

# 國立臺灣師範大學附屬高級中學 115 學年度 第一次專任教師甄選

## 英文科試題

### —— 作答注意事項 ——

考試時間：120 分鐘

- 考試開始前，請勿翻閱試題本與答案卷，違者將依本校試場相關規定處理。
- 本次考試作答共有答案卷 8 頁，請將各大題答案填入答案卷中，並不得要求額外增補。
- 請考生聽從監試老師之指示，並確認個人答案卷之甄選編號及姓名，如有錯誤應立即向監試老師反應。
- 除題目有特別說明，其他答案一律以藍色、黑色原子筆作答；更正時，可以使用修正帶(液)。
- 考試結束時，請將答案卷與試題本一起繳交，始可離開試場。

# Part One: Choice Questions

## I. Passage Completion (20%)

Fill in the missing words from the word list (A-O)

### Passage 1

The emergence of British Romanticism in the late eighteenth century constituted not merely a literary shift but a profound intellectual reorientation. In reaction to the Enlightenment's confidence in rational inquiry and empirical method, Romantic writers began to \_\_ (1) \_\_ an alternative vision of human understanding—one grounded in imagination, emotional intensity, and the contemplative encounter with nature.

Where Enlightenment thinkers often celebrated the triumph of reason over superstition, Romantic poets viewed such confidence with a degree of skepticism. They did not wholly \_\_ (2) \_\_ rationality, but they contended that reason alone could not apprehend the full range of human experience. Imagination, in their view, functioned as a cognitive \_\_ (3) \_\_ capable of synthesizing sensation, memory, and emotion into forms of insight inaccessible to purely analytical thought.

Nature therefore assumed a central position in Romantic literature. Yet the natural world was rarely depicted as a passive landscape. Instead, it appeared as a dynamic and almost \_\_ (4) \_\_ presence capable of provoking moments of heightened awareness. In certain passages of Romantic poetry, a seemingly trivial scene—a drifting cloud, the murmur of a stream, or the \_\_ (5) \_\_ of a ruined abbey—precipitates a sudden expansion of consciousness. Such experiences were later described by critics as “spots of time,” moments in which perception becomes unusually vivid and \_\_ (6) \_\_.

The historical context of Romanticism also shaped its thematic preoccupations. Rapid industrialization was transforming Britain's economic and social structures, while the expansion of urban centers introduced unprecedented forms of \_\_ (7) \_\_. Many Romantic writers perceived industrial modernity as spiritually impoverishing, a condition that threatened to \_\_ (8) \_\_ humanity's connection with the natural world.

Nevertheless, Romanticism should not be misconstrued as a purely nostalgic retreat into \_\_ (9) \_\_ simplicity. Rather, the poets frequently sought to demonstrate that imagination possessed a transformative power capable of reconfiguring perception itself. Through the imaginative act, the ordinary could become \_\_ (10) \_\_ with symbolic significance. In this sense, Romantic poetry endeavored not merely to escape reality but to reinterpret it, revealing unsuspected depths within the familiar.

(A) luminous	(B) articulate	(C) reflective	(D) solemn	(E) phantasm
(F) repudiate	(G) faculty	(H) sever	(I) sentient	(J) associated
(K) concoction	(L) silhouette	(M) pastoral	(N) fecundity	(O) alienation

### Passage 2

In contemporary educational discourse, the concept of character education has regained prominence as academic instruction alone may not suffice to prepare individuals for the ethical complexities of modern society. While schools have traditionally prioritized cognitive development and disciplinary knowledge, proponents of character education argue that intellectual attainment without moral \_\_ (11) \_\_ may ultimately prove insufficient for sustaining responsible citizenship.

Character education, in its broadest formulation, seeks to cultivate durable dispositions such as

integrity, empathy, perseverance, and civic-mindedness. These qualities are described as virtues that enable individuals to \_\_\_ (12) \_\_\_ social life with both prudence and moral sensitivity. Advocates contend that such traits seldom emerge spontaneously; rather, they are gradually \_\_\_ (13) \_\_\_ through sustained exposure to moral exemplars, institutional norms, and introspective dialogue.

The philosophical \_\_\_ (14) \_\_\_ of this perspective extends far beyond contemporary debates. Classical theorists frequently maintained that the ultimate telos of education was not merely the transmission of knowledge but the formation of virtuous citizens capable of making \_\_\_ (15) \_\_\_ decisions in public affairs. Yet in the modern educational landscape, the proliferation of standardized assessments and performance metrics has occasionally relegated these broader moral aims to the \_\_\_ (16) \_\_\_ of pedagogical priorities.

Critics argue that an exclusive preoccupation with quantifiable achievement risks fostering a technocratic conception of education in which ethical formation is tacitly subordinated to \_\_\_ (17) \_\_\_ outputs. When educational success is defined primarily through examination scores, the subtle processes by which students develop moral reflection, empathy, and social responsibility may receive inadequate attention.

Advocates of character education therefore propose pedagogical strategies designed to integrate ethical inquiry into everyday learning. Literature, historical narratives, and philosophical discussions can provide students with opportunities to confront moral dilemmas and \_\_\_ (18) \_\_\_ competing value systems. Participation in collaborative efforts and community engagement may likewise cultivate habits of cooperation and social awareness.

However, the implementation of character education remains a subject of considerable debate. Skeptics caution that educational institutions must exercise \_\_\_ (19) \_\_\_ lest moral instruction devolve into ideological indoctrination. Proponents counter that certain virtues—integrity, fairness, and compassion among them—possess a near-universal \_\_\_ (20) \_\_\_ appeal and constitute the ethical substratum upon which civic trust ultimately depends.

(A) erudite	(B) discernment	(C) mercenary	(D) navigate	(E) ruminated
(F) measurable	(G) subjugate	(H) judicious	(I) restraint	(J) periphery
(K) atonement	(L) weigh	(M) normative	(N) inculcated	(O) lineage

## II. Passage Completion (20%)

**For each blank in the passage, choose a sentence (A-H) that fits the context best.**

### Passage 1

Few contemporary bioethical issues provoke as much sustained disagreement as commercial surrogacy. Some frame it as an extension of reproductive autonomy, emphasizing the right of individuals to make decisions about their own bodies and to form families through available technological means. Many others, however, question whether such autonomy is genuinely exercised in contexts shaped by economic inequality. \_\_\_ (1) \_\_\_, complicating any straightforward appeal to personal choice as a sufficient ethical justification.

Proponents further argue that surrogacy arrangements can be mutually beneficial: intended parents gain the opportunity to have children, while surrogates receive financial compensation that may significantly improve their circumstances. From this perspective, prohibiting surrogacy could be seen as paternalistic, denying individuals the agency to enter agreements they deem advantageous. \_\_\_ (2) \_\_\_, suggesting that the ethical focus should shift from prohibition to regulation.

Yet this argument presupposes that consent within such arrangements is fully informed and freely given, a claim that critics find deeply problematic. Structural inequalities—both within and across national borders—may constrain the range of choices available to potential surrogates. \_\_\_ (3) \_\_\_, raising the possibility that what is described as “choice” may, in practice, be closer to acquiescence under economic pressure.

The debate becomes even more intricate when considering the symbolic implications of surrogacy.

Some scholars contend that treating reproductive capacity as a service risks reinforcing a broader logic of commodification, in which aspects of human life traditionally regarded as relational or intrinsic are reframed as transactional. \_\_\_ (4) \_\_\_, thereby challenging not only specific practices but also the underlying values that sustain them.

Despite these concerns, others caution against overly sweeping critiques that obscure the lived experiences of surrogates themselves. Empirical studies reveal a diversity of motivations, including altruistic, relational, and pragmatic considerations that resist reduction to purely economic explanations. \_\_\_ (5) \_\_\_, underscoring the need for a more nuanced ethical framework.

- (A) In doing so, it foregrounds the extent to which market logics may permeate domains previously insulated from economic valuation.
- (B) This tension is further intensified by the global circulation of surrogacy arrangements, which often involve stark disparities in wealth and legal protections.
- (C) Consequently, regulatory frameworks that prioritize transparency and protection over outright bans are frequently proposed as a pragmatic compromise.
- (D) Such accounts, however, risk underestimating the degree to which individuals can exercise reflective agency even within constrained circumstances.
- (E) This observation invites closer scrutiny of the conditions under which consent is produced, rather than assuming its legitimacy at face value.
- (F) At the same time, framing surrogacy solely in terms of exploitation may inadvertently silence the voices of those who participate willingly.
- (G) By reframing reproduction as a form of labor, this perspective unsettles deeply held intuitions about the moral boundaries of the market.
- (H) As a result, the ethical evaluation of surrogacy cannot be disentangled from broader questions about justice, inequality, and global power relations.

## Passage 2

When Jensen Huang introduced “Olaf,” an AI agent capable of coordinating multi-step digital operations with minimal human input, the announcement signaled a departure from earlier models centered on isolated outputs. Olaf does not merely generate responses; it organizes processes, allocates subtasks, and iteratively adjusts its own strategies. \_\_\_ (6) \_\_\_, indicating that recent developments in artificial intelligence are increasingly defined by the integration of functions across extended workflows rather than by incremental improvements within single domains.

Advocates emphasize the practical implications of such systems. Tasks that once required sustained attention and manual sequencing can now be initiated through high-level objectives, with the system handling intermediate steps. The user’s role shifts accordingly, becoming less involved in execution and more oriented toward oversight and refinement. \_\_\_ (7) \_\_\_, reshaping not only productivity but also the cognitive structure of work itself.

Skeptical responses focus on the internal opacity of these systems. As layers of decision-making accumulate within a single agent, tracing the origin of specific outputs becomes progressively more difficult. Errors, when they occur, may not be easily attributable to identifiable steps or inputs. \_\_\_ (8) \_\_\_, particularly in contexts where verification and accountability are indispensable.

The significance of Olaf extends beyond its technical features. Within the ecosystem of NVIDIA, such agents are positioned alongside specialized hardware and software platforms, forming an interdependent architecture. Control over this architecture implies influence not only over computational capacity but also over the coordination of digital activity at scale. \_\_\_ (9) \_\_\_, altering how technological authority is distributed

and exercised.

At a conceptual level, Olaf complicates established distinctions between tools and actors. A system that can initiate sequences, revise plans, and interact across platforms occupies an ambiguous position within existing frameworks of interpretation. \_\_ (10) \_\_, prompting reconsideration of how responsibility and authorship are assigned in environments shaped by increasingly autonomous systems.

- (A) Comparable developments in platform-based industries have shown that infrastructural control often extends into adjacent domains of activity.
- (B) This adjustment presumes a level of system stability that has yet to be consistently observed across varied operational settings.
- (C) Human involvement becomes concentrated in monitoring trajectories and evaluating outcomes rather than executing discrete procedures.
- (D) The system's role resists categorization within traditional binaries that separate instruments from intentional agents.
- (E) In this configuration, emphasis shifts toward the synchronization of processes unfolding over time rather than the refinement of isolated outputs.
- (F) Increased autonomy introduces the possibility that localized faults may propagate across interconnected stages of operation.
- (G) Existing evaluative mechanisms may prove insufficient for assessing systems whose internal logic remains only partially accessible.
- (H) Such interpretations depend heavily on assumptions about user adaptability that may not hold uniformly across contexts.

## Part Two: Written Test

### III. Writing and Cloze Questions Design Test (15%)

**Rewrite the given passage below into a well-structured text of 200 to 250 words and create a cloze test with 5 questions based on your rewritten passage. Each question should have four choices, (A), (B), (C), and (D), with one of them being the best/correct answer. Be sure to provide the answer key.**

A "blood moon" occurs during a total lunar eclipse. Scientifically, this happens when the Earth passes directly between the sun and the moon, casting its shadow across the lunar surface. Instead of turning completely black, the moon glows with a deep, rusty red color. This is caused by Rayleigh scattering—the same phenomenon that creates red sunsets. The Earth's atmosphere filters out blue light and bends red light toward the moon. However, for most of human history, people didn't have a scientific explanation; they had stories.

In the world of literature and culture, the blood moon is a powerful allusion. An allusion is a brief, indirect reference to a person, place, or event—often from history or the Bible. When a modern author uses the phrase "blood moon," they are rarely just talking about an eclipse; they are usually alluding to ancient

prophecies of the "End of Days." This literary technique allows writers to add profound layers of meaning to their work, effectively connecting a simple natural event to centuries of human history and shared belief.

The most famous allusions come from the King James Bible, specifically the books of Joel and Revelation, which describe the moon "turning into blood" before a world-changing event. Because of these texts, the red moon has become a literary harbinger—a sign of significant or dangerous change. In Shakespeare's plays, such as *Othello*, celestial changes like an eclipse are used to mirror the "madness" or chaos happening on Earth. This is known as the pathetic fallacy, where the environment reflects human emotions and moral turmoil.

Cultural folklore also provides a rich history of allusions. The ancient Incas believed a celestial jaguar was attacking and eating the moon, which is why it appeared to bleed. To save it, they would howl and shake spears to drive the predator away. Similarly, in ancient Mesopotamia, an eclipse was seen as a direct attack on the king. These historical "scripts" allow writers today to use the blood moon as a symbol of transformation, judgment, or the shifting of power.

Ultimately, the "blood moon" serves as a bridge between the physical world and the human imagination, transforming a predictable astronomical alignment into a profound cultural event. Whether interpreted through the lens of Rayleigh scattering or as a biblical omen, the phenomenon reminds us that humanity rarely views nature with total objectivity. When we look up at a crimson sky, we are participating in a multi-generational dialogue that explores the fascinating boundaries between the known world and the mystical.

#### **IV. Writing and Reading Comprehension Questions Design (20%)**

**Rewrite the given passage below into a well-structured text of 300 to 350 words and create 4 reading comprehension questions based on your rewritten passage. Be sure to provide the answer key.**

Tudor architecture marks a pivotal moment in English history, blending older medieval traditions with emerging Renaissance ideas to create a distinctive and lasting style. It is not only visually recognizable but also tied to a compelling story of ambition and power. One of the most famous examples begins in 1515, when Cardinal Thomas Wolsey—who rose from humble beginnings to become King Henry VIII's most trusted advisor—began building Hampton Court Palace. Wolsey envisioned a residence so magnificent that it could rival even the King's own. His project reflected both his immense influence and his desire to display it, while also helping shape what would become a defining architectural style of the Tudor period.

Yet power can shift quickly. Wolsey's failure to secure Henry VIII's divorce from Catherine of Aragon led to his sudden downfall in 1529. The King seized Hampton Court Palace and transformed it into a royal residence, expanding it with additions such as the Great Hall and other lavish features. What began as Wolsey's personal statement became one of the most iconic symbols of Tudor England. In a way, the palace stands as both a monument to royal authority and a reminder of Wolsey's dramatic rise and fall.

Although Wolsey played an important role in promoting this style, Tudor architecture did not originate with him alone. He functioned more as a patron, working with skilled architects and craftsmen. The style itself began to emerge in the late 15th century, during a transitional period when England was moving away from medieval Gothic traditions and gradually incorporating Renaissance influences. Named after the Tudor dynasty, which ruled from 1485 to 1603, the style developed during a time of increasing political stability following the Wars of the Roses. Under Henry VII, this stability created opportunities for architectural innovation and experimentation.

As England entered a more peaceful era, the focus of building shifted. Instead of purely defensive structures, architects began designing grand manor houses and palaces that balanced protection with comfort and decoration. Figures such as Henry VII and Sir Reginald Bray contributed to this evolution through projects like Richmond Palace. These developments resulted in buildings that combined elements from both Gothic and Renaissance traditions, creating what can be described as a transitional or hybrid style.

Over time, Tudor architecture established its own clear identity. It emphasized both functionality and visual appeal, with a strong focus on craftsmanship and the use of local materials. Timber and brick became especially important, and one notable shift during this period was the increased use of brick instead of stone. This change reflected not only aesthetic preferences but also broader economic and technological developments.

Several key features define Tudor architecture. One of the most recognizable is half-timbering, where exposed wooden frames are filled with plaster or brick, forming distinctive patterns on exterior walls. Roofs are typically steeply pitched and often include multiple gables, making them both practical for weather conditions and visually striking. Tall, decorative chimneys are another hallmark, often elaborately designed to display wealth and status.

Windows in Tudor buildings are usually narrow and tall, often grouped together and fitted with leaded glass. These casement windows allow natural light while maintaining a vertical emphasis inherited from Gothic design. Entrances frequently feature ornate doorways and Tudor arches, which are flatter than the sharply pointed arches of earlier Gothic structures. In wealthier buildings, a combination of brick and stonework further highlights the stylistic transition taking place during this time.

The relationship between Tudor architecture and earlier styles is essential to understanding its significance. Gothic architecture, which had dominated Europe for centuries, heavily influenced Tudor design. Its vertical lines, intricate detailing, and pointed forms were adapted from large religious structures into more domestic settings. This allowed Tudor homes to retain a sense of grandeur while becoming more suitable for everyday living.

At the same time, Renaissance ideas introduced a new focus on symmetry, proportion, and classical elements. Originating in Italy, the Renaissance gradually spread across Europe, influencing English architecture as well. Tudor builders incorporated some of these principles, particularly in their use of brickwork and more balanced designs. Rather than replacing Gothic elements entirely, these ideas blended together, resulting in a unique and distinctly English style.

This fusion makes Tudor architecture a true transitional form, bridging the gap between medieval and modern design. It also laid the foundation for the Elizabethan style that followed, which would place even greater emphasis on symmetry and decorative complexity. Tudor buildings reflect a desire to combine the dramatic qualities of Gothic architecture with the harmony and order associated with the Renaissance.

Ultimately, Tudor architecture represents more than just a style of building; it reflects a period of change in English society. It captures a time when stability allowed for creativity and when people sought to express both tradition and progress in their surroundings. From Wolsey's ambitious vision at Hampton Court to the broader development of manor houses and palaces, Tudor architecture tells a story of experimentation and aspiration. It stands as a lasting example of how historical transitions can shape not only the way people live, but also the spaces they create.

## V. Integrated Reading Questions Design (10%)

**Create integrated comprehension questions based on the given text. The questions should reflect the GSAT format, including (1) a mix of blank filling questions, (2) a multiple-choice question with at least two correct answers, and (3) a short-answer question.**

### Forum Topic: Is It Necessary to Teach Philosophy in High School?

#### **Introduction:**

This forum was created as a space for educators to exchange views and debate whether it is necessary to teach philosophy in high school. By sharing personal experiences and concerns, participants aimed to explore both the value of philosophy education and the challenges of introducing it at the secondary level.

#### **Discussion Summary:**

Dr. Chen	I believe philosophy should only be taught by those with proper training. I see it as a subject as complex as mathematics or physics, and I worry that without a solid background, teachers may misrepresent it.
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Dr. Lin	I understand that concern, but I think we can still introduce philosophy gradually. I would suggest adding philosophical elements to existing courses or establishing student-led philosophy clubs to spark interest.
Dr. Wang	I support teaching philosophy in high school because it helps students develop critical thinking and reasoning skills. I don't think we need to replicate college courses; instead, the goal should be to engage students in thoughtful discussion and independent thinking.
Dr. Huang	I am not sure all high school students are ready for philosophy. I feel that some topics are too abstract, although I do think areas like ethics or critical thinking could work if adapted to their level.
Dr. Yang	I think we also need to consider the school system. I find that curricula are already full, so adding a full philosophy course may be challenging. I would suggest offering it through dual enrollment, which allows high school students to take college-level courses.
Dr. Zhao	I think we can use online resources and interactive media to enhance philosophy teaching. I would incorporate videos, discussion forums, and virtual debates to make abstract concepts more accessible.
Moderator	It is clear that philosophy has potential benefits for students, but careful planning, teacher preparation, and adaptation to the school context are essential. The debate shows both enthusiasm and caution, suggesting that a balanced approach is key.

## VI. Translation (15%)

### Translate the following paragraph into English.

在補習班與校園間往返，Z 世代的步履往往匆促。然而，當手機裡住進了「皮克敏」(Pikmin Bloom)，通勤竟成了神祕的療癒儀式。這群頂著嫩芽、穿戴瓶蓋的小生物，不僅是遊戲數據，更是情緒的投射。面對升學壓力與社交焦慮，皮克敏「跌倒了吹哨再集合」的韌性，以及「只要走路就能開花」的單純，精準撫慰了年輕的靈魂。我們不再執著於高強度的數位競技，轉而在虛擬與現實重疊的地圖上，用腳步溫柔地對抗世界的吵雜。收集飾品皮克敏的過程，將枯燥的街道轉化為未知的探險地。在變動的時代，我們需要的或許不是登頂捷徑，而是一場慢下來的「精神散步」。當數位小花在身後綻放，心裡的焦慮也隨之消散。