, etc.). Students will generate their own topic related to Taiwanese cultural practices and present them in English.

- (1) Please complete the following course table.
- (2) Write a 250-word explanation of how you will use AI/technology tools to support learning and briefly share your past experiences of using them in your course.

Objectives		
Course Overview	Week 1	
	Week 2	
	Week 3	
	Week 4	
	Week 5	
	Week 6	
	...	
	...	
	Week 18	
Materials/ Tools		
Final project		
Assessment		

IV. Essay writing (30%)

(A) Yang Ming Senior High School has a sister-school relationship with a high school in Japan.

Every year, Japanese students visit Yang Ming and participate in cultural exchange activities with our students. As both the English and homeroom teacher, design an activity that allows your students to interact meaningfully with students from other countries. Please write an essay describing your proposed cultural exchange activity. Your essay should include:

- A clear explanation of the **objectives** of the activity (e.g., language practice, cultural comparison, global citizenship).
- A detailed description of the **roles** of the teacher and students in the activity.
- Specify **procedures** or steps of the activity and how students will engage with international peers.
- A brief reflection on how this activity supports both English learning and intercultural competence.

(B) In recent years, the importance of Social and Emotional Learning (SEL) has been widely recognized in education. As an English teacher in a senior high school, you may encounter students struggling with interpersonal conflicts, emotional regulation, or family-related issues.

Please write an essay discussing how SEL principles can be integrated into English language teaching to help students cope with such challenges. You should:

- Share your experience with helping students deal with interpersonal conflicts such as peer conflict, emotional stress, or family problems.
- Provide **at least two** specific teaching strategies or classroom activities that promote SEL in the context of English learning.
- Illustrate how these strategies can help students deal with such issues.

Your response should be around 250–300 words. Use clear organization, appropriate examples. The following figure provide you with the SEL framework from CASEL (2020).

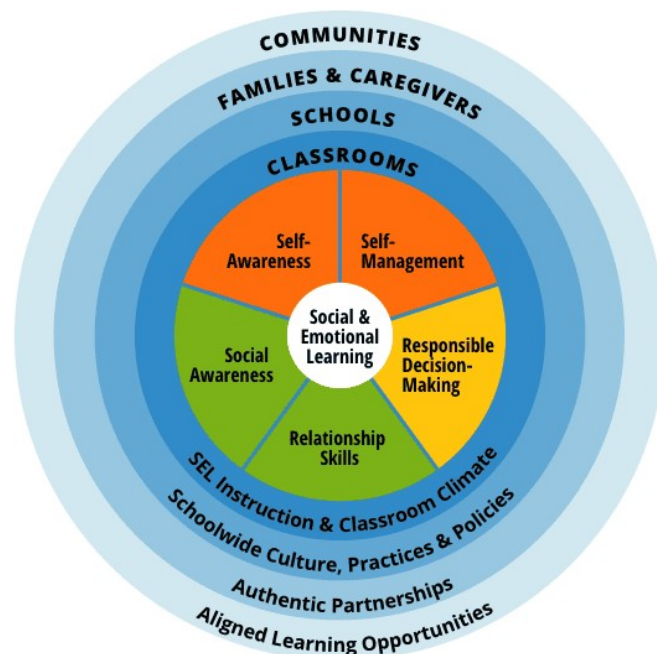


Figure 1. SEL framework (CASEL, 2020)