

國立臺中第二高級中學 104 學年度第一次教師甄選 英文科試題

請填寫准考證號碼 _____

I. 字彙 20%

1. In order to assist the state's finances, he implemented an income tax, much to the ____ of his supporters.
(A) chagrin (B) milieu (C) zenith (D) fracas
2. While some hailed Amy Chua's successful discipline education, some fret about the inhibition of originality under her ____ oppression.
(A) surreptitious (B) unrelenting (C) sanguine (D) affluent
3. This hostel is well-received by many backpack travelers because of its excellent food, ____ atmosphere and convenient location.
(A) contingent (B) congenital (C) congenial (D) continental
4. He appreciated the show's ____ between serious and humorous subject matter, shown by the witty dialogue.
(A) platitude (B) pinnacle (C) complicity (D) dichotomy
5. In *Harry Potter and the Half Blood Prince*, it is revealed that the teenage Voldemort murdered his father and grandparents using his uncle Morfin's wand, knowing that the wand would ____ Morfin as the murderer.
(A) expurgate (B) vacillate (C) incriminate (D) eradicate
6. Penniless and ____, Cody sinks into deep depression and self-resentment.
(A) inviolable (B) contemptuous (C) despondent (D) imperative
7. These boys exchanged a look of ____ behind his back, gesturing a disbelief of his fabricated story.
(A) derision (B) labyrinth (C) virtuosity (D) progeny
8. Avian influenza viruses that cause HPAI are highly ____, and mortality rates in infected flocks often approach 100%.
(A) cathartic (B) derelict (C) virulent (D) voluptuous
9. As the shore line of the Gulf slowly receded southward and westward, the ____ at its bottom gradually came to the surface, and constituted the Cretaceous and Tertiary formations.
(A) sediment (B) manifesto (C) manacle (D) insurgency
10. In the country, all citizens above twenty years of age have the right of ____, subject to a residence of one year in the state and sixty days in the county in which they offer to vote.
(A) denouement (B) ramification (C) suffrage (D) genocide

11. Levi Jordan had a reputation for being a bit _____. Among those who suffered his wrath were his granddaughter, Anne, and her husband, Robert Martin.
(A) cantankerous (B) tractable (C) mellifluous (D) parsimonious
12. After the czar was overthrown, civil war erupted. With government control gone, ill-disciplined armies led by revolutionaries, generals, admirals and Cossack warlords roamed the land, looting to feed and equip themselves and to enrich their leaders. By the summer of 1918, the opponents had ____ into two main factions, the Bolshevik "Reds" and monarchist "Whites."
(A) aggrandized (B) flouted (C) derogated (D) coalesced
13. While you can find a house quite cheaply in the suburbs, there is a(n) _____ of affordable housing in the city.
(A) abundance (B) dearth (C) meringue (D) poltroon
14. Although the prisoners of war were fed three meals a day, many of them still looked _____ and hungry.
(A) robust (B) corpulent (C) malleable (D) emaciated
15. Critics all agree that the novelist should stop writing because his imagination is no longer _____.
(A) overbearing (B) virile (C) effervescent (D) fecund
16. The presidential candidate _____ the assets in his blind trust in April when he learned it contained investments that could pose conflicts of interest for his presidential campaign. The trust was apparently valued at between \$5 million and \$25 million. Political analysts said the assets would not meet governmental ethics requirements.
(A) dispensed (B) capitulated (C) salvaged (D) liquidated
17. The invaders cut off their prisoners' arms and legs and threw their _____ bodies into the ditch.
(A) mutilated (B) blighted (C) castigated (D) prostrated
18. Few people could understand how he could listen to the news of the tragedy with such _____. The majority regarded him as callous and unsympathetic.
(A) duress (B) cupidity (C) mayhem (D) nonchalance
19. When the police officer refused a million dollar bribe, he let everyone know he was a man of _____.
(A) probity (B) fastidiousness (C) punctiliousness (D) fanfare
20. Jason was shocked when he learned the _____ of his cheating was immediate expulsion from the university.
(A) factotum (B) indenture (C) ramification (D) jurisprudence

II. 克漏字選擇 10%

To coerce a man is to deprive him of freedom - freedom from what? Almost every moralist in human history has praised freedom. Like happiness and goodness, like nature and reality, it is a term whose meaning is so __ (21) __ that there is little interpretation that it seems able to resist. I do not propose to discuss either the history of this protean word or the more than two hundred senses of it recorded by historians of ideas. Instead, I propose to answer a core question: what is the area within which the subject - a person or group of persons - is or should be left to do or be what he is able to do or be, without interference by other persons?

I am normally said to be free to the degree to which no man or body of men interferes with my activity. Political liberty in this sense is simply the area within which a man can act

unobstructed by others. If I am prevented by others from doing what I could otherwise do, I am to that degree unfree; and if this area is contracted by other men beyond a certain minimum, I can be described as being coerced, or, it may be, enslaved. Coercion is not, however, a term that covers every form of inability. If I say that I am unable to jump more than ten feet in the air, or cannot read because I am blind, or cannot understand the darker pages of Hegel, it would be eccentric to say that I am to that degree enslaved or coerced. Coercion implies the deliberate interference of other human beings within the area in which I could otherwise act. You lack political liberty or freedom only if you are prevented from attaining a goal by human beings. ___(22)___ incapacity to attain a goal is not lack of political freedom. This is brought out by the use of such modern expressions as “economic freedom” and its counterpart, “economic slavery.” It is argued, very plausibly, that if a man is too poor to afford something ___(23)___ there is no legal ban - a loaf of bread, a journey round the world, recourse to the law courts - he is as little free to have it as he would be if it were forbidden him by law. If my poverty were a kind of disease which prevented me from buying bread, or paying for the journey round the world or getting my case heard, as lameness prevents me from running, this inability would not naturally be described as a lack of freedom, least of all political freedom. It is only because I believe that my inability to get a given thing is due to the fact that other human beings have made arrangements whereby I am, whereas others are not, prevented from having enough money with which to pay for it, that I think myself a victim of coercion or slavery. ___(24)___, this use of the term depends on a particular social and economic theory about the causes of my poverty or weakness. If my lack of material means is due to my lack of mental or physical capacity, then I begin to speak of being deprived of freedom (and not simply about poverty) only if I accept the theory. If, in addition, I believe that I ___(25)___ in want by a specific arrangement which I consider unjust or unfair, I speak of economic slavery or oppression. The nature of things does not madden us, only ill will does, said Rousseau. The criterion of oppression is the part that I believe to be played by other human beings, directly or indirectly, with or without the intention of doing so, in frustrating my wishes. By being free in this sense I mean not being interfered with by others. The wider the area of non-interference is, the wider my freedom is.

21. (A) rigid (B) porous (C) tenacious (D) askew
 22. (A) Only with (B) Full of (C) As (D) Mere
 23. (A) when (B) the thing which (C) on which (D) why
 24. (A) In other words (B) Given an opportunity
 (C) Irrespective of what's mentioned (D) Sooner or later
 25. (A) have been made (B) am baffled (C) am being kept (D) go astray

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on ___(26)___ the commentator is North America or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest ___(27)___ on the social ladder. Such a “sociodemographic” approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States.

Even the “radical” critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the “colonialist” approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcon tends to view assimilation as the forced loss of national culture in a(n) ___(28)___ contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico’s commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and ___(29)___ what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations ___(30)___ in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere “assimilation.” Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework, play no role in this kind of convergence of racially and ethnically different elements of the same social class.

26. (A) where (B) whether (C) what (D) who
 27. (A) shaft (B) rod (C) beam (D) rung
 28. (A) harmonious (B) inconsequential (C) unequal (D) similar
 29. (A) rejected (B) rejecting (C) to reject (D) have rejected
 30. (A) at issue (B) in vogue (C) at work (D) in question

III. 文意選填 10%

America’s passion for the automobile developed rather quickly in the beginning of the twentieth century. At the turn of that century, there were few automobiles, or horseless carriages, as they were called at the time, and those that existed were considered ___31___ playthings of the rich. They were rather fragile machines that sputtered and smoked and broke down often; they were expensive toys that could not be ___32___ to get one where one needed to go; they could only be afforded by the wealthy class, who could afford both the expensive ___33___ and the inherent delays that resulted from the use of a machine that tended to break down time and again. These early automobiles required repairs so frequently both because their engineering was at a(n) ___34___ stage and because roads were unpaved and often in poor condition. Then, when breakdowns occurred, there were no services such as roadside gas stations or tow trucks

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to assist drivers needing help in their 35. Drivers of horse-drawn carriages considered the horseless mode of transportation foolhardy, preferring instead to rely on their four-legged “engines,” which they considered a tremendously more 36 and cost-effective means of getting around.

Automobiles in the beginning of the twentieth century were quite unlike today’s models. Many of them were electric cars, even though the electric models had quite a limited range and need to be recharged frequently at electric charging stations; many others were powered by steam, though it was often required that drivers of steam cars be 37 steam engineers due to the dangers 38 in operating a steam-powered machine. The early automobiles also 39 much emphasis on body design; in fact, they were often little more than benches on wheels, though by the end of the first decade of the century they had progressed to leather-upholstered chairs or sofas on thin wheels that 40 little of the incessant pounding associated with the movement of these machines.

- | | | | |
|--------------------|--------------|----------------|---------------|
| (A) dispensed with | (B) immature | (C) dependable | (D) recessive |
| (E) predicament | (F) inherent | (G) frivolous | (H) absorbed |
| (I) certified | (J) upkeep | (K) counted on | (L) lacked |

IV. 閱讀測驗 10%

Welcome to the Gym World, ladies and gentlemen. As you have seen from the demonstration, the sport offers a wide variety of basic strokes, and players require a high level of skill to perform all of them effectively. All strokes can be played either forehand or backhand. A player's forehand side is the same side as their playing hand: for a right-handed player, the forehand side is their right side and the backhand side is their left side. Forehand strokes are hit with the front of the hand leading, like hitting with the palm, whereas backhand strokes are hit with the back of the hand leading, just like hitting with the knuckles. Players frequently play certain strokes on the forehand side with a backhand hitting action, and vice versa.

Remember, the location of the place where you play your strokes matters. In the forecourt and midcourt, most strokes can be played equally effectively on either the forehand or backhand side; but in the rearcourt, players will attempt to play as many strokes as possible on their forehands, often preferring to play a round-the-head forehand overhead rather than attempt a backhand overhead. Playing a backhand overhead has two main disadvantages. First, the player must turn their back to their opponents, restricting their view of them and the court. Second,

backhand overheads cannot be hit with as much power as forehands: the hitting action is limited by the shoulder joint, which permits a much greater range of movement for a forehand overhead than for a backhand. The backhand clear is considered by most players and coaches to be the most difficult basic stroke in the game, since precise technique is needed in order to muster enough power for the shuttlecock to travel the full length of the court. For the same reason, backhand smashes tend to be weak.

How will we address the choice of strokes? Literally, it depends on how near the shuttlecock is to the net, whether it is above net height, and where an opponent is currently positioned: players have much better attacking options if they can reach the shuttlecock well above net height, especially if it is also close to the net. In the forecourt, a high shuttlecock will be met with a net kill, hitting it steeply downwards and attempting to win the rally immediately. This is why it is best to drop the shuttlecock just over the net in this situation. In the midcourt, a high shuttlecock will usually be met with a powerful smash, also hitting downwards and hoping for an outright winner or a weak reply. Athletic jump smashes, where players jump upwards for a steeper smash angle, are a common and spectacular element of elite men's doubles play. In the rearcourt, players strive to hit the shuttlecock while it is still above them, rather than allowing it to drop lower. This overhead hitting allows them to play smashes, clears, and dropshots. When you play clears, you can draw your opponent to the rear part of the court. When you play dropshots, you can force your opponent to come near to the net in the forecourt. If the shuttlecock has dropped lower, then a smash is impossible and a full-length, high clear is difficult. Manipulating the above strategies in rotation may confuse your opponents and make them respond in a weaker way.

Now that the lecture is enough, let’s embark on our practice today and now Coach Spencer will proceed.

41. The sport that the people in this program want to master is _____.

- (A) tennis (B) volleyball (C) cricket (D) badminton

42. If you want to obtain the edge with your opponent while playing the sport, you must _____.

- (A) stay in the rearcourt and let your advantageous partner handle everything
(B) hit the ball with the knuckles as frequently as possible
(C) swing at the shuttlecock and let it travel in full length and let your opponent play forehand smashes
(D) hit with the palm as well as the hand leading and let your opponent play backhand

43. In terms of the location of the court, _____.
- (A) strokes cannot be played effectually in the rearcourt and forecourt as long as they are played forehand
 - (B) a high shuttlecock in the midcourt to your opponent can be disastrous for the game
 - (C) an advanced player will catch his or her opponents off guard by playing the strokes backhand overhead in the rearcourt
 - (D) the back hand clear from your rearcourt can draw your opponent to the forecourt to make a net kill
44. Based on the narrator, you are **NOT** inclined to confuse your opponent by hitting the shuttlecock _____ in rotation.
- (A) high and to the back of the opponents' court
 - (B) so that it falls softly downwards into the opponents' forecourt
 - (C) with a backhand smash from the rearcourt
 - (D) overhead and dropping it to different parts of the court
45. What can we infer from the passage?
- (A) The parts of your limbs can hinder you from playing effective strokes.
 - (B) The rearcourt athletic jump smash can be met with powerful smashes from your opponent.
 - (C) Just focus on the timing and location of the ball regardless of where the opponents are.
 - (D) Hitting the shuttlecock from a much lower angle can surprise your opponent.

V. 中譯英 15%

大部分的研究顯示，女孩的腦部和男孩的腦部成熟速度不同。而且在孩子們的成長過程中，腦部的不同機能是在不同階段臻於成熟。舉例來說，女孩在語言流利度比男孩早發展，所以她們會較早喜愛閱讀。男孩們則傾向於對機械推理較早熟，因此會在較小年紀喜歡上科學。

VI. 試題評鑑 15% (將文章改寫成 100 字以內適合高三生的 5 題克漏字，要含選項)

Confronting a bully can be difficult, online or off. But a new study may suggest an alternative: Bystanders might be more willing to step in to help, its author says, if they're able to do so without standing up to the bully directly.

For their study, Kelly P. Dillon, a graduate student in communication at Ohio State University, and Brad J. Bushman told 241 undergraduates they would be testing an online chat program. But during the “test,” the person supposedly charged with monitoring the chat began insulting one of the participants (who was actually a member of the research team). Only 10.4 percent of subjects directly intervened to address the insults — by, for instance, asking the chat monitor, “How are you being helpful at all right now?” A total of 68 percent, however, intervened indirectly, by giving the monitor or the chat program itself a bad evaluation.

“So many anti-bullying and anti-harassment intervention programs are ‘if you see something, say something,’ and this experimental data tells us that that’s a pretty high threshold,” Ms. Dillon explained. “There are so many other ways that people can intervene.” She mentioned that the messaging app Yik Yak allows users to “down-vote” posts (that is, to express their disapproval by clicking a “down” arrow). After five down-votes, the post is removed — all without anyone having to say anything to an offensive poster directly. “My data suggests the more indirect ways you can give people to intervene, the more likely it would be for them to intervene.”

People may be afraid of judging others directly online because it may impact their own reputation, said Mihaela van der Schaar, a professor of electrical engineering at U.C.L.A. who has studied reputation on social networks. And they may prefer to express disapproval for a particular behavior, rather than for a person. “If there is the opportunity to differentiate between rating the particular behavior” and rating the user, “that may help,” said Dr. van der Schaar.

Dr. van der Schaar noted that social networking companies may not necessarily want to institute systems for rating and regulating behavior — their business models may depend on high numbers of users, and they may have no reason to ensure those users behave well. But companies that do want a rating system to prevent bad behavior should build one that allows “for differentiating ratings of different types of behaviors, rather than just one value for the entire individual.” And, she said, the goal should be to “encourage free speech yet give the opportunity to people to sanction a particular behavior without being afraid that they themselves may be negatively impacted.”

Indirect intervention could also be valuable in school settings, said Jaana Juvonen, a psychology professor at U.C.L.A. who has studied bullying. Often, “kids don’t want to get involved in these situations,” she said. “Deep inside they feel for the victim or the target, but there is not enough of an impetus” to do something.

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But students who don't want to confront a bully may still be able to help the target of bullying. Research shows that having just one friend can mitigate the ill effects of bullying, Dr. Juvonen said. No one is exactly sure why this is, she added, but "I personally suspect that it's the small things." During an incident of bullying, "the friend may not do anything right then and there, but when they walk away from that situation the friend just sort of puts their hand on the shoulder of the target."

It may be helpful to teach kids, she said, "how the smallest acts of kindness, something that they may think is totally trivial, may go a long way."

People are sometimes reluctant to intervene when they see someone being bullied because of "a misperception of what the norm is," she added. "When nobody says and does anything publicly," she explained, we're led to believe that everyone's on the side of the bully "and nobody's feeling for the victim."

VII. 英文作文 20%

Faced with the challenging new curriculum criterion in the near future, you will most likely be required to offer an elective.

(1) In what ways do you think you are eligible for such a requirement? Please state your qualifications that will help you through this challenge successfully.

(2) Specially design a course that you can possibly offer.