

臺北市立陽明高級中學 115 學年度正式教師甄選

高中英文科教師甄試試題卷

I. Based on the provided passage, design a cloze test intended for an 11th-grade midterm exam (CEFR B1 level).

Please complete the following tasks:

1. Adapt the Text: Rewrite and adapt the passage into a coherent text of approximately 200 words. (15%)
2. Design the Test & Answer Key: Create 5 blanks within your adapted text. For each blank, provide four options (A, B, C, D) and clearly indicate the correct answer. (10%)

Compulsive scrolling, social media fixation, and hours lost to online videos are often dismissed as mere distractions—but some argue they may have deeper cognitive consequences. The term “brain rot,” recently popularized by Oxford University Press, refers to the perceived decline in intellectual or mental functioning attributed to excessive consumption of trivial digital content. Although evocative, the concept remains scientifically ambiguous.

Neurologist Andreana Benitez likens low-quality online material to “junk food for the brain,” suggesting that overindulgence may degrade mental well-being. While definitive evidence explaining how—or whether—such content directly harms the brain is still lacking, there is, however, CDC data showing that 1 in 4 teenage frequent scrollers report feeling anxious or depressed. Some research suggests problems with heavy online use may begin quite young. Adolescents who spend greater amounts of screen time may be more likely to experience mental health issues, including depression, anxiety, hyperactivity disorder and oppositional defiant disorder, and related physical symptoms such as pain, dizziness or nausea.

While there's no evidence that hours of daily screen time are changing the structure of the human brain, it's what's not happening during those hours that could be harmful, especially for young people whose brains are still developing. Neuroscientist Costantino stresses that developing brains require varied sensory and social experiences. Excessive screen time limits physical activity and face-to-face interaction, depriving individuals of complex emotional and sensory input. Digital interactions, while convenient, lack the richness of real human engagement.

Content quality also plays a critical role. Exposure to misleading or negative material can distort perception and induce psychological fatigue. But how much is too much has yet to be determined, Benitez said. Sticking to her junk food analogy, she likened short periods of screen time to the occasional junk food snack. “One bag of chips might not be that bad, but if you're eating three at a time, that might be a problem,” she said.

Managing digital consumption is challenging, given its integration into education, work, and social life. Nonetheless, adults bear responsibility for guiding healthier habits, particularly for children. Encouraging critical thinking, curating meaningful content, and limiting stimulating media before bedtime can mitigate adverse effects. Organizations like the American Academy of Pediatrics recommend balanced screen use that fosters creativity and relationships while promoting offline activities such as sports and the arts. Ultimately, digital media is not inherently harmful; its impact depends on purpose and moderation.

II. Design **FIVE** 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, table completion, short-answer, true/false, blank-filling). **The article doesn't need to be rewritten.** Provide the correct answer for each question. (25%)

The increasingly early blooming of cherry blossoms has become a striking and observable sign of climate change. Drawing on a remarkable 1,200-year record from Kyoto, scientists have found that the timing of cherry blossom blooms has shifted significantly—now occurring nearly two weeks earlier than in the mid-19th century. This extensive historical dataset provides strong evidence that today's climate conditions are unlike anything previously experienced, surpassing earlier fluctuations such as the Medieval Warm Period and the Little Ice Age.

This shift is largely driven by global warming, which is primarily caused by human activities such as the combustion of fossil fuels. Rising temperatures have accelerated the arrival of spring, leading to earlier flowering not only in Kyoto but also in other regions, including Washington, D.C. Although scientists in the United States have identified a consistent trend toward earlier blooming, they have not yet conclusively attributed it to human-induced climate change, partly because other factors, such as the urban heat island effect, may also play a role. In contrast, Kyoto's long-term records enable researchers to directly connect earlier bloom dates to anthropogenic climate change.

Recent data further corroborates this pattern. Kyoto experienced record-breaking early blooms in 2020, 2021, and 2023, and research indicates that climate change has already advanced peak bloom timing by approximately 11 days. Under moderate emissions scenarios, projections suggest that blossoms could appear nearly another week earlier by the end of the century.

These changes are not merely visual; they carry serious ecological implications. Earlier blooming may disrupt the synchronization between flowers and their pollinators, while also increasing the risk of damage from unexpected late frosts. The consequences extend beyond ornamental trees. Fruit-bearing species such as apples and peaches face similar challenges, particularly if warmer winters fail to provide the cold conditions necessary for proper dormancy. Without sufficient chilling periods, some trees may not flower at all, posing risks to agricultural production.

At the same time, cherry blossoms continue to hold both scientific and cultural importance. They serve as valuable indicators for tracking environmental change while also symbolizing renewal and seasonal transition. However, their increasingly early appearance underscores the urgency of reducing carbon emissions to mitigate the most severe consequences of climate change.

III. Based on the prompt below, write a model essay in 250 words (10%), and design a lesson plan for a 4-period writing class (15%). Your lesson plan should include the rationale, objectives, materials, teaching procedures, and assessment methods.

提示：近年來養寵物的風氣在臺灣日漸普遍，而寵物在人們生活中的角色也與過去不同。請以此為主題，並參照下列圖片，寫一篇英文作文，文分兩段。第一段描述這些圖片中所呈現的現象；第二段則根據你自身的經驗或觀察，說明此現象的原因以及可能的影響。



IV. Design a worksheet for the following passage (20%). Before your design, please specify your teaching foci and expected learning outcomes in 100 words. (5%)

There's a myth that to be a good leader, you need to be the smartest person in the room. As a result, many leaders struggle to admit that they don't have all the answers. They're reluctant to ask for help and end up struggling in silence. This reluctance is normal—it's a fear-based response to not wanting to look incompetent to your team or superiors. But there is a way you can ask for help that strengthens your position as a leader, rather than undermines it.

Reluctance to ask for help isn't just pride: it's often about perception. And this concern isn't entirely unfounded. One study found that male leaders risked being perceived as less competent when they asked for a lot of help. In contrast, their female counterparts in the same study didn't experience a significant drop in perceived competence when seeking help.

However, researchers cautioned that it isn't actually whether or not you ask for help, but how you ask. The same study noted that asking for help is critical for leaders to learn and improve. And the benefits of asking for help far outweigh the perceived risks. Harvard Business School researchers Alison Wood Brooks and Francesca Gino found that our mindset around seeking guidance is misguided. We might think that others will see us as less capable, but the opposite is true. In their study, Brooks and Gino found that when we ask others for advice, they view us as more competent. It signals that we value their expertise and don't overestimate ourselves, which is a sign of self-awareness. Moving beyond perceptions, asking for help is also likely to yield better performance results. By utilizing the knowledge, expertise, and insight of your team, you expand your collective problem-solving capacity. Leveraging people's strengths to solve complex problems is the hallmark of a competent leader.

There's a term for what effective leaders do when they admit they don't know everything: strategic vulnerability. Rather than appearing inept or oversharing indiscriminately, asking questions positions you to lead through vulnerability. That's because you demonstrate that it has a purpose, which is to empower others, utilize their expertise, build trust, and spark collective solutions.

Harvard Professor Amy Edmondson, a leading expert on psychological safety, says the simple admission of "I might miss something here, I need to hear from you" lays a foundation of a psychologically safe environment. By modeling fallibility—not ineptitude, you create an environment where people feel safe to speak up, ask questions, and share their opinions and ideas. These are all the fundamental elements of a high-performing team.

As Edmondson highlights in her research, an environment with high levels of psychological safety is one with fewer mistakes, less duplication, and less fear and anxiety. When you ask questions as a leader, you appear accessible and approachable. This creates the space for others to do the same, fast-tracking the discovery and recovery from mistakes or potentially more fatal decisions.

As a leader, you set the tone: what you do becomes the behaviors that you accept, which your team then reinforces. Asking questions models curiosity and humility. When people feel like you value their input, they can see how their contributions matter to the bigger picture. This builds trust, loyalty, and a sense of meaningfulness into the everyday functions of work. Strategic vulnerability—when you do it right—flips the script from looking incompetent to empowering your team. It also beats pretending you have all the answers.