

**WRITTEN EXAMINATION QUESTIONS FOR
SELECTING PROSPECTIVE ENGLISH TEACHERS
AT
NEI-HU VOCATIONAL HIGH SCHOOL
MAY 18TH, 2015**



Examination Questions 試題

Note: Please compose your answers on the answer sheets.

請在答案紙上作答



- 1. Please correct a piece of English composition written by one of your first-year students and then provide comments to help the student sharpen his/her writing skills. The composition is printed on Pages 3-4 of the answer sheets. (15%)**
- 2. Please compose four reading comprehension questions, each of which carries four choices marked as (A), (B), (C), and (D), based on the article provided on Pages 5-6 of the answer sheets. Your target students are those who have achieved “higher intermediate level” of English proficiency. Please also provide the correct answer to each question. (20%)**
- 3. (Continuing from the question above...) Since your students have read the article and taken the reading comprehension test, you plan to use the article as a conversational piece to elicit your students’ opinions in the advanced English conversation class. Five discussion topics, ranging from the most obvious to the most controversial, are needed. Please compose these five questions. (15%)**

- 4. Please find out the central theme of Einstein's letter to his son (cited on Pages 10-11) and then circle ten important word/phrases for your students to memorize. Your target students are the first-year students whose English proficiency is on the beginner's level. (10%)**

- 5. Please design an extracurricular activity that entails (1) a good choice of reading materials and (2) a creative project, preferably of multi-media nature, that makes good use of the reading materials. The main goal is to help students coordinate different language/learning skills, including writing, speaking, listening, reading, painting, acting, singing, etc. The target students are the second-year students with intermediate level of English proficiency. Due to time restraints, this activity is given only one semester. (20%)**

- 6. As an academic advisor, do you have a standardized procedure in directing a senior student's graduation project? Please outline a step by step procedure from the student's choice of his/her research topic to the completion and final presentation of the output. (10%)**

- 7. It is a challenge for an English teacher to cope with the great disparity of language proficiency levels among the students within the same class. Is there a teaching strategy that would simultaneously benefit students of all proficiency levels? How do you help these students "learn together" and all gain progresses? Please share your insights. (10%)**

Total 7 questions (Total 100%)

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Answer sheets 答案卷



Question 1:

Please correct this piece of English composition and also offer comments to help this student sharpen his/her writing skills.

(15%)

- (1) Your student's English composition is cited below. Please correct the mistakes: (10%)

The Meaning of Happiness
by Jack Chen
I think that happiness play a important part of our lifes. Happy
people always think that sky is clear and prismatic. On the other
hands, others whom are not happy will think that tomorrow
is dark and hopeless. Everyone want to make every another
day count and don't want to be insecure for the future, so I think
all should know the meaning of happy.
There are many differences, which are about happiness, between

<p>you and me. I think that happiness is to be optimistic, and maybe</p>
<p>in your shoes, it will be changed. Maybe you're right too. My</p>
<p>mother always tell me that I should be optimistic and never ever</p>
<p>gave up when I am a little boy. I was always absent-mind then.</p>
<p>However, when I was getting bigger and bigger, little by little,</p>
<p>I finally realized that mom's saying was the words which should</p>
<p>be cherish.</p>
<p>Because that saying, I always feel that I'm shower with love</p>
<p>and I feel optimistic for everything. Thank to my mother,</p>
<p>she tolds me that meaning of happy and make me realize the</p>
<p>everyday about life is a funny journey.</p>
<p>The world is bright, tomorrow is happy. That is crystal clear on</p>
<p>my mind, no doubt.</p>

(2) Please offer your comments below: (5%)

Question 2:

Please compose four reading comprehension questions pertaining to the article cited below: (5% X 4 = 20%)

The article:



Millions more have fallen under Arthur Conan Doyle's spell since the Victoria times, including me. I was about nine or ten when I first opened *The Complete Sherlock Holmes* and looked in wonder at the contents page. "The Sussex Vampire," "The Second Stain," "The Dying Detective"...these were stories I *had* to read. And so I did, one after the other, on long car journeys and by torch-light under the bed covers, until I'd finished them all.

What made the tales so good? For a while I thought it was the detective stuff. I resolved to be like Holmes. I studied footprints in the mud, I investigated ciphers. I tried (and failed) to deduce the characters of strangers by studying their appearance. Finally I resolved, like Holmes, to be a master of disguise, and walked the streets wearing a false moustache, a floppy hat and a cushion shoved down my raincoat. To my annoyance I was recognized (and laughed at) by everyone I met. The truth was clear: I was never going to be a detective. So I gave it

up and returned to the books themselves.

As I re-read them, I realized it wasn't the detection that thrilled me so much as what Doyle had built around it. It was the atmosphere: the foggy streets of Victorian London, the flickering gaslights, and the carriages rattling suddenly out of the night. There were the strange folk knocking at Holmes' door: the desperate men, the vulnerable women, the dukes and ministers, the traders and petty criminals.

But most important of all there were the characters of Holmes and Watson themselves, and the bond between them. Holmes is brilliant, for sure -- he's superior, acerbic and all-seeing -- but on his own he'd soon become irritating were it not for Watson at his side. Watson may not be as clever as Holmes (and maybe not as clever as *us* either) but he's faithful, doughty, decent and brave -- and good with a pistol to boot. In fact, Holmes can't do without him, and it's the strength of their friendship that makes us want to accompany them on each story.

No matter what bizarre mysteries or darkest villainy Holmes has faced with, the great detective looks unflinchingly "into the manifold wickedness of the human heart." Then, with Watson at his side, he goes forth to make things right. That's the kind of hero the Victorians knew they wanted, and it's still the kind of hero *we* all dream of, every day.

~by Jonathan Stroud, from *The Extraordinary Cases of Sherlock Holmes* (London: Penguin, 2010, v-vii)

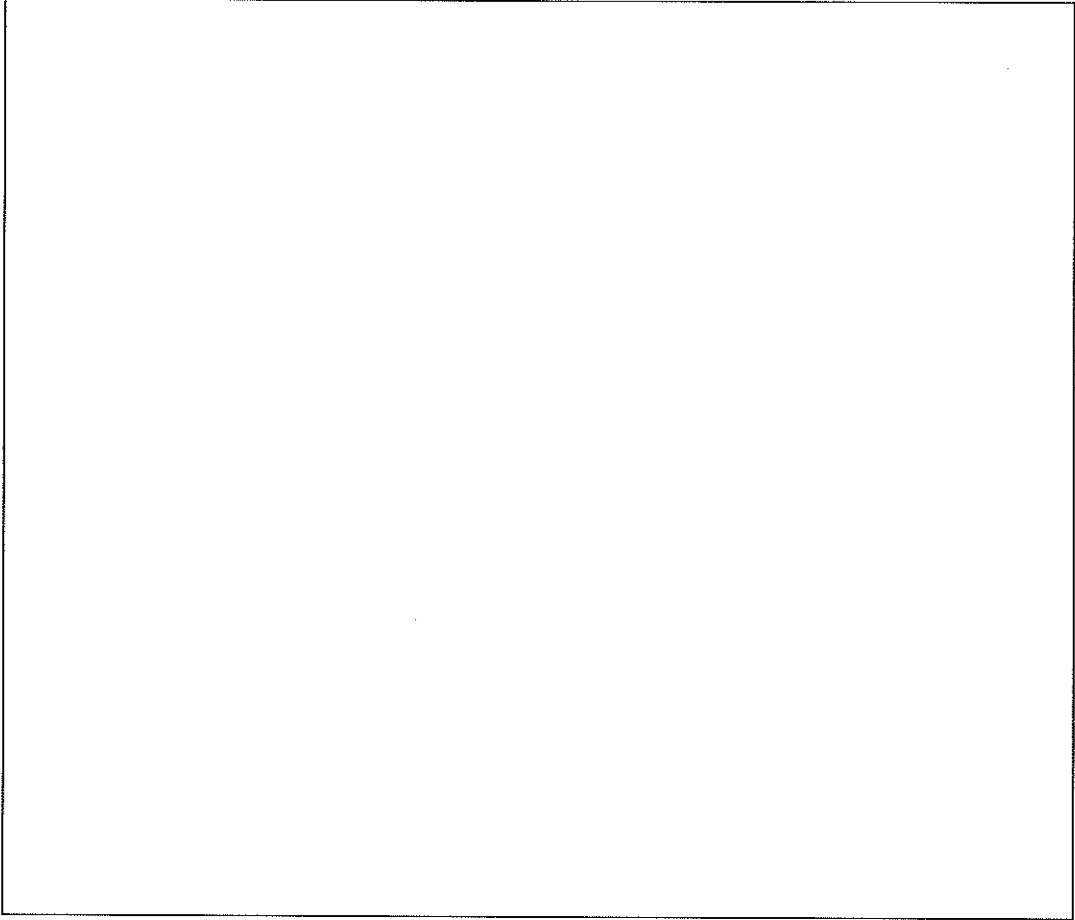


Please compose four reading comprehension questions, each of which carries four choices marked as (A), (B), (C), and (D).

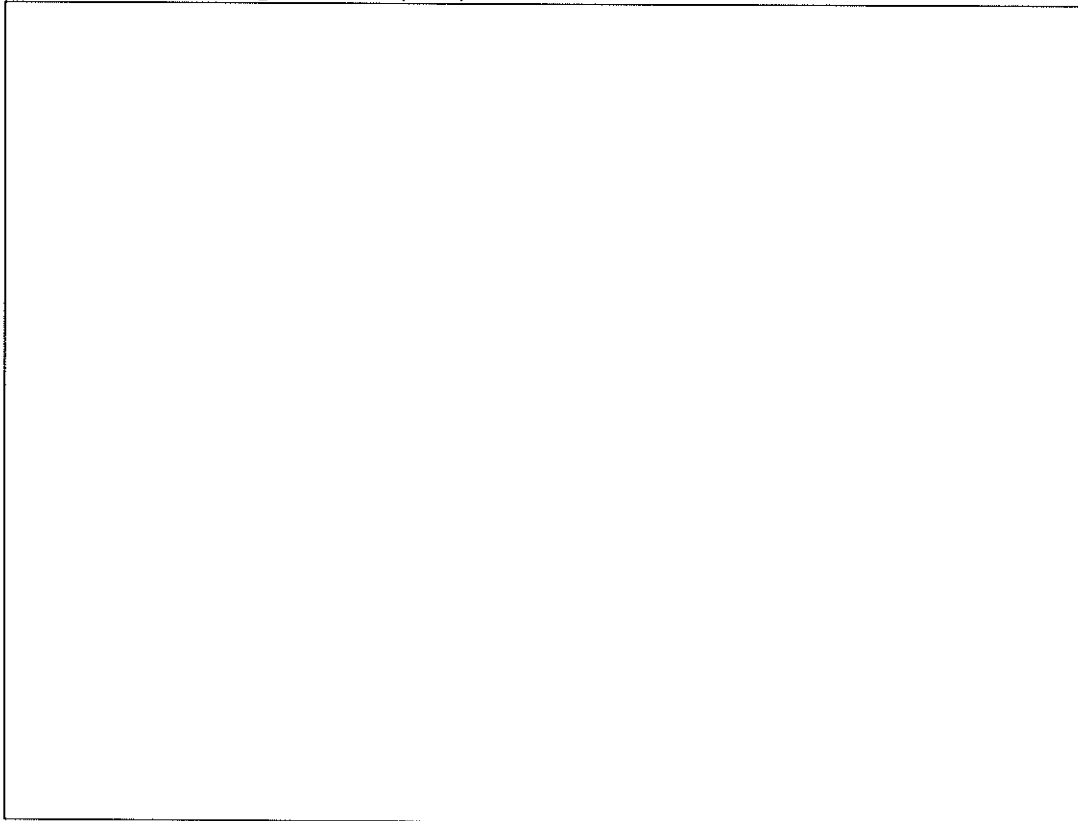
Please also provide the answer keys .

Note: Your target students are those who have achieved "higher intermediate level" of English proficiency.

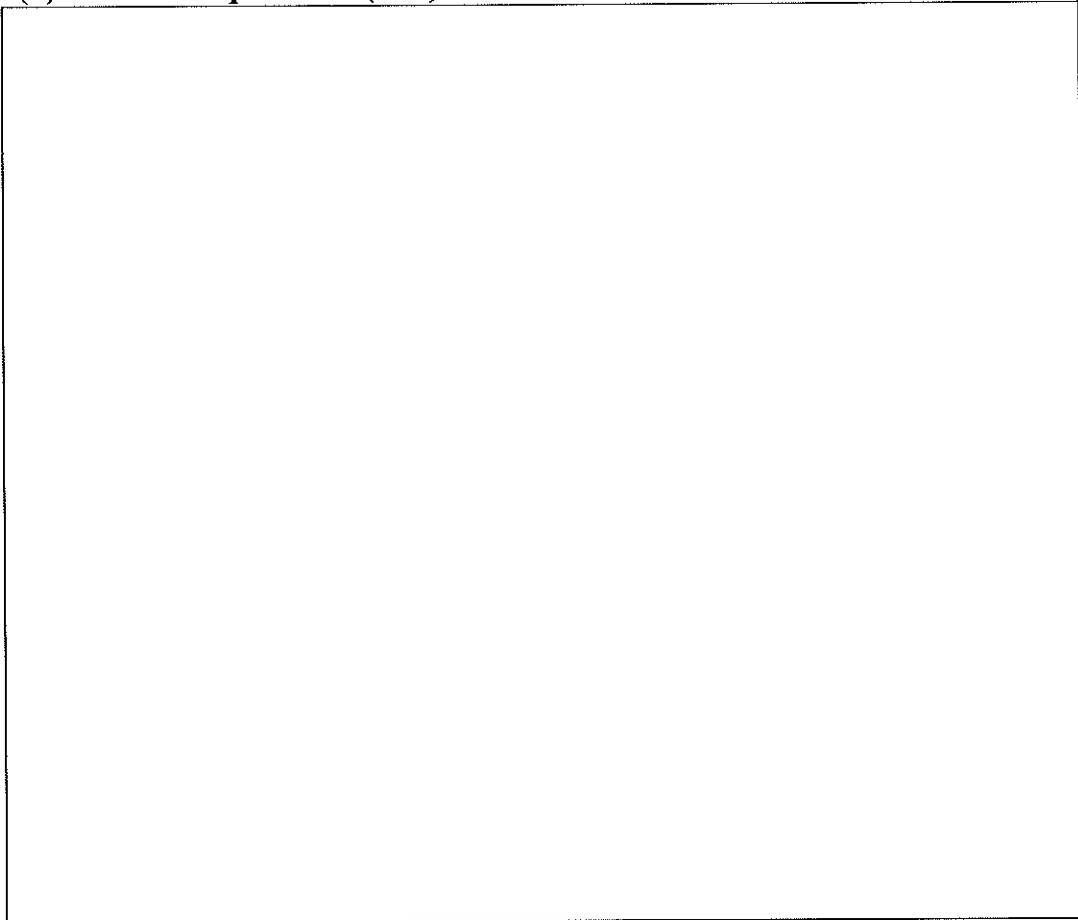
(1) The first question (5%):



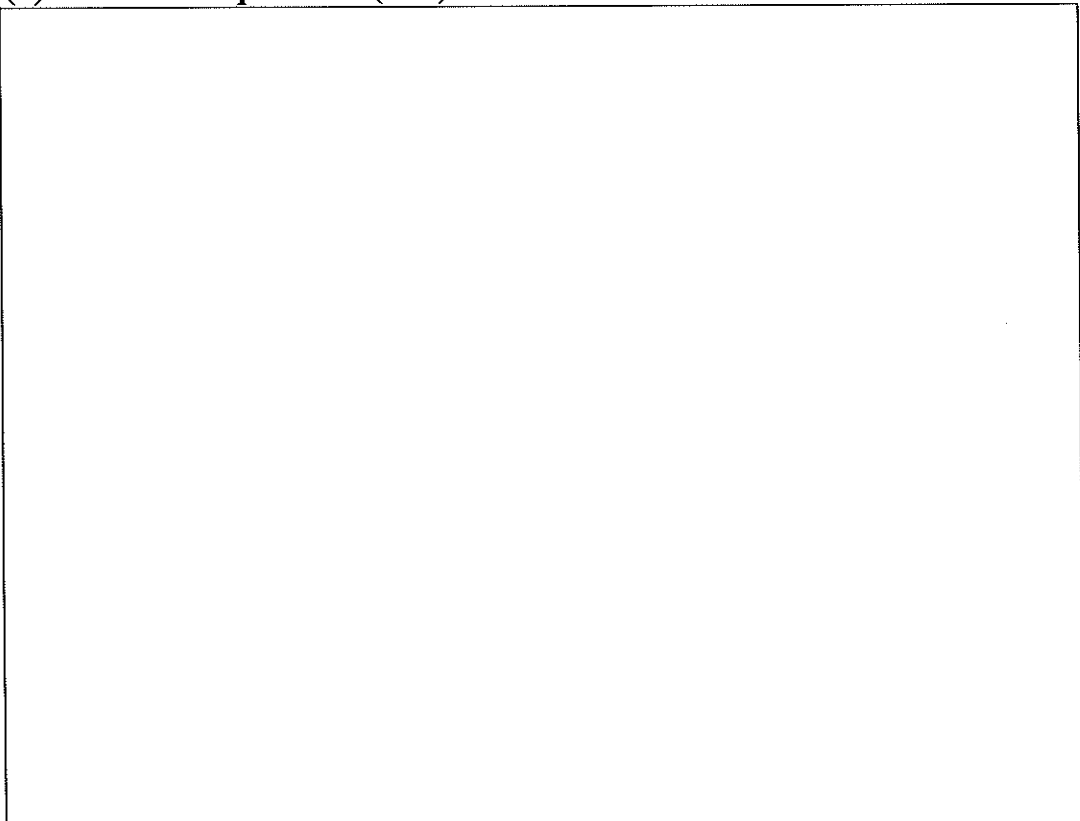
(2) The second question (5%):



(3)The third question (5%):



(4)The fourth question (5%):

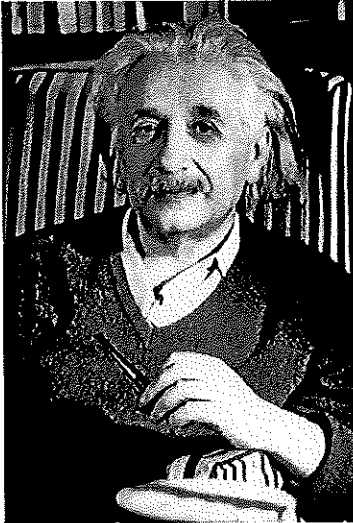


Question 3:

Please raise five questions, ranging from the most obvious to the most controversial, to serve as discussion topics for the students in your advanced English conversation class. (3% X 5 = 15%)

Question 4:

Please find out the central theme of Einstein's letter to his son and then circle ten important word/phrases for your students to memorize. Your target students are the first-year students whose English proficiency is on the beginner's level. (10%)



Background information:

In 1915, Albert Einstein (1879-1955) was separated from his ex-wife and their two sons, Hans Albert and Eduard "Tete." He sent his then 11-year-old son Hans Albert, who lived in Zurich with his brother and mother, the following letter, which is found in *Posterity: Letters of Great Americans to Their Children*.

Source: <http://time.com/3765673/albert-einstein-secret-learning/>

(1) Please circle ten important word/phrases for your students. (5%)

My dear Albert,

Yesterday I received your dear letter and was very happy with it. I was already afraid you wouldn't write to me at all anymore. You told me when I was in Zurich, that it is awkward for you when I come to Zurich. Therefore I think it is better if we get together in a different place, where nobody will interfere with our comfort. I will in any case urge that each year we spend a whole month together, so

that you see that you have a father who is fond of you and who loves you. You can also learn many good and beautiful things from me, something another cannot as easily offer you. What I have achieved through such a lot of strenuous work shall not only be there for strangers but especially for my own boys. These days I have completed one of the most beautiful works of my life, when you are bigger, I will tell you about it.

I am very pleased that you find joy with the piano. This and carpentry are in my opinion for your age the best pursuits, better even than school, because those are things which fit a young person such as you very well. Mainly play the things on the piano which please you, even if the teacher does not assign those. That is the way to learn the most, that when you are doing something with such enjoyment that you don't notice that the time passes. I am sometimes so wrapped up in my work that I forget about the noon meal. Also play ringtoss with Tete. That teaches you agility. Also go to my friend Zangger sometimes. He is a dear man.

Be with Tete kissed by your

Papa.

Regards to Mama.



(2) Main focus of the letter (5%) :

Question 5:

Please design an extracurricular activity that entails (1) a good choice of reading materials and (2) a creative project, preferably of multi-media nature, that makes good use of the reading materials. The main goal is to help students coordinate different language/learning skills, including writing, speaking, listening, reading, painting, acting, singing, etc. The target students are the second-year students with intermediate level of English proficiency. Due to time restraints, this activity is given only one semester. (20%)

Question 6:

As an academic advisor, do you have a standardized procedure in directing a senior student's graduation project? Please outline a step by step procedure from the student's choice of his/her research topic to the completion and final presentation of the output. (10%)

Question 7:

It is a challenge for an English teacher to cope with the great disparity of language proficiency levels among the students within the same class. Is there a teaching strategy that would simultaneously benefit students of all proficiency levels? How do you help these students “learn together” and all gain progresses? Please share your insights. (10%)



THIS IS THE END OF THE WRITTEN EXAMINATION!

GOOD LUCK!



Please note:

You should hand in the exam questions along with your answers (total 15 pages). The two parts can't be parted from each other.

請注意： 考題與答案共 15 頁須一起交回，不可分開。

