國立彰化女中 115 學年度教師甄試 英文科 試題卷

第壹部分、選擇題（占 40 分） 請作答於答案卷

I. Vocabulary (9%)

1. The stranded explorers wandered through the barren wasteland for months; as their supplies dwindled, they soon realized that no amount of foraging might _____ their appetites in such a desolate environment.
   (A) simulate (B) relinquish (C) satiate (D) pulverize
2. While being transported to the local hospital, the police officer _____ to his injuries caused by the shootout against the armed robbers.
   (A) conjured (B) succumbed (C) vacillated (D) exacerbated
3. The university president _____ invited all the faculty members to the gala to celebrate the institution's centenary.
   (A) covertly (B) capriciously (C) copiously (D) cordially
4. European leaders are striving to secure safe passage for oil tankers in the Strait of Hormuz, where scattered attacks have _____ maritime traffic, threatening global energy stability.
   (A) heralded (B) bolstered (C) emancipated (D) throttled
5. The interior designer suggested that they _____ the velvet fabric over the sofa to create a luxurious and cozy atmosphere in the living room.
   (A) wrench (B) cull (C) drape (D) rescind
6. The act of _____ whales for the mere sake of local tradition has enraged animal conservationists.
   (A) deferring (B) exalting (C) parleying (D) culling
7. The professor’s argument was so ____ that even seasoned scholars found themselves reconsidering long-held assumptions.
   (A) cogent (B) porous (C) stagnant (D) frivolous
8. The diplomat’s ____ remarks defused tension and restored a sense of decorum to the heated debate.
   (A) negligent (B) abrasive (C) conciliatory (D) erratic
9. His explanation was dismissed as mere ____; it lacked substance and failed to address the central issue.
   (A) monumental (B) verbiage (C) foliage (D) tapestry

II. Fill-in-the-Blanks (10%)

A. sustaining	B. rendering	C. paradigm	D. intervention
E. agency	AB. permeable	AC. modulating	AD. vessel
AE. involuntary	BC. blundering	BD. reciprocity	BE. incessant

In an era increasingly defined by the interplay between technology and human physiology, biofeedback emerges as a compelling __10__ for self-regulation and empowerment. At its core, biofeedback is the practice of using real-time data—often derived from sensors monitoring heart rate, brain waves, muscle tension, or skin conductance—to cultivate conscious control over processes that were once deemed __11__. While the notion of influencing one’s own autonomic nervous system may appear almost paradoxical, biofeedback demonstrates that the boundary between conscious and unconscious regulation is far more __12__ than traditionally assumed.

The power of biofeedback lies not merely in its technological sophistication but in its philosophical implications. It challenges the Cartesian divide between mind and body, suggesting instead a dynamic __13__: the mind can control physiological states, and the body can inform cognitive and emotional awareness. For instance, individuals suffering from chronic anxiety often experience accelerated heart rates and shallow breathing. Through biofeedback, they can observe these patterns on a monitor and, by practicing controlled breathing or relaxation techniques, gradually learn to stabilize their physiological responses. This process transforms abstract notions of “calmness” into quantifiable, trainable skills.

Moreover, biofeedback exemplifies the democratization of medical and psychological __14__. Unlike pharmacological treatments, which often impose external solutions upon the body, biofeedback equips individuals with __15__. It fosters a sense of mastery, allowing patients to become active participants in their own healing rather than passive recipients of treatment. This empowerment is particularly salient in contexts such as pain management, where biofeedback has been shown to reduce reliance on analgesics by teaching patients techniques like __16__ muscle tension and stress responses.

The implications extend beyond clinical settings. Athletes employ biofeedback to optimize performance, learning to regulate arousal levels for peak concentration. Musicians

and public speakers use it to manage stage fright, transforming nervous energy into controlled focus. Even in educational contexts, biofeedback can enhance attention and memory by training students in __17__ optimal brainwave patterns. In each case, the technology functions not as a crutch but as a mirror, reflecting the body's hidden rhythms and enabling conscious refinement.

To sum up, the power of biofeedback resides in its invitation to reimagine human potential. It reminds us that the body is not the opaque __18__ governed by inscrutable forces but a responsive system open to dialogue with the mind. By __19__ the invisible visible, biofeedback cultivates a profound awareness of the self, bridging the gap between physiology and consciousness. In doing so, it empowers individuals to navigate the complexities of modern life with greater resilience, intentionality, and harmony.

III. Discourse (5%)

A decade after fentanyl first appeared on San Francisco's streets, the city still finds itself trapped between fragile optimism and an ongoing public health catastrophe — one that has claimed over 3,000 lives and defied every attempt to bring it under control. __20__ However, initial reactions from officials and advocates were conspicuously restrained. San Francisco had long been regarded as a pioneer in harm reduction, noted for an approach based on treating drug users with compassion and respecting their autonomy rather than criminalizing their behavior. Having successfully navigated previous drug crises, including a heroin epidemic in the 1990s, the city leaders were confident in their existing strategies. __21__ Early warnings were downplayed, and the opportunity for timely intervention was lost.

Fentanyl's spread was relentless and devastating. __22__ It was often mixed into other substances without users' awareness. As addiction grew, the preferred method of consumption shifted from injecting to smoking — a change that made drug use increasingly visible, with users gathering openly in public spaces across the city. Overdose fatalities rose sharply: from 21 deaths in 2016 to a catastrophic peak of 810 in 2023, the year when nine people perished from overdoses within a single day.

__23__ Harm-reduction advocates pushed for supervised consumption sites and wider access to Narcan, the opioid-reversal medication, while critics condemned such measures as tacit endorsements of drug use. Caught between these competing constituencies, city leadership oscillated indecisively. The local policy lurched from enforcement-led crackdowns to compassion-based interventions without sustained commitment to either.

When overdose deaths fell by 21% in 2024, both camps rushed to claim credit. Yet the concurrent, near-identical decline recorded across cities in the US cast serious doubt on any such claim. The reduction was more likely to be attributable to a disruption in the fentanyl supply chain — stemming from cartel instability in Mexico and China's tightening of chemical precursor exports — than to any municipal policy initiative. By the end of 2025, the annual toll stood at 621, averaging approximately two fatalities per day. __24__ This lack of direction leaves the city as vulnerable as ever to the next deadly batch.

A. Cheaper and far more potent than heroin, it gradually infiltrated the local drug supply.
B. The crisis exposed a deep and bitter divide in the city's approach to drug policy.
C. The synthetic opioid claimed its first three victims in the city in October 2015.
D. Similar challenges have been observed in other metropolitan areas, leading to a global re-evaluation of drug control policies.
E. A decade into the crisis, San Francisco has neither defeated the epidemic nor reached any meaningful consensus on how to fight it.
AB. This decline encouraged municipal leaders to double down on their existing initiatives.
AC. This institutional confidence, however, proved not only misplaced but consequential.

IV. Reading Comprehension (16%)

The successful launch of Artemis II, carrying 3 American and 1 Canadian crew, was the most celebrated event in early April, 2026. It is hailed as the first crewed mission to the Moon in over 50 years. After the dramatic launch, the Orion capsule will detach from the SLS's upper stage and orbit Earth several times. Once the crew has checked out their spacecraft's system, they will fire its mighty main engine to send them towards the Moon. Several days later, their capsule will loop around the Moon before returning to Earth and splashing down in the ocean, blackened and hissing after a fiery re-entry through Earth's atmosphere.

Despite all of the hype, some skeptics might ask, "Didn't we already do that half a

century ago? Isn't this just Apollo 8 again?"

The answer is "Yes" and "No."

On 21 December 1968, a Saturn V rocket blasted off from the same nub of Florida coast, on what was then the most ambitious, **audacious** and dangerous crewed space mission ever attempted: Apollo 8. It was a mission of incredible firsts: the first time that astronauts had ridden the enormous, powerful Saturn V into space; the first time human beings had left Earth orbit; and the first time the children of Earth had flown to the Moon. They then returned to Earth without a hitch, having taken invaluable measurements and images needed to land Neil Armstrong and Buzz Aldrin on the Moon months later.

The most obvious difference between Artemis II and Apollo 8, and perhaps the greatest criticism of the modern mission, is that the Artemis II crew won't get to look down on the Moon from orbit because they're just going to go around it once. So why go all that way just to loop around the Moon without stopping to enjoy the view? While Artemis II's long lunar loop might seem like a hugely wasted opportunity, it is not.

Apollo 8 was essentially a test flight to check that a spacecraft could keep its crew alive on a trip to the Moon and bring them back safely to Earth, and Artemis II is much more than that. Artemis II will be the first time astronauts have ridden the huge SLS rocket into space. That's a big deal. If anything goes catastrophically wrong with the rocket during launch, or ever if it just gets stuck on the pad, NASA's plans to mount a crewed lunar landing before 2030 will be thrown into disarray. It will almost certainly mean Chinese astronauts - taikonauts- will set their boots and plant their flag into the dust of the lunar south pole years before NASA astronauts do.

In addition, Artemis II will likely carry human beings deeper into space than human beings have ever been before. The previous record was set unintentionally by the crew of Apollo 13 as on their failed lunar landing attempt in 1970.

The Artemis II crew will also see, and take photographs of, areas of the far side of the Moon never seen by human eyes before. Because of the Apollo missions' orbital tracks, their low altitude and the phases of the Moon during their missions, Apollo crews only had limited view of the Moon's surface and were only able to see and photograph narrow strips of it. From their much higher fly-by altitude, the Artemis II crew will get to see much wider fields of view of both the Moon's near and far sides than those witnessed by any of the Apollo crews. In other words, they will be the first human eyes to ever look down on the craters on the other side of the moon.

25. What is the purpose of this passage?
(A) To introduce the history of the Apollo 8 missions.
(B) To speculate the success rate of Artemis II.
(C) To compare the Apollo 8 and Artemis II missions.
(D) To warn readers of the Chinese advance in space technology.

26. What does the word **audacious** in the second paragraph mean?
(A) Relentless. (B) Valiant.
(C) Tenacious. (D) Judicious.

27. What is not one of the "firsts" accomplished by the Apollo 8 mission?
(A) Carrying astronauts outside the earth's orbit.
(B) Taking pictures of the earth from space.
(C) Returning to earth safe in the end.
(D) Landing astronauts on the moon.

28. According to the passage, Artemis II will not _____.
(A) plant flags on the lunar south pole
(B) break the previous record of the deepest space trip
(C) use the SLS rocket to carry the crew
(D) take the bird's eye view of the dark side of the moon

Ethnic conflict has long been a recurring challenge in human societies, often arising when diverse groups with distinct cultural, linguistic, or religious identities coexist within the same political or geographical boundaries. While diversity itself can enrich societies, tensions emerge when differences are politicized, resources are unequally distributed, or historical grievances remain unresolved. Understanding the roots and dynamics of ethnic conflict is crucial for building more inclusive and peaceful communities.

At its core, ethnic conflict is rarely about cultural differences alone. Instead, it often stems from competition over power, territory, and resources. When one group perceives itself as marginalized or excluded from political representation, economic opportunities, or social recognition, resentment can grow. For example, in multi-ethnic states, dominant groups may

control government institutions, leaving minority communities feeling voiceless. This imbalance fosters mistrust and can escalate into open confrontation.

Historical memory plays a significant role in shaping ethnic tensions. Many conflicts are fueled by collective narratives of past injustices—colonial exploitation, forced assimilation, or violent repression. These memories are passed down through generations, reinforcing group identity and deepening divisions. In some cases, political leaders exploit these narratives to mobilize support, framing ethnic identity as a rallying point against perceived threats. Such rhetoric can transform cultural differences into rigid boundaries, making reconciliation more difficult.

Another factor is economic disparity. When ethnic groups are unevenly distributed across social classes or geographic regions, inequality becomes intertwined with identity. A minority group concentrated in poorer rural areas may feel excluded from national development, while wealthier groups in urban centers enjoy privileges. This economic gap intensifies perceptions of injustice, turning social inequality into ethnic grievance. In extreme cases, competition for resources such as land, water, or employment opportunities can spark violent clashes.

Religion often intersects with ethnicity, adding another layer of complexity. When religious affiliation overlaps with ethnic identity, conflicts can acquire a moral or spiritual dimension. This makes compromise harder, as disputes are framed not only in terms of material interests but also sacred values. In such contexts, dialogue requires sensitivity to both cultural and spiritual concerns.

The consequences of ethnic conflict are profound. At the societal level, it undermines trust, weakens institutions, and disrupts economic development. Communities fractured by violence struggle to rebuild cohesion, and displaced populations face long-term challenges in resettlement. On a global scale, ethnic conflicts often spill across borders, creating refugee crises and destabilizing neighboring states. Moreover, prolonged conflict can erode democratic governance, as governments resort to authoritarian measures to maintain control.

Yet, ethnic diversity does not inevitably lead to conflict. Many societies demonstrate that coexistence is possible when institutions promote fairness, representation, and dialogue. Policies that recognize minority rights, encourage cultural exchange, and ensure equitable resource distribution can reduce tensions. Education also plays a vital role in fostering mutual understanding, challenging stereotypes, and highlighting shared values across groups.

Ultimately, the challenge lies in transforming diversity from a source of division into a foundation for unity. This requires not only political will but also grassroots efforts to build trust among communities. Dialogue, reconciliation, and inclusive governance are essential tools for addressing grievances and preventing escalation. By acknowledging historical wounds while promoting equitable participation, societies can move beyond cycles of conflict toward more resilient and harmonious futures.

In conclusion, ethnic conflict is a multifaceted phenomenon shaped by politics, history, economics, and identity. While its consequences are often destructive, it also presents an opportunity for societies to confront inequality and reimagine coexistence. The path forward lies in recognizing diversity as a strength, ensuring justice for all groups, and cultivating a shared vision of belonging. Only then can the destructive potential of ethnic divisions be transformed into a force for collective progress.

29. Which of the following is identified in the passage as a primary cause of ethnic conflict?
    (A) Differences in thinking and mindset.
    (B) Competition over political power and resources.
    (C) Lack of interest in cultural roots.
    (D) Excessive migration between urban and rural areas.
30. According to the passage, why do historical memories often intensify ethnic tensions?
    (A) They encourage groups to forget past injustices.
    (B) They lay the foundations for reconciliation and cohesion.
    (C) They reinforce group identity and deepen divisions.
    (D) They eliminate the need for political representation.
31. Which one is true about the consequences of ethnic conflicts?
    (A) They are impenetrable barriers for different ethnic groups.
    (B) They may also pose a potential threat to neighboring states.
    (C) They will strengthen democracy, the solution to ethnic conflicts.
    (D) The displaced population will build inclusive governments.

32. Which strategy is suggested in the passage as a way to reduce ethnic tensions?

(A) Promoting cultural exchange and equitable resource distribution.

(B) Prioritizing cultural and spiritual concerns.

(C) Transforming cultural differences into rigid boundaries.

(D) Resorting to authoritarian measures to maintain national unity.

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第壹部分、選擇題（占 40 分）

I. Vocabulary (9%)

1. C	2. B	3. D	4. D	5. C
6. D	7. A	8. C	9. B	

II. Fill-in-the-Blanks (10%) 請填代號

10. C	11. AE	12. AB	13. BD	14. D
15. E	16. AC	17. A	18. AD	19. B

III. Discourse: (5%) 請填代號

20. C	21. AC	22. A	23. B	24. E

IV. Reading Comprehension: (16%)

25. C	26. B	27. D	28. A
29. B	30. C	31. B	32. A