

五股國中到校訪視 從C級學生看核心命題

英語科命題核心素養考題養成術

英語輔導團
林美智老師 分享

先解決課堂困境
再來談命題原則

課堂困境：病入膏肓的學生

英語教學脫**C**進**B**策略

教學理念分享：

* 葉克膜發音字彙教學

* * 從主題情境建立閱讀自信

* * * 團隊合作建立口語練習溝通能力

* * * * 自主學習工具

* * * * * 獨立自主閱讀，不害怕看考題

PART 1 葉克膜發音字彙教學 (健豐老師提供)

教學對象: 尚未建立Phocis 系統，逃避英文課的學生

效果:起死回生

教學步驟: 1. 找出課文重要4-6格關鍵單字

2 運用Missing words 重點單字，協助S

————→ 看圖聽字 ———→ 聽字念字 ———→ 念字認字

————→ 看圖念字中串聯整個文章大綱和語意

3 聽看課文情境了解語意

教學步驟 4: 簡易單字測驗增強發音自覺能力 (Phonic Awareness)

佳音翰林 國中英語 iEnglish 八年級 Unit2 單字練習卷 八年__班 __號 姓名:_____

1.	中秋節	__oon __estival	18.	柚子	__omelo
2.	為什麼	__ __y	19.	野餐	__icnic
3.	因為	__ecause	20.	女神	__oddess
4.	樓層；地板	__ __oor	21.	美好的	__ound
5.	(雙筒)望遠鏡	__inoculars	22.	立刻；馬上	__ight __way
6.	知道	__ __ow	23.	永遠	__orever
7.	知道(過去式)	__ __ew	24.	死亡	__ie
8.	當然。	__ou __et.	25.	醒來	__ake __p
9.	美好的	__onderful	26.	世界	__orld
10.	卡拉 OK	__araoke	27.	真實的	__ __ue
11.	月光	__oonlight	28.	認為；想	__ __ink
12.	某事；某物	__omething	29.	團聚	__et __ogether
13.	發生	__appen	30.	好地	__ell
14.	贏	__in	31.	所以	__o
15.	贏(過去式)	__on	32.	散步	__ake a __alk
16.	打嗝	__urp	33.	愛上...	__all __n __ove __ith
17.	可憐的；貧窮的； 不佳的	__oor	34.	由於	__ecause __f

Unit 2 Why Did You Go There?

文法小考

班級: 座號: 姓名:

➤ 動詞過去式的不規則變化

原級與過去式同型		
中文	原級	過去式
讓	l__t	_____
放	p__t	_____
閱讀	r__d	_____
其他不規則變化		
中文	原級	過去式
喝	dr__nk	dr__nk
認識	kn__w	kn__w
去	g__	w__nt
來	c__me	c__me
有	ha__ __	ha__
做	d__	d__ __
買	b__ __	b__ __ght
游泳	sw__m	sw__m
看見	s__ __	s__ __
唱歌	s__ng	s__ng
吃	__ __t	__t__
取；拿	t__k__	t__ __k
舉辦；握住	h__ld	h__ld
製作	ma__e	ma__e
得到	g__t	g__t
遇見	m__ __t	m__t
騎	r__de	r__de
坐	s__t	s__t

(以康軒B4u3為例)

- 1 Play game: missing work
 - 2 listening the story
 - 3 read the story
 - 4 understand the main idea
 - 5 answer questions form the story
 - 6 rewrite the ending of the story
 - 7 Read the test related to the story
- 閱讀相關考題



wait outside



block the hole

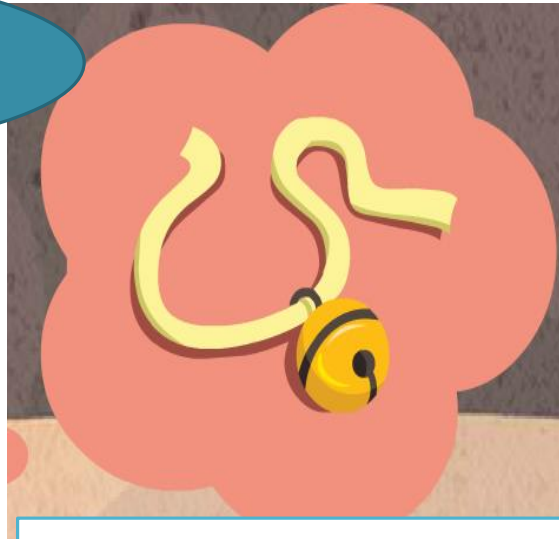


We will **die**.

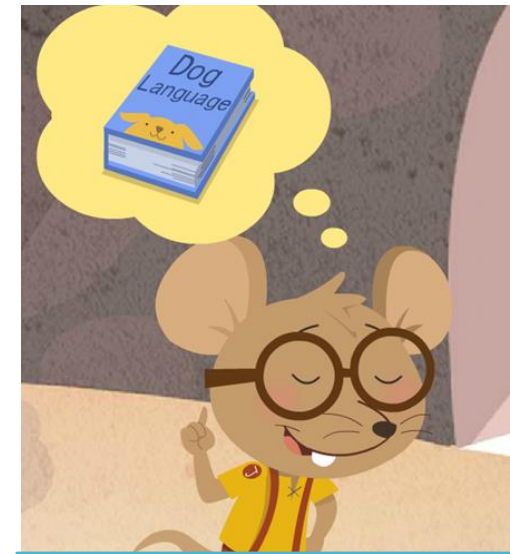
1. Missing words



Kill the cat



hang the bell



speak the language

PLAY 2 ANSWER



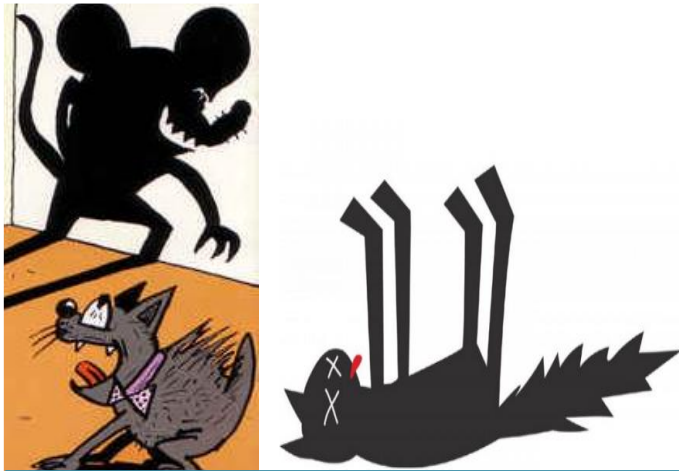
wait outside



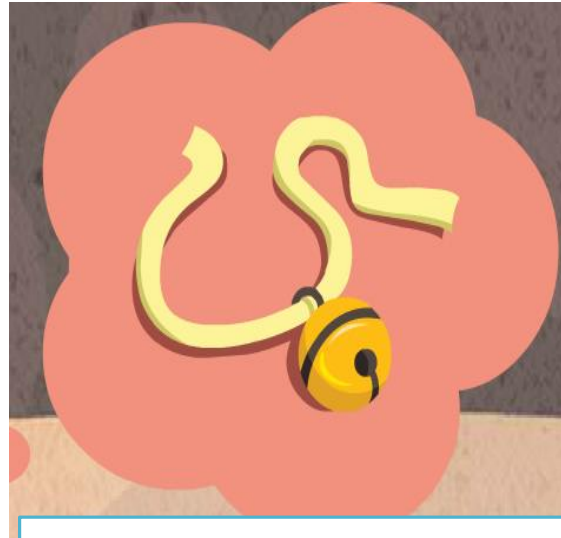
block the hole



.



Kill the cat



hang the bell



speak the
language

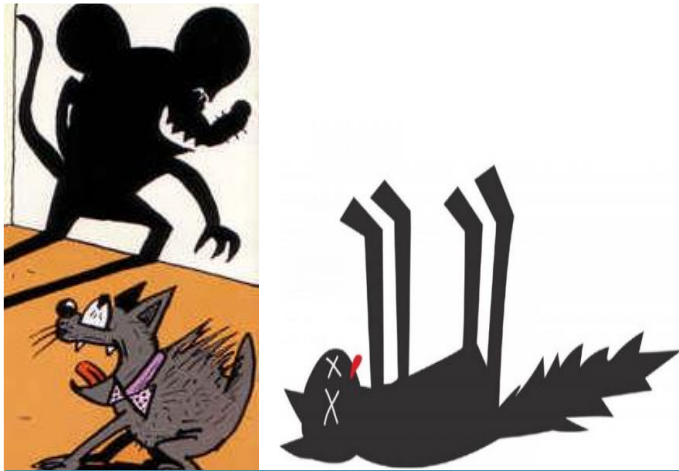
Angel 2 Answer



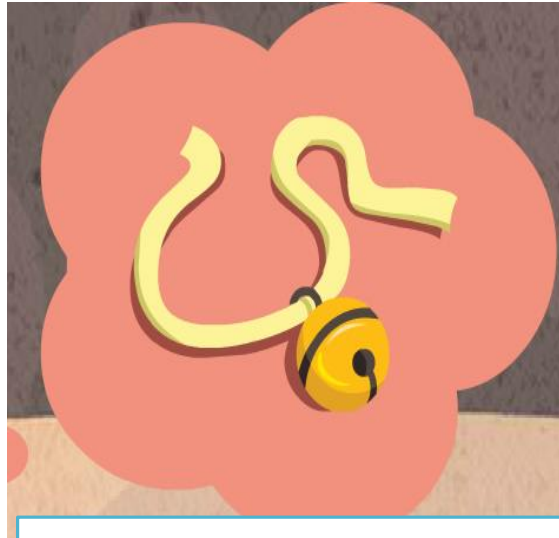
wait outside



We will die.



Kill the cat



hang the bell



Play 1 Answer



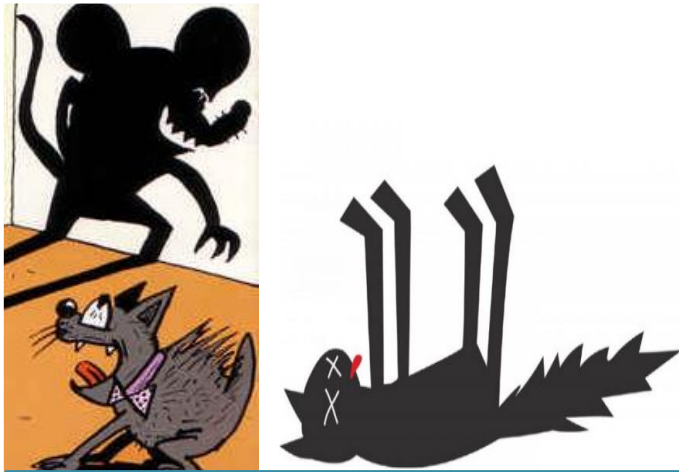
wait outside



block the hole



We will **die**.



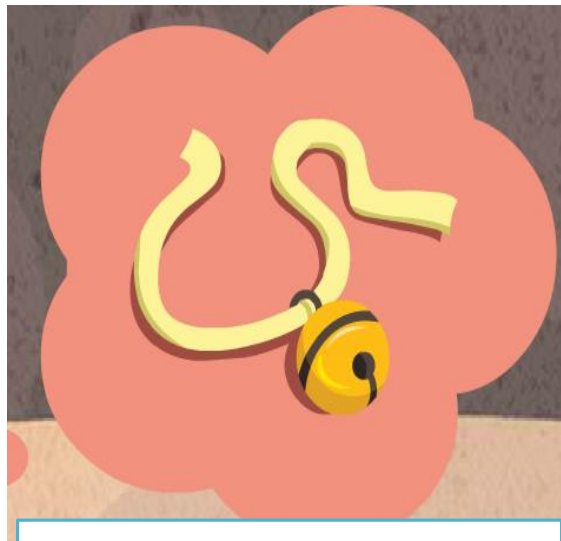
Kill the cat



speak the
language

Angel 1

回答



hang the bell

A cartoon illustration featuring two mice. On the right, a light brown mouse with large ears and a blue t-shirt with a 'T' on it stands with its arms outstretched. On the left, a darker brown mouse is shown from the back, looking towards the first mouse. Above the light brown mouse is a thought bubble containing a grey mouse with a yellow collar and a bell, which is jumping. The background is a simple grey and tan ground.

2. Listening the story

Who will hang the bell?



An idea just crossed my mind. Follow me.
我有一個想法了。跟我來。

☒ 顯示英文 ☒ 顯示中文 0:50 播放 ▶ ■ 🔊 🔇 📺 ✕

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3 Read aloud the story

After all, it's important to learn a foreign language.
畢竟，學習外語是很重要的。

☒ 顯示英文 ☒ 顯示中文 1:19 1:25



4 understand the main idea



Team work: Find the main question
from the book

5 Answer questions from the story

(1) **What** are the mice problem?

(2) **Who** will hand the bell ?

(3) **What** did the good idea cross
someone's mind?

(4) **What** do you learn about this
story.

閱讀理解 解題工作分配

Angel 1 help them know the meaning of every question

幫助每個成員了解題目意思

Angel 2 translate the meaning in every sentence

與Angel 1 翻譯每個選項的意思

Player 1 Write down some words you don't understand

寫出你不了解的單字中文

Player 2 Underline the sentence in textbook to support you answer

到課本畫線找出答案

6 rewrite the ending
of the story

Group Discussion 小組討論

REWRITE THE ENDING

請小組討論3分鐘改寫結局

95 令人意外
的結局

分組小白板

The cat will hear dog's
voice so it will be crazy.
Finally, the cat will kill
itself. 811 第一組

When the cat ~~will hear~~ **heard**
dog's voice ~~so it will be~~ **it**
became crazy .
Finally, the cat ~~will~~ killed
itself.



When the cat **heard** dog's
voice, it **became** crazy.
Finally, the cat **killed** itself.

分組小白板

the mice ~~feel~~ cat is yummy
so they catch the cat to cook
their dinner.
8/192

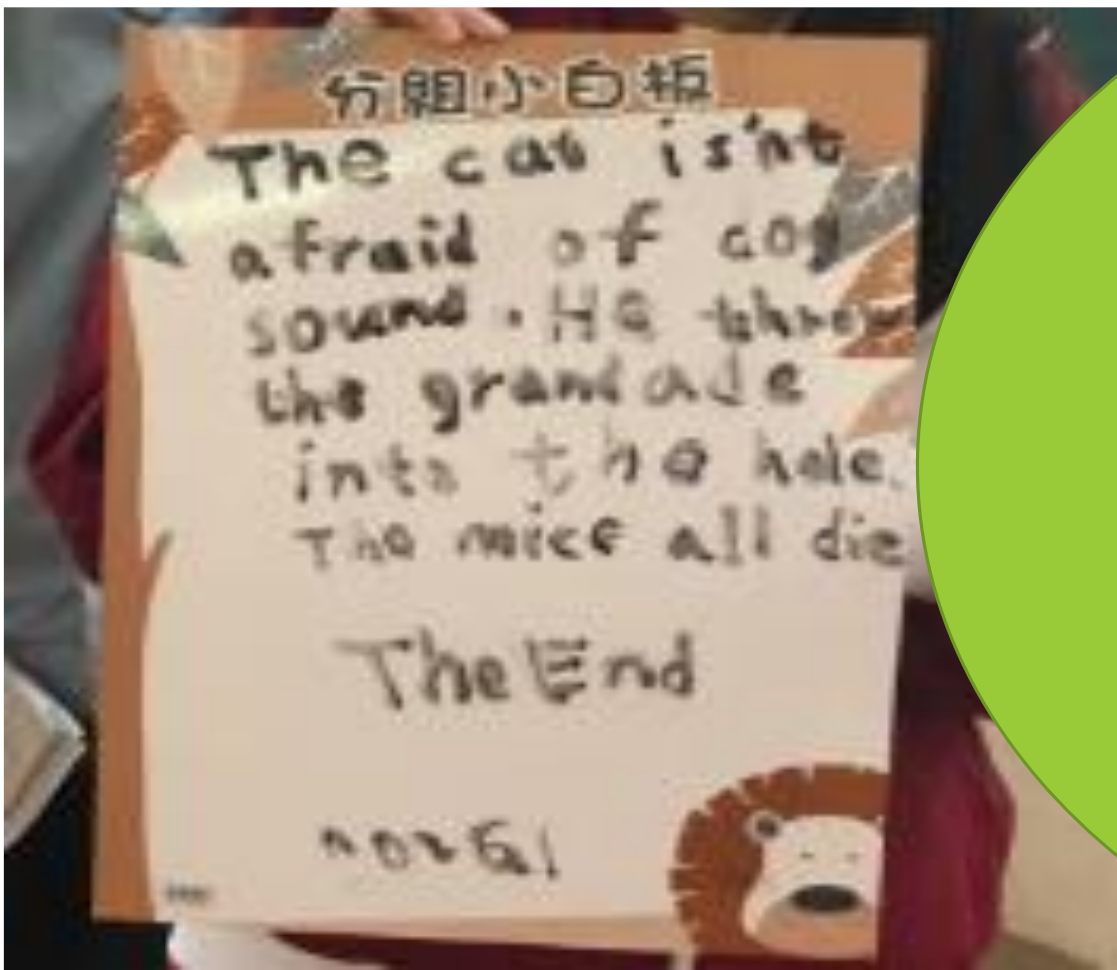
回到課文問題How

to kill the cat?

The mice ~~feel~~ felt the cat was
yummy, so they ~~catch~~ caught
the cat to cook **for** their
dinner.



The mice **felt** hungry when they
saw the cat, so they caught the
cat to cook for their dinner.



The cat isn't afraid of
dog's sound. He threw
the grenade (手榴彈)
into the hole. The mice
all die.

The End.

802 G1

98 use tools to solve the
problem for people.



ending.

What r u goin' to do ?
(Wat **are you going** to do?)
Wait and see... bow bow!
The cat got heart attack
and ~~dead~~ **died**. (**was dead**)
Mice: Hooray!

What r u goin' to do?
Wait and see... bow bow!
The cat got heart attack and ~~dead~~ died!
Mice: Hooray!
802
G4

死亡(詞性)

die

V

dead

adj.

death

N.

分組小白板

分組小白板

mouse and cat become people.
and they ~~are~~ are together forever.

95 fill with
peaceful value

The mouse mice and the
cat become people and
they are(get) together
forever.

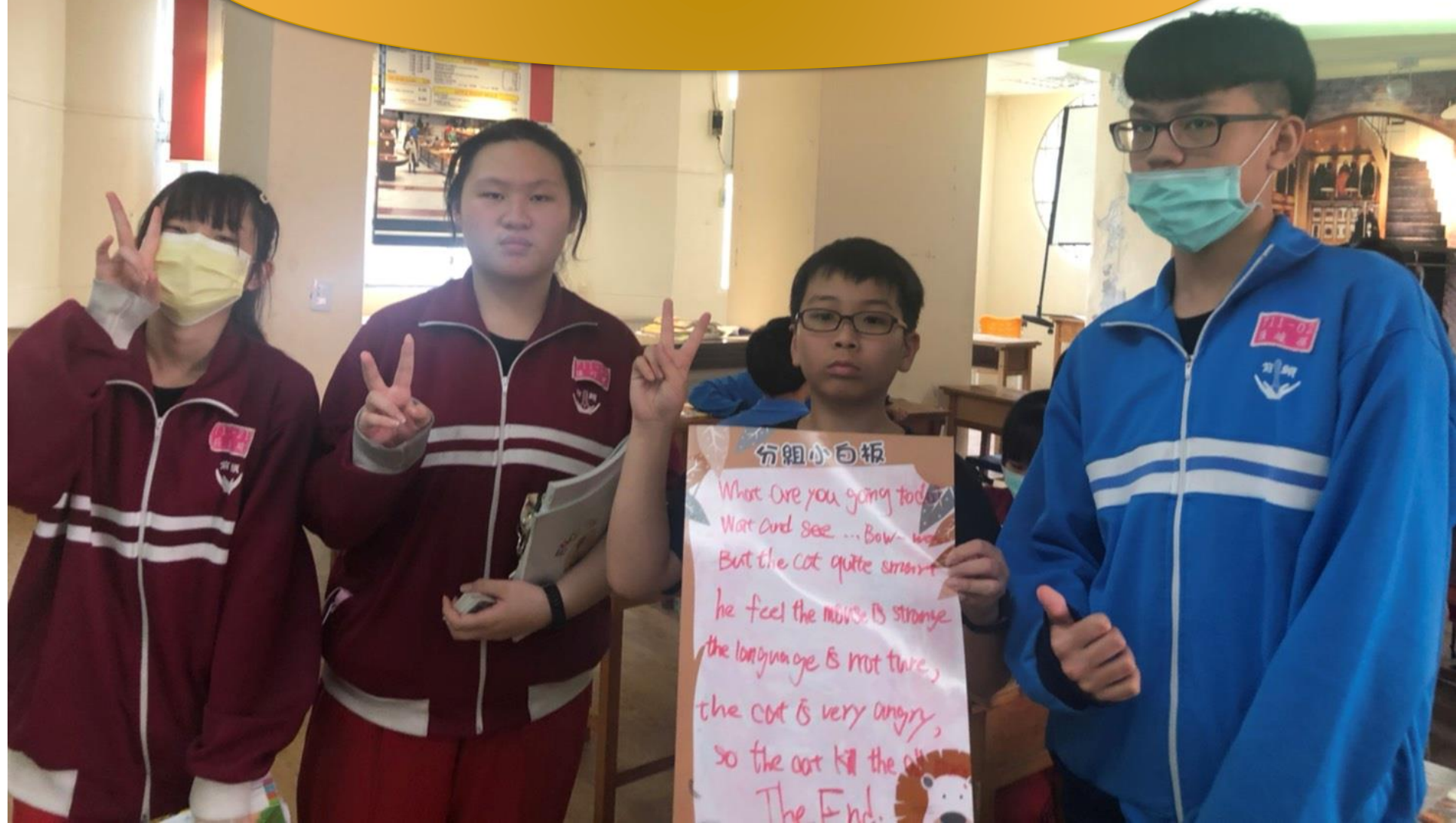
分組小白板

What are you going to do?
Wait and see ... Bow-wow
But the cat quite smart
he feel the mouse is strange
the language is not true,
the cat is very angry,
so the cat kill the all mouse
4 The End.

90 clear
statement.

What are you going to do?
Wait and see...Bow Wow..
But the cat quite smart, he feels
the mouse is strange. The
language is not true, the cat is
very angry, so the cat kill all the
~~mouse~~ mice.

扶C顧A



分組小白板

What are you going to do?
Wait and see ... Bow-wow
But the cat quite strange
he feel the mouse is strange
the language is not true,
the cat is very angry,
so the cat kill the mouse
The End!

開發創意



7 相關考題閱讀

Who would bell the ring

(youtube 影片翻成考題)

(36-38 題)。

Who would bell the ring?

There lived hundreds of mice in Billy's house who would keep jumping up and down. One day Billy brought a cat home, so the rats were in a great difficulty.

The cat would quietly sit in the dark and as soon as she would see a rat, she would pounce on it and eat it up. The poor rats were helpless.

One day they decided to call upon a meeting. Every big and small rat was present in the meeting.

The Head: friends, you all know that we are in a great trouble. We must try and get rid of the cat.

Rat A: we should all go in search of food before it gets dark.

The Head: But what difference will it make? Even the cat would start coming before it gets dark.

Rat B: I have an idea. We hang a bell around the cats' neck. We will come to know when the cat is around, and so we can hide inside our holes.

Other Rats: Wow, that's great. What a nice suggestion.

The Head: Bell in cat's neck. How nice! But there is one problem. Who will bell the cat?.....Everyone was quiet. There was a pin drop silence. Everybody was stunned as they didn't have any answer.

36 What does it mean "keep jumping up and down"?

It means the rats can _____.

- (A) go everywhere. (B) only jump ...
(C) not jump but can run (D) hide from the cat.

37 Please use another words to say as "there was a pin drop silence". It means _____.

- (A) A pin drop into the floor to show they were angry.
(B) The drop was important to save everyone's life.
(C) Everyone kept silent for a while.
(D) Everyone was afraid of cat and kept running.

38 What can we learn from this reading?

- (A) Never too old to learn.

(B) It is never too late to learn.

透過以上教學步驟帶領低成就孩子 (回天乏術) 進入七年級學習表現能力



各種能力的學習表現與七年級之PLD的對應關係

Reading

劉慶剛教授提供

第四階段英語文的學習表現 (analytical)	評量標準 (B)
3-IV-1 能辨識連續書寫體大小寫字母。 ◎3-IV-2 能辨識課堂中所學的字詞。 3-IV-3 能看懂簡易的英文標示。 3-IV-4 能看懂簡易的圖表。 3-IV-5 能看懂簡易的生活用語。 3-IV-6 能看懂基本的句型。 3-IV-7 能了解對話的主要內容。 3-IV-8 能了解短文、簡訊、書信的主要內容。 3-IV-9 能了解故事的主要內容與情節。 3-IV-10 能辨識簡易故事的要素，如背景、人物、事件和結局。 3-IV-11 能藉圖畫、標題、書名等作合理的猜測。 *3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、推測字義、推敲文意、預測後續文意及情節發展等。 *3-IV-13 能了解短劇的主要內容與情節。 *3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀。 *◎3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及	<ul style="list-style-type: none"> • 能指出對應的連續書寫體。 • 能指出句中關鍵字詞片語的基本語意。 • 能指出字詞變化[1]及語法一致性。 • 能指出句子結構[2]，包含詞序、必要成分及其他組成成分。 • 能從局部上下文明顯語境指出適切時態。 • 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 • 能指出明確敘述的訊息。 • 能整合明顯、簡易或局部訊息，指出主旨大意。



核心素養考題就在
教學過程中學習各樣主題

透過英語歌唱練習聽，唱，讀，寫

翰林 B5U1

Have You Ever - Westlife (完成式歌曲練習)

現在式	love	need	try	be	have	find	dream	close	give
過去式				/					
過去分詞									

填入你聽到的正確詞彙

Have you ever _____ somebody so much?
It makes you cry.

妳有否試過如此深愛著某人?
令妳不禁落淚?

Have you ever _____ something so bad?
You can't sleep at night.

妳有否試過渴求著某物?
令妳徹夜難眠?

Have you ever _____ to find the words?
But they don't come out right

妳有否試過尋找那隻字片語?
卻沒法說得出口?

Have you ever, have you ever
Have you ever _____ in love

妳有否試過?
妳有否試過深深的墮入愛河?

_____ in love so bad?
You'd do anything to make them understand.

妳會做盡一切，讓他們明白了解?

Have you ever _____ someone steal your heart away?

妳有否遇過一個讓妳動心的人?
妳會犧牲一切，讓他們感同身受?

You'd give anything to make them feel the same.
Have you ever searched for words to get you in their heart?

妳會犧牲一切，讓他們感同身受?
妳有否試過尋找著話語，要他們把妳放在心上?

But you don't know what to say.
And you don't know where to start.

但妳不知道應該說甚麼?
更不知道該從何開始?

_____ somebody so much?
It makes you cry.

_____ something so bad?
You can't sleep at night.

_____ to find the words?
But they don't come out right.

Have you ever, have you ever
Have you ever _____ the one you've dreamed of all your life?

妳有否試過遇見妳夢寐以求一生的那個人?

You'd do just about anything to look into their eyes.

妳會做盡一切，想要得到他們的注視?

Have you finally _____ the one you've _____ your heart to?

妳有否最終找到，妳為其奉獻全心的那個他?

Only to find the one won't _____ their heart to you.

唯一的那個他，卻不會同樣把心托付於妳?

Have you ever _____ your eyes and

妳有否試過閉上眼睛，幻想他們曾在那裏?

Dreamed that they were there.

And all you can do is wait for the day that they will care.

然而妳只可以等待，他們會回心轉意的那一天?

翰林B5U2

My Measurements

Class:

Name

No. 4

Group task : work together with your partners (跟你的小組一起測量)

Measure your hand first. 先量自己的手

1 How long is my hand?
(from thumb to little finger)



_____ inches = _____ CMs

Measure your step also. 再量自己的步距

2 How long is my step?



_____ inches = _____ CMs

Measure the length and width of a window 用手量一個窗戶的長寬

3 How long and wide is a window in my classroom?

Length
_____ inches
= _____ CMs



Width
_____ inches
= _____ CMs

長 _____ (1,2,3...) hands' length ; 寬 _____ (1,2,3...) hands' length

Measure the length of my classroom 用步距量教室長度

4 How long is my classroom (from the front door to back door)?

_____ (1,2,3...) steps
步距幾步?

Length: _____ inches

= _____ CMs

The real length of width by rulers (看看哪組最正確?)

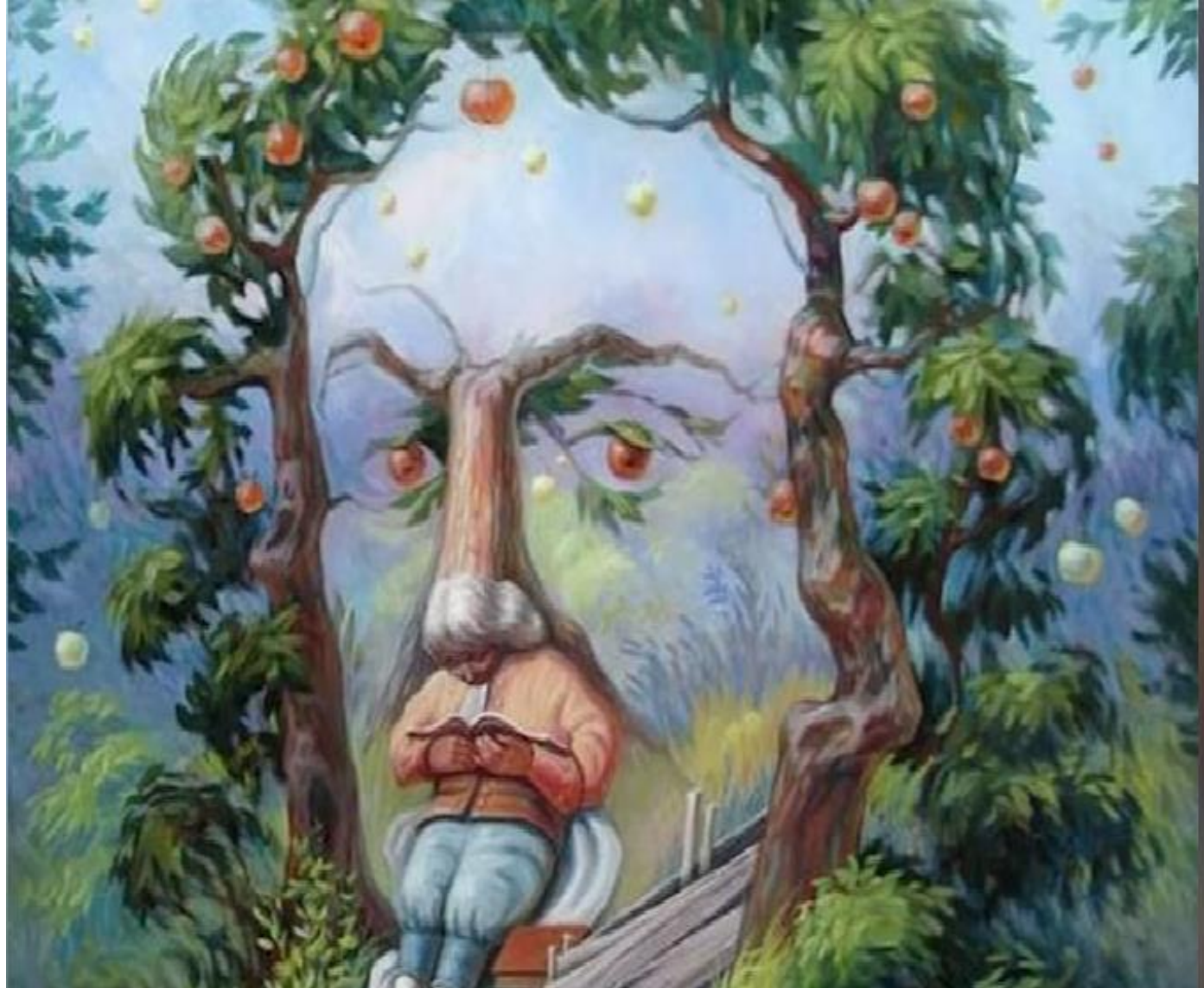


Real length and width of
a window

Length: _____ inches
Width: _____ inches

Real length of our
classroom

Length: _____ inches
Width: _____ inches



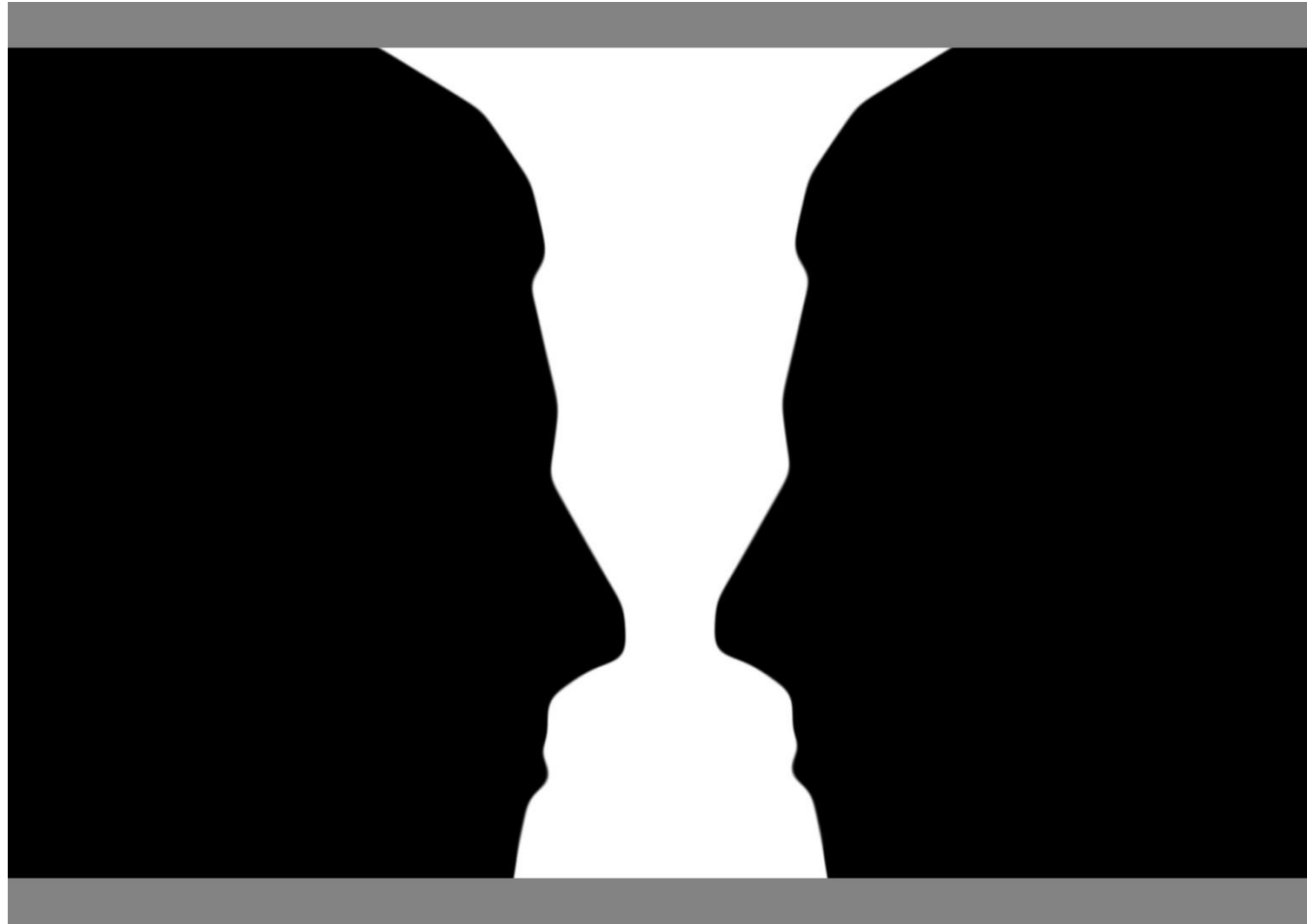


IF YOU SEE A FACE, IT MEANS YOU'RE FULL OF WISDOM AND CURIOSITY.

IF YOU SEE A FACE, IT MEANS YOU'RE FULL OF WISDOM AND CURIOSITY.

COGNITIVE ILLUSION

認知的錯覺



COGNITIVE ILLUSION

認知的錯覺



Work Assignment:
No2: Find the pattern of
passive voice from the film

NO. 2 林漳峰

Cockroaches **are seen** everywhere.

Even the head of cockroach **is cut**, it still can
live for nine days.

問題提問

Why can the cockroaches still be alive for many hours,
even its head is **cut** off?

NO. 1
吳幸宜

1. Because cockroaches **have no nets of blood vessels**, their necks **would seal off** after being cut away from their heads.

.

Work Assignment:
No1: Answer the
questions from the
film

Group member:90407,14,16,26

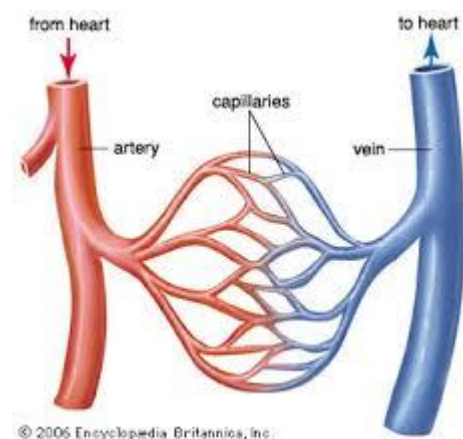
翰林 B5U4課外影片欣賞與
問題提問

blood vessels 血管

bleed out 流血

N0. 3
陳安慧

N0. 3:
Find the new
words you don't
understand

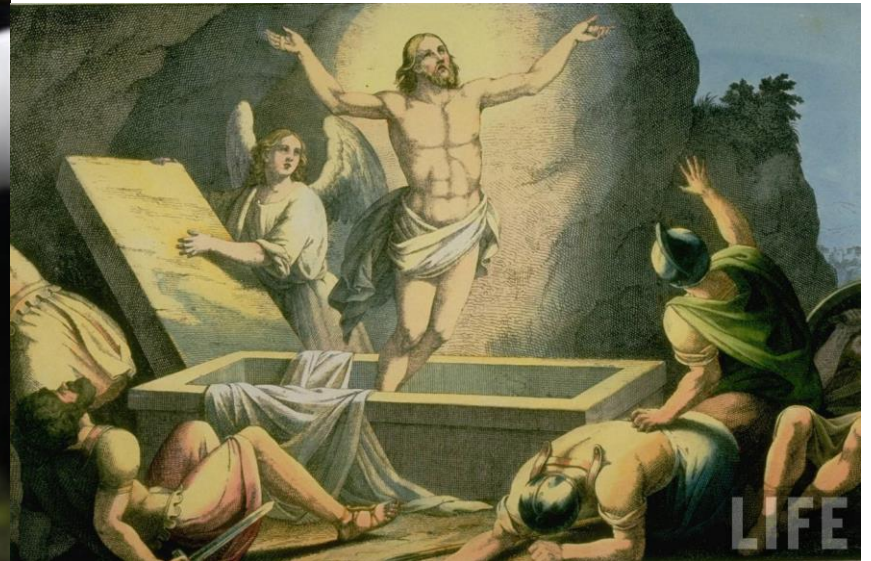


seal out 封鎖

regenerate 再生

NO. 4 張嘉鈞

NO. 4:
Find the new
words you don't
understand



NO.2 90418 鄭左鳳

1. Ants need **to be** constantly **supplied** with food.
2. The mealybugs **are carried** on the ants' heads

NO.1 90403 張瑋翔

1. Do ants raise animal at home , how do you call it ?

I call it symbiosis (合作關係) and the animals **are called mealybugs.**

2. Why ants raise animals at home ?

They can **stock food** at home.

WORDS

NO.3 90423 李慧琴

工蟻 worker ant



鋸針蟻 ants iaws



WORDS

NO.4 90422 高佳琪

蚜蟲 aphid



家畜 livestock



B 5U5 GUESS WHAT THE PERSONS DO !

猜猜看，他們在做什麼？

After watching the pictures , write down what you see on the white board (blackboard).

看完圖片後，請用英文寫出你所看到的？

No. 1,2 write the answer...No.3,4 speak out the answer.

1,2號寫答案， 3,4號念出答案

A STUDY

Take an example: 舉例說明



WHAT SHOULD YOU DO IF YOU SEE THAT?

I would tell him that he should raise his hand and ask teacher if he can eat. 我會叫他舉手問老師是否他可以吃東西?

Then raise your hand to speak out the above sentence. Take turn to read aloud and then I will add your group points.

然後舉手唸出以上句子(改正的行為)，最快者加 2分...下一題需換人念才有加分

ACTION C



HE IS CHEATING IN CLASS.



WHAT SHOULD YOU DO IF YOU SEE THAT?

I would tell him that **he should** study harder and write the answer by himself.

我告訴他，他應該更用功讀書並自己寫答案。

Action 2 ??



"I have done nothing wrong. It was an error of judgement."

The boy broke the window.



"I have done nothing wrong. It was an error of judgement."

WHAT SHOULD YOU DO IF YOU SEE THAT?

I would tell him that **he should** pay for the windows.

我會告訴他應該要付窗戶的錢。

ACTION 6



THEY WERE SMOKING AT SCHOOL.
THEY SMOKED .



WHAT SHOULD YOU DO IF YOU SEE THAT?

I would tell them **to say no** bravely when someone attract them to try.

我會告訴他們勇敢說不當有人誘惑他們嘗試!

U5 DIALOGUE P66

WATCH THE FILM AND ANSWER THE QUESTIONS:



WRITE DOWN YOUR ANSWER ON THE BLACKBOARD.

1. Who brought the lighter to school?

誰帶打火機到學校?(No4.)

2. Who were the three persons smoking in the restroom?是哪三個人在廁所抽菸?(No3.)

3. Write down Patty's suggestion to Ethan

寫下Patty 給 Ethan 的建議(No1,2)

4. And underline all the answers on your book.

CHINESE ZODIAC 生肖

What are the 12 signs of the Chinese Zodiac? Name the Chinese Zodiac:

1 Rat 2 _____ 3 _____ 4 Rabbit



5 dragon 6 _____ 7 _____ 8 goat

9 monkey _____ 10 _____ 11 Dog 12 Pig

A STORY ABOUT THE CHINESE ZODIAC (生肖).

During Chinese New Year, Chinese people like to talk about the animal sign for that year. However, not everyone knows [how the twelve signs of the Chinese zodiac came to be]. Here is one story.

用顏色標記動詞，名詞...協助低成就s
了解關鍵字字

A STORY ABOUT THE CHINESE ZODIAC (生肖).

During Chinese New Year, Chinese people like to talk about the animal sign for that year. However, not everyone knows [how the twelve signs of the Chinese zodiac came to be(開始形成)].

Here is one story.

透過以上教學步驟帶領低成就孩子（已有起色） 進入 八年級學習表現能力



各種能力的學習表現與八年級之PLD的對應關係

Reading

第四階段英語文的學習表現 (analytical)	評量標準 (B)
3-IV-1 能辨識連續書寫體大小寫字母。 ◎3-IV-2 能辨識課堂中所學的字詞。 3-IV-3 能看懂簡易的英文標示。 3-IV-4 能看懂簡易的圖表。 3-IV-5 能看懂簡易的生活用語。 3-IV-6 能看懂基本的句型。 3-IV-7 能了解對話的主要內容。 3-IV-8 能了解短文、簡訊、書信的主要內容。 3-IV-9 能了解故事的主要內容與情節。 3-IV-10 能辨識簡易故事的要素，如背景、人物、事件、問題等。 3-IV-11 能藉圖畫、標題、書名等作合理的判斷。 *3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、預測字義、推斷文意、預測後續文意及情節發展等。 *3-IV-13 能了解短劇的主要內容與情節。 *3-IV-14 能快速閱讀了解文章重點，並有效應用於廣泛閱讀。 *◎3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。 *3-IV-16 能閱讀不同體裁、不同主題的簡易文章。	• 能指出對應的連續書寫體。 • 能指出句中關鍵字詞片語的基本語意。 • 能指出字詞變化[9]及語法一致性。 • 能指出句子結構，包含詞序、必要成分及其他組成成分。 • 能從局部上下文明顯語境指出適切時態。 • 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 • 能指出明確敘述的訊息。 • 能從明顯語境指出客觀事實與個人意見。 • 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。

When we get wet, we need a towel to get ourselves dry. When a dog gets wet, all it needs is to shake its body. A study in 2010 showed that a wet dog can throw off half the water on its body by shaking for less than a second. In fact, this common act of dogs works better than a washing machine.



The study found that animal shaking begins with the head and ends with the tail. During a shake, the animal's head, body and skin all move. Smaller animals must shake faster than bigger animals to get water off. For example, in one second, a rat can shake 18 times, a dog 6 times, and a bear 4 times. Bigger animals can get their bodies dry with fewer shakes.

For animals, shaking is not just about getting themselves dry. It is also about saving their lives. Being wet makes animals heavier, and that makes it harder to run. In the animal world, how fast an animal can run often decides whether it will live or not. Maybe that's why the "wet-dog shake" has become a common habit of many animals.



skin 皮膚

從會考題目了解複習重點(107會考)

When we get wet, we need a towel to **get** ourselves **dry**. When a dog gets wet, all it needs is to shake its body. A study in 2010 showed that a wet dog can throw off half the water on its body by shaking for less than a second. In fact this common act of dogs **works better** than a washing machine.

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34 、 What does the reading say about shaking?

- ☐ (A) Different animals' shaking begins with different body parts.
 - ☐ (B) Shaking is a way that animals use to make other animals scared.
 - ☐ (C) Animals that are not kept as pets do the shaking better than those that are.
 - ☐ (D) Shaking themselves dry may help animals run faster in dangerous moments.
-

35 、 What can we learn from the reading?

- ☐ (A) The animal's tail can help it run more quickly and easily.
 - ☐ (B) Some animals shake more than they need to get water off.
 - ☐ (C) The idea of washing machines came from the shaking of dogs.
 - ☐ (D) Larger animals get themselves drier at each shake than smaller animals.
-


36 、

A

drier
比較乾燥

B

Bigger animals can get their bodies dry with **fewer** shakes
A **rat** can shake **18 times** , a **dog** **6 times**, a **bear** **4 times**



For animals, shaking is not just about getting themselves dry. It is also about saving their lives. Being wet **makes** animals **heavier**, and that make it **harder** to run. In the animal world, how fast an animal can run often decides whether it will live or not. Maybe that's why the "wet-dog shake" has become a common habit of many animals.

P93-95 比較級(形容詞 + ER 或 MORE)

A study in 2010 showed that a wet dog can throw off half the water on its body by shaking for **less than** a second

(不到...差級比較)

p95 (6)劣等比較

The computer is **less** expensive **than** the television.

Mary is **less** beautiful **than** Tina.

I am **less** handsome **than** you.

八里 is 比新莊還不方便(**convenient**)

Pali is less convenient **than** 新莊.

Miss Lee lives in a high(高的) building.

The kite flies high (高地).

The early(早的) bird catches the worm.

Please come early(早地)..

Sorry, I am late (晚的).

We arrived late (晚地)because of bad weather.

I took a fast(快的) train to Taipei.

Young boys grow fast(快地).

.

It's your turn.

他是一個勤勞的工作者

She is a _____ worker. (hard)

She _____.

She is a hard (勤勞的) worker.

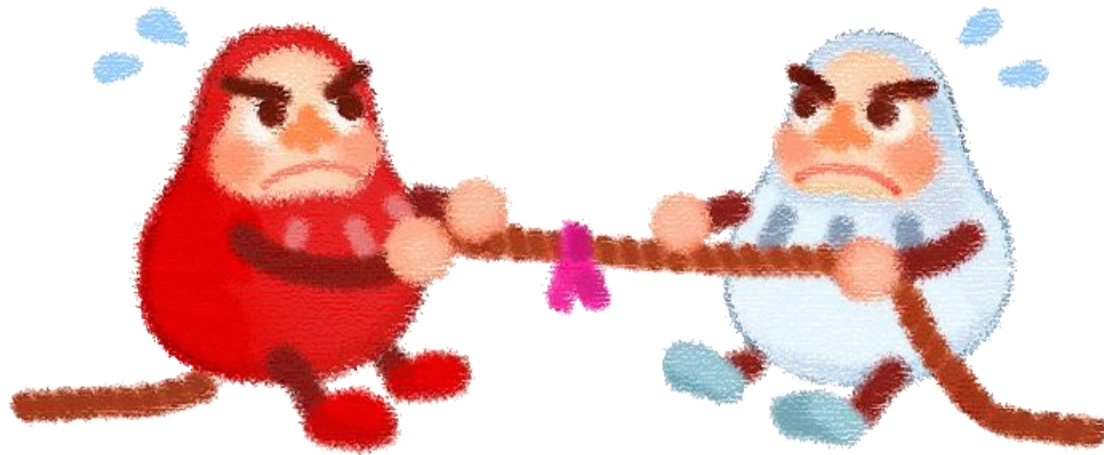
She works hard (勤勞地).

講義 94 (1) 原級用法---兩個相同的比較法

A + bev. + **as** + 原級（不變化） + **as** + B.

The man is as strong as the other. (一樣強壯)

Joe is as smart as Josh. (一樣聰明)



講義 94 (1) 原級用法---兩個相同的比較法

A + BEV. + **AS** + 原級（不變化）
+ **AS** + B.

Mary is **as** free **as** a bird.

跟小鳥一樣自由

Eric is **as** smart **as** an owl.

跟貓頭鷹一樣聰明

Robert is **as** sly **as** a fox.

跟狐狸一樣狡猾

Tom is **as** fat **as** a pig.

跟豬一樣胖

Peter is **as** busy **as** a bee.

跟蜜蜂一樣忙

Keven is **as** blind **as** a bat.

跟蝙蝠一樣瞎

Tina is **as** proud **as** a peacock.

跟孔雀一樣忙驕傲

IT'S YOUR TRUN.

1. Leo 跟獅子一樣勇敢(brave)

Leo is as brave as a lion.

2. 我們跟狼(wolf)一樣餓

We are as hungry as a wolf.

3 他們跟公牛(ox) 一樣強壯

They are as strong as an ox.

They are as strong as oxes.

透過試題分析帶領C級S繼續甘心閱讀
進入九年級學習表現能力



各種能力的學習表現與九年級之PLD的對應關係

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*◎3-IV-15 能分析及判斷文章內容，了解敘述者的觀點、態度及寫作目的。	
*3-IV-16 能閱讀不同體裁、不同主題的簡易文章。	

測驗結果呈現方式 (柏宏老師分享)

教育會考採用**標準參照**模式(個人的測驗表現是否達到設定的標準)，各科評量結果分為三表現等級。

◆ 使用三個表現等級：

- 「精熟」：**精通熟習**該科目國中階段所學習的**知識與能力**
- 「基礎」：**具備**該科目國中階段之**基本學力**
- 「待加強」：**尚未**具備該科目國中教育階段之**基本學力**

能力等級加註標示

解決免試入學超額問題的配套方式：

- 精熟[A]加註標示 (A+、A++)，其中
 - ✓ A++代表精熟等級前25%
 - ✓ A+代表精熟等級前26% ~ 50%
- 基礎[B]加註標示 (B+、B++)，其中
 - ✓ B++代表基礎等級前25%
 - ✓ B+代表基礎等級前26% ~ 50%

註：會考成績將採「三等四標」方式畫分，
共分為精熟 (A) 基礎 (B)、待加強 (C) 三個等級，
並另外加上A++、A+及B++、B+四種標示。

英語科整體表現等級計算方式

1. 計算考生英語科加權分數

國中教育會考以「聽力占 20%，閱讀占 80%」¹的原則計算英語科加權分數，計算公式如下：

$$\text{英語科加權分數} = \frac{\text{聽力答對題數}}{\text{聽力總題數}} \times 20 + \frac{\text{閱讀答對題數}}{\text{閱讀總題數}} \times 80$$

在上述計算公式中，「測驗總題數」與「考生答對題數」為影響加權分數高低的兩個重要因素。每年的測驗總題數不一定相同，以 106 年為例，總題數為 62 題，其中聽力試題 21 題，閱讀試題 41 題。若某考生的聽力測驗答對 21 題，閱讀測驗答對 10 題，則其英語科加權分數為

$$\frac{21}{21} \times 20 + \frac{10}{41} \times 80 = 39.51 \text{ (四捨五入至小數點後 2 位)}。$$

**英語成績 = 英語閱讀 + 英語聽力
(加權計分)**

英語科整體表現等級計算方式

2. 計算各表現等級最低加權分數

計算各等級最低加權分數時，需利用聽力測驗與閱讀測驗的各等級最低答對題數，下表為 106 年的統計結果。從該表可知，在聽力測驗獲得基礎等級至少需答對 13 題；在閱讀測驗獲得基礎等級至少需答對 14 題、獲得精熟等級至少需答對 36 題。需注意的是，每年度各表現等級的最低題數不一定相同，由當年標準設定計分會議決定。

聽力 (共 21 題)	基礎		待加強
	答對題數 13-21 題		答對題數 0-12 題
閱讀 (共 41 題)	精熟	基礎	待加強
	答對題數 36-41 題	答對題數 14-35 題	答對題數 0-13 題

利用前述聽力及閱讀基礎等級的最低答對題數（分別為 13 題與 14 題）、聽力²及閱讀精熟等級的最低答對題數（分別為 21 題與 36 題）代入加權分數計算公式，可算得英語科整體（聽力加閱讀）基礎表現等級最低加權分數為 $\frac{13}{21} \times 20 + \frac{14}{41} \times 80 = 39.70$ ，精熟表現等級最低加權分數為

$\frac{21}{21} \times 20 + \frac{36}{41} \times 80 = 90.24$ 。若考生之加權分數為 90.24 以上，則其為精熟等級；加權分數為 39.70 以上

但未達 90.24，則其為基礎等級；加權分數未達 39.70，則其為待加強等級。

<https://drive.google.com/drive/u/0/folders/12TEyk6QTP5poF42GqJrQDJO7awReT9V7>

觀賞一段畢業學生的三年感言