

國中英語創發中心素養教學實作優良案例

臺南市國中英語輔導團 創思與教學研發核心講師團隊

111.6.7（二） 新興國中場

Check In - 簽到表



Schedule

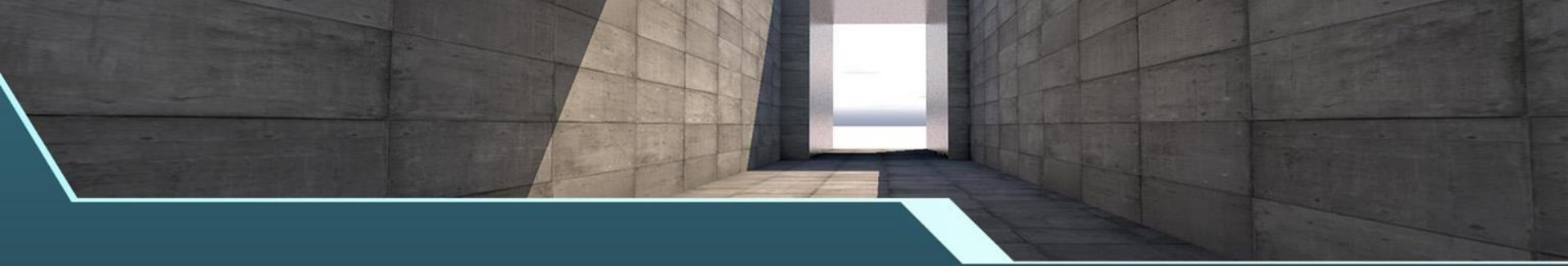
時間	活動
8:30-9:00	工作報告
9:00-10:00	新興場優良示例分享 & QA討論
10:00-10:10	中場休息
10:10-10:50	善化場、下營場示例分享
10:50-11:00	綜合座談

創發中心必選修課程與時數規劃

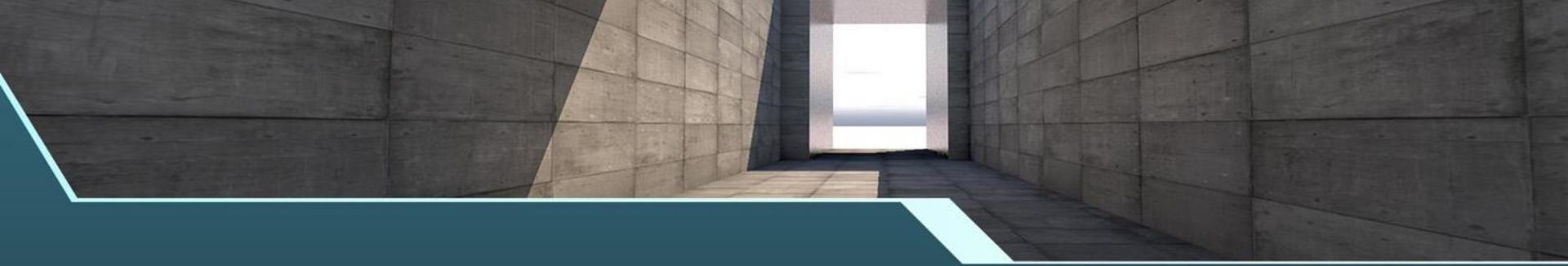
三年內(109-111學年度)全市國中英語老師完成36小時課程

初階24小時 (必修2門課)	進階12小時 (選修6小時+6小時回流實作分享)
素養導向教學與評量	多元媒材教材與教法
1. 課中差異化教學(6小時實體研習+6小時返校實踐) 2. 素養命題與教學 (6小時實體研習+6小時返校實踐) 必修	1. 英語學習扶助教材教法 2. 數位科技輔助英語教學 3. 英語閱讀策略 4. 英語聽說教學設計 5. 雙語/全英語教學 6. 議題融入英語課程設計 7. 多元評量設計 ★每年英語團辦理的研習名稱(如：到校服務)都會冠上創發中心主辦，時數都是被承認的。

講師: 臺南市國中英語輔導團創思與教學研發核心講師團隊/專家講師



Part 1　複習初階内容



英語科素養導向紙筆測驗及示例分享

英語科素養導向實作評量及示例分享

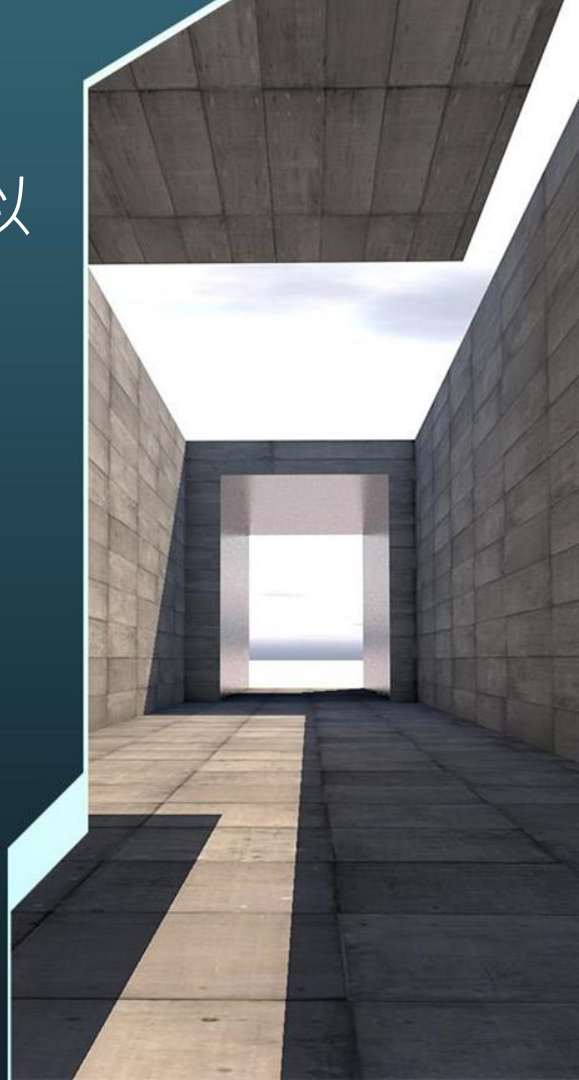
英語科紙筆測驗怎麼出素養題?

英語文紙筆測驗的真實情境、真實問題符合以下情境，而非侷限文本的取材內容

一、學術探究情境

就英語文學術專業層面來說需要思考學習的問題

e.g.文學作品賞析、文學史、修辭學、翻譯學、語意學、語音學...等

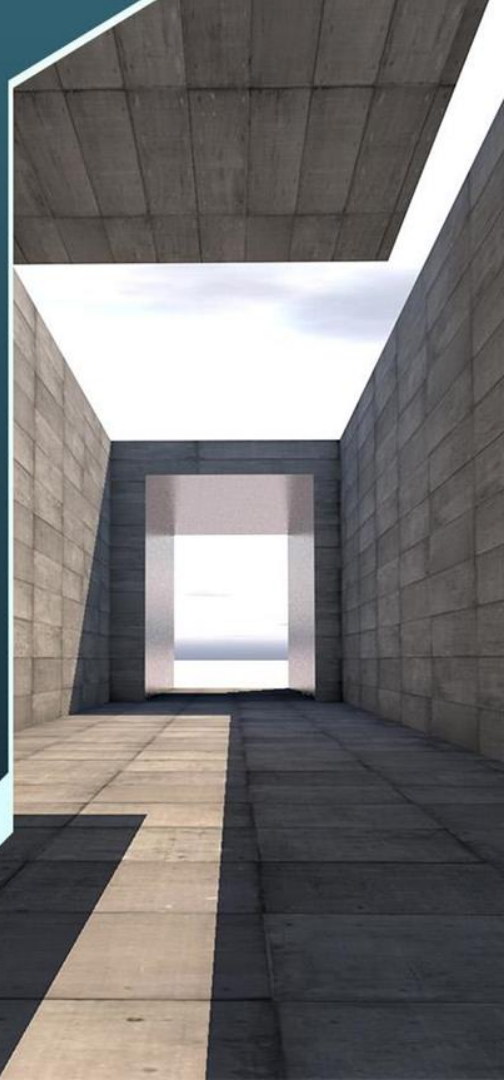


英語科紙筆測驗怎麼出素養題?

二、學習脈絡情境

在以讀寫為主的紙筆測驗中，是指讀者在真實的閱讀歷程中會思考的重要問題

e.g.指涉、統整資訊、語意邏輯、推理、作者觀點、寫作目的、文章結構等



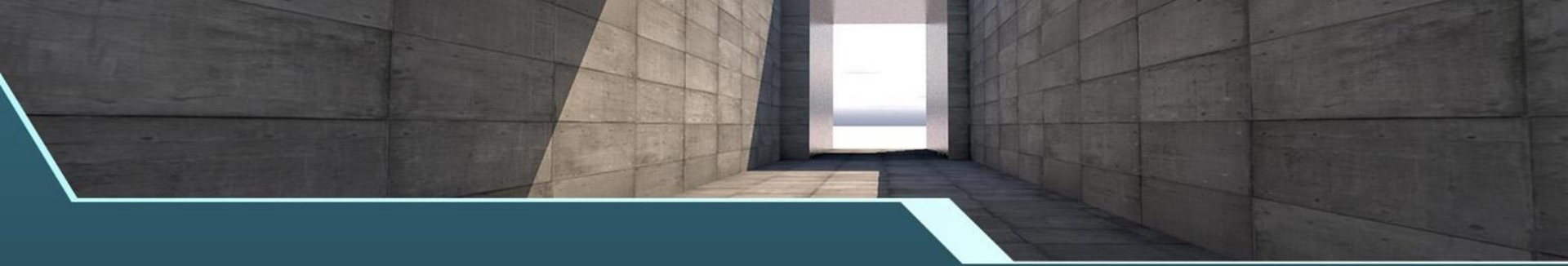
英語科紙筆測驗怎麼出素養題?

三、生活情境

其他跨領域、生活經驗或周遭相關的問題

e.g.溝通對象、目的與策略、思考工具(如系統思考)等





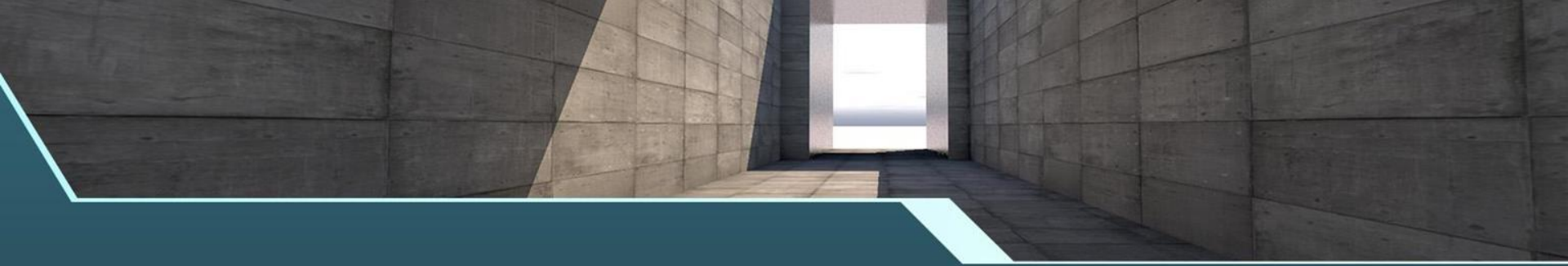
Part 2
新興場
優良設計示例分享

110學年度創發中心

國中英語科素養導向評量

優良教案

新興場



- 優良示例與反思 ：1位
- 優良示例：3位
- 優良反思：5位

優良示例

Covid-19

教師自編

北區文賢國中蔡佩伶老師

學校名稱	北區文賢國中	設計者	蔡佩伶
版本	康軒	單元名稱	沒有特定單元
評量項目（可複選）	☐聽☐說☑讀☐寫		
評量名稱	三年級平時測驗		
情境說明	Covid-19 疫情在台灣進入高峰期，藉由文章閱讀，提升學生衛教觀念。		
學習內容	D-Ⅳ-1 依綜合資 訊作合理猜測。 D-Ⅳ-2 二至三項訊息的比較、歸類、排序的方法。		
學習表現	3-Ⅳ-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展		
評量實施細節	無		

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Achoo! Your body makes you sneeze when it senses something in your nose that shouldn't be there. This can include germs, dust, pollen, or smoke. Your nose might feel uncomfortable, and the nerves of your nose tell your brain that something is invading your body. Your brain, lungs, nose, mouth, and the muscles of your upper body work together to blow away the invaders with a sneeze. When you sneeze, germs from your nose get blown into the air.

If you walk out into bright sunlight and find yourself close to a sneeze, you're not alone. According to the National Institutes of Health, about 25% of people experience this phenomenon. This phenomenon is known as photic sneeze reflex.

When you sneeze, remember to cover your mouth and nose with your hands. It is very important to wash your hands with soap after you sneeze. Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Remember to follow these five steps every time. First, wet your hands and wrists with clean, running water. Second, apply for enough soap to cover all of your hands and wrists. Third, scrub your hands and wrists for at least twenty seconds. Need a timer? Hum "Happy Birthday" song from beginning to end twice. Fourth, rinse your hands and wrists under cleaning, running water. Fifth, dry your hands and wrists with a clean towel.

If someone nearby sneezes, you can tell them "Gesundheit!" It is the German word that wishes someone good health after sneezing.

sneeze 打噴嚏　sense 感覺　germ 細菌　dust 灰塵　pollen 花粉　nerve 神經　invade 侵略
brain 大腦　lungs 肺　invader 侵略者　phenomenon 現象　photic 光的　reflex 反應
prevent 防止　soap 肥皂　wrist 手腕　scrub 搓　rinse 沖洗　German 德國的

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( ) 1. What does the German word "Gesundheit" mean?

(A) I wish you a good day.

(B) I wish you God's blessings.

(C) I wish you would stop sneezing.

(D) I wish you good health.

( ) 2. Which is NOT true?

(A) A sneeze is your body's defense(防禦) against invading germs and dust.

(B) When someone sneeze, he must catch a cold.

(C) Some people may be allergic(過敏的) to bright sunlight.

(D) When you sneeze, your brain, lungs, nose, mouth, and the muscles of your upper body work together.

3. Write down some ways that you can prevent(預防) the spread(散布) of the germs when you sneeze.(中英回答皆可)

(1) _____

(2) _____

(3) _____

4. During the COVID-19 pandemic, it is necessary to wash your hands to protect you and your loved ones. Do you know how to wash your hands correctly? Please write down the steps of washing hands in order(按順序).

Start→ _____→_____→_____→_____→_____

(A)



Scrub backs of hands, wrists, between fingers, under fingernails.

(B)



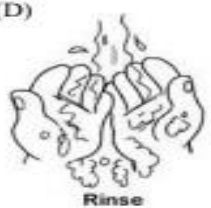
Towel dry

(C)



Wet hands

(D)



Rinse

(E)



Soap

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優良示例

Some facts about Afghanistan

教師自編

崇明國中馬翠蓮老師

學校名稱	崇明國中	設計者	馬翠蓮
版本	康軒	單元名稱	
評量項目（可複選）	□聽□說■讀□寫		
評量名稱	臺南市立崇明國民中學一百壹拾學年度第一學期第一次定期考 三 年級 英語 科試卷		
情境說明	英國與阿富汗的比較		
學習內容	D-IV-1 依綜合資訊作合理猜測。 D-IV-2 二至三項訊息的比較、歸類、排序的方法。 D-V-4 多項訊息共通點或結論的分析及歸納		
學習表現	3-IV-12 能熟悉重要的閱讀技巧,如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。		
評量實施細節	無		

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Some facts about Afghanistan

- Afghanistan is a country in Asia. The country of Iran is to its west and Pakistan is to the east.
- It is more than twice the size of the UK, but has less than half the UK's population.
- Its capital city is called Kabul.
- The main religion is Islam.
- Pashto and Dari are its two main languages.
- Cricket and football are two of its most popular sports.

* population 人口
* capital 首都
* religion 宗教

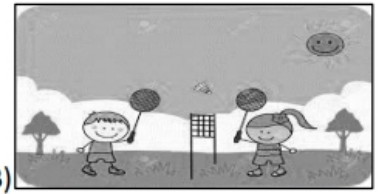
In today's class, Mr. Davis told us about some facts about Afghanistan. Alen didn't know the word "cricket", so Mr. Davis told him that cricket is a sport. Cricket: Two teams of eleven players try to score runs (= points) by hitting a small, hard ball with a bat, and running between two sets of small wooden posts.

25. According to the reading, if there are 68,000,000 people in the UK, and the UK is about 240,000 km^2, what is the population of Afghanistan? How big is Afghanistan?

(A) Population : 40 million ; Area : 400,000 km^2.
(B) Population : 34 million ; Area : 480,000 km^2.
(C) Population : 136 million ; Area : 120,000 km^2.
(D) Population : 32 million ; Area : 650,000 km^2.

26. What is cricket?

(A) 

(B) 

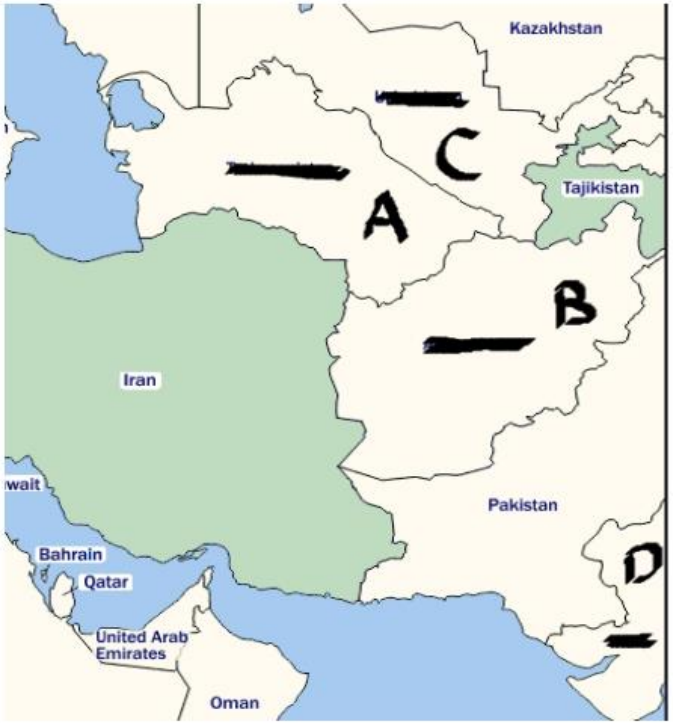
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(C) 

(D) 

27. Where is Afghanistan?

(A) A (B) B (C) C (D) D



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優良示例

French etiquette

教師自編

永康國中石培欣老師

學校名稱	永康國中	設計者	石培欣
版本	翰林版	單元名稱	B5 U5 The Sign Which You Used Is Not OK
評量項目（可複選）	□聽 □說 ■讀 □寫		
評量名稱	110 學年度第一學期三年級第三次段考試題		
情境說明	課文對話提到法國與台灣習慣的不同，以此延伸介紹更多法國禮儀。		
學習內容	C-Ⅳ-5 國際生活禮儀。 D-Ⅳ-3 訊息因果關係的釐清。		
學習表現	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。		
評量實施細節	無		

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French etiquette is an important thing to know before going to France. That means the French have some rules of conduct in most places, and knowing them will save you a lot of time and avoid embarrassment. If you show your respect to the French and their culture, you will have a better experience when you travel in France. Here are some basic rules.

1. The French shake hands almost whenever they meet, and they always do that when meeting someone for the first time or for business. However, friends may greet each other by lightly kissing on the cheeks, once on the left cheek and once on the right. By the way, first names are reserved for their family and close friends. Wait until you are invited before using someone's first name.
2. When walking into a store, a restaurant or a bar, you have to say "bonjour" (hello) before you begin looking around or asking questions. This is an opener to your interaction with the clerks or the waiters. If you don't say it, they may not greet you or serve you. To have better communication with others, you can learn some more French phrases. For example, "merci" (thank you), "excusez-moi" (excuse me) and "s'il vous plaît" (please) are very useful phrases. Also, remember to say "au revoir" when leaving.
3. The French are quiet most of the time, so try to keep your voice down. You may quickly notice how quiet the metros are, and being loud on the metro is seen as a nuisance to people who would like to get to work or go home peacefully. As for the place where you stay, don't speak or play music too loudly after 10 p.m., or your angry neighbors may call the police. You'd better keep everything at a lower volume in France.

When in Rome, do as the Romans do. When in France, do as the French do. It is really important to follow the etiquette so that you will have a more enjoyable time in France.

📖 etiquette 禮儀。conduct 行為；舉動。embarrassment 尷尬。reserve 保留；留作…之用。communication 溝通。phrase 語詞。nuisance 妨礙；騷擾。volume 音量。

(　) 1. What does "them" mean in the second line?

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(A) The trips. (B) The French people. (C) The places. (D) The rules.

( ) 2. My cousin got lost in Paris. He asked a stranger for direction and got help from her. Which three French phrases might he use in order?

(A) merci → s'il vous plaît → bonjour (B) au revoir → bonjour → merci

(C) excusez-moi → merci → au revoir (D) s'il vous plaît → bonjour → excusez-moi

( ) 3. What is NOT polite to do on the metro in France?

(A) Taking a rest peacefully. (B) Reading a novel quietly.

(C) Talking to a friend loudly. (D) Listening to music with headphones.

( ) 4. According to the article, which is true?

(A) In France, we should say "au revoir" when we are ready to go home from work.

(B) In France, people don't drink or eat on the metro because they don't want to make a sound.

(C) In France, it's polite for people to call others' first names even when they meet for the first time.

(D) In France, the waiters will treat you nicely even if you go into the restaurant without saying anything.

( ) 5. Which way of greeting is NOT mentioned in the article?

(A) 

(B) 

(C) 

(D) 

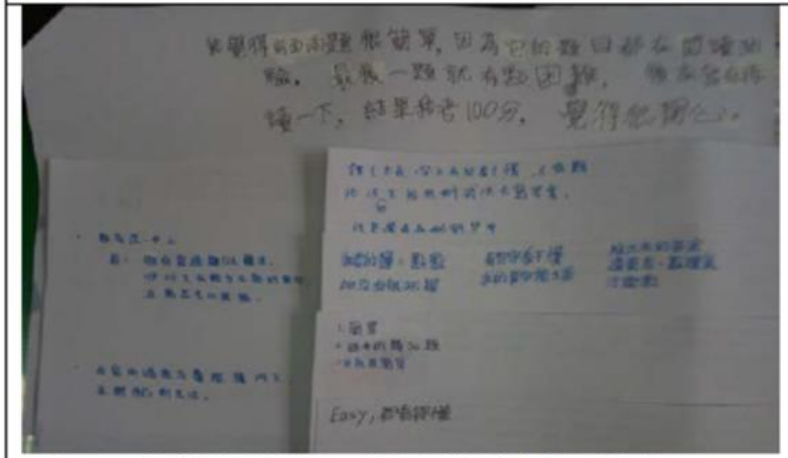
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優良反思

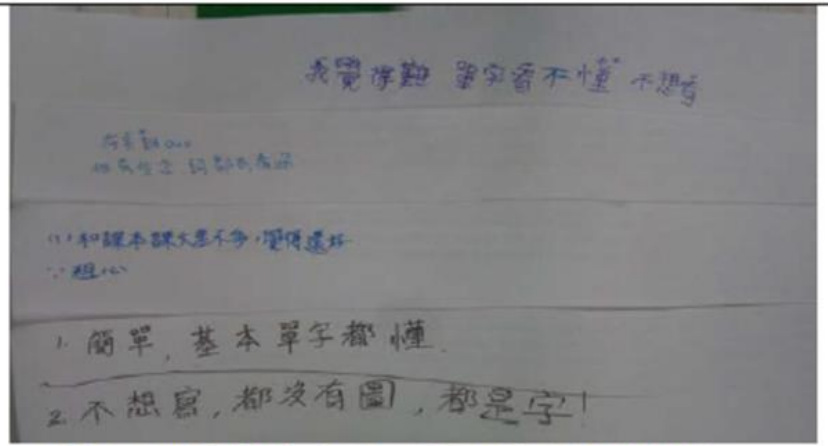
How much flour do you need?

翰林B2 Unit 4

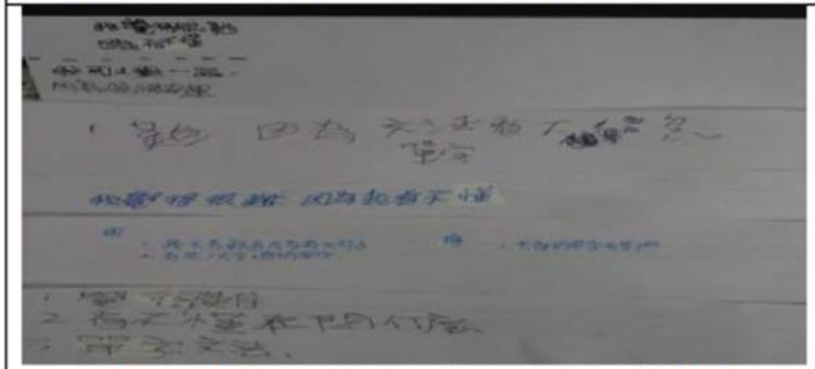
中山國中余燕萍老師



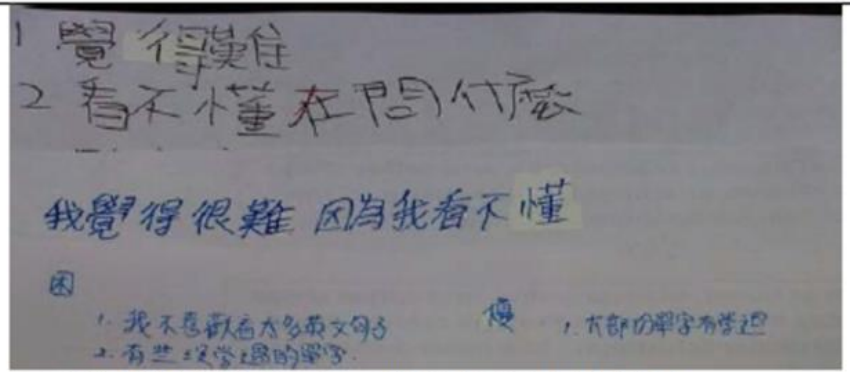
考 100 分學生寫完、對完答案後的想法



3 題對 2 題的學生寫完、對完答案後的想法



3 題對 1 題的學生寫完、對完答案後的想法



3 題全錯的學生寫完、對完答案後的想法

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1. 程度高階的學生(段考成績80-100分者)答題3題，共11人全對。
2. 程度中階的學生(段考成績60-80分者)答對2題，共9人。
3. 程度低階的學生(段考成績不及格者)答對1題，共4人。
4. 程度低階的學生(段考成績不及格者)答對0題，共3人。
5. 此閱讀素材與課本練習題相類似，較能連結學生的背景知識，因此對中上學生答題過程較為順利。
6. 程度低階學生因為認識字彙較少，比較沒耐心也沒信心作答，因此會選擇用猜的方式交差了事。

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優良反思

Let’s Set Up Camp Quickly

康軒版B4 Unit 4

安順國中吳哲賢老師

生涯發展教育融入英語領域教學學習單

學習單名稱：設計隔宿露營行程 | 二年 王 班 刁 號姓名：蔡禎欣

A. Work in pairs. Answer the following questions and share your answers with the class.

1	Do you like camping or prefer staying at a hotel? Why?	I prefer camping because I like being out in nature.
2	If you need to perform at a camping trip party, what would you like to perform?	I would like to sing a song.

B. Group discussion. Make plans for a camping trip with your family or friends.

1. Who will you go with?	With my family.
2. Where will you go?	Kenting National Park
3. When will you go there?	
4. How will you go there?	By car.
5. What will you do there?	Have a picnic and BBQ there.
6. How many days will you stay there?	Two days.

C. Paste or draw a picture about camping.



Last year, I cooked with teammates. It was interesting. We all enjoyed the food a lot.

生涯發展教育融入英語領域教學學習單

學習單名稱：設計隔宿露營行程 | 2 年 5 班 16 號姓名：謝宛蓉

A. Work in pairs. Answer the following questions and share your answers with the class.

1	Do you like camping or prefer staying at a hotel? Why?	I prefer staying at a hotel because it's more comfortable.
2	If you need to perform at a camping trip party, what would you like to perform?	I would like to dance.

B. Group discussion. Make plans for a camping trip with your family or friends.

1. Who will you go with?	My friends.
2. Where will you go?	Kenting National Park.
3. When will you go there?	
4. How will you go there?	By train and bus.
5. What will you do there?	Have a picnic and BBQ there.
6. How many days will you stay there?	2 Days.

C. Paste or draw a picture about camping.



An unforgettable camping experience at Banana Campsite last year

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1. 結合課程談到露營活動，讓學生貼上照片或繪畫，並用簡單文字描述去年學校的隔宿露營。
2. 讓學生利用小組合作及分組討論的方式，計畫一次露營活動。
3. 讓學生上台用英語分享自己可能的露營計畫。
4. 許多學生一開始覺得又要寫作業，害怕上台報告，經過適時的引導，學生大都能引發學習興趣，回憶過去的美好露營經驗並設計出新的露營活動和同學分享。

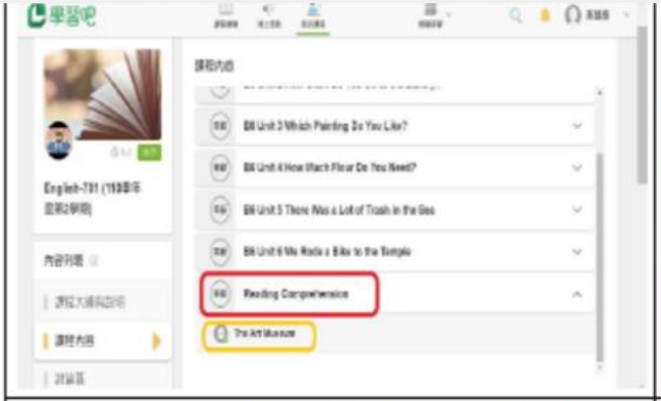
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優良反思

Open the Magic Door

翰林版B1 Unit 3

海佃國中高鵠泰老師



說明：閱讀測驗文本置於學習吧學習平台



說明：閱讀測驗文本置於學習吧學習平台



說明：學生透過平板進行線上測驗



說明：學生透過平板進行線上測驗

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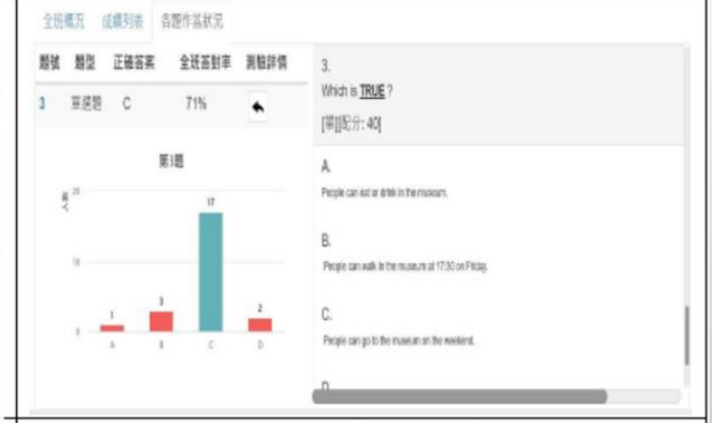
說明：試卷繳交與測驗成績概況



說明：學生成績列表



說明：學生各題作答狀況



說明：學生各題作答狀況

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[優點]

1. 透過學習平台的輔助，學生整體與個別的作答情形一目了然。
2. 透過圖表的數據分析，教師除了能知道題目的難易度之外，亦能針對學習弱勢的學生進行適當的差異化教學或補救教學。

[待改進之處]

1. 此文本偏易，學生答對率偏高，可再調整個別題目內容，提升鑑別度。
2. 素養題文本構思不容易，要完全符合新課綱標榜的題型內容與內涵，出題者還需要再多加磨練。

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優良反思

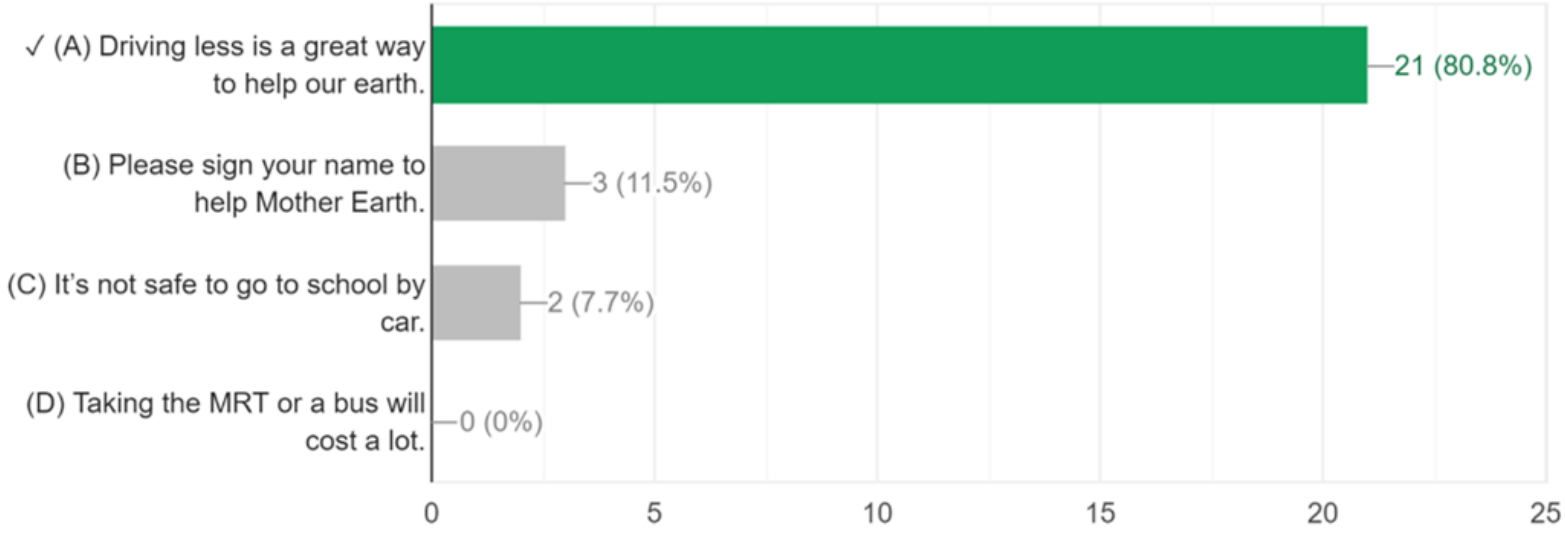
What Can We Do to Save Mother Earth

南一版 Unit 3

崇明國中胡妙花老師

(1)

答對次數：21 (作答總數：26)

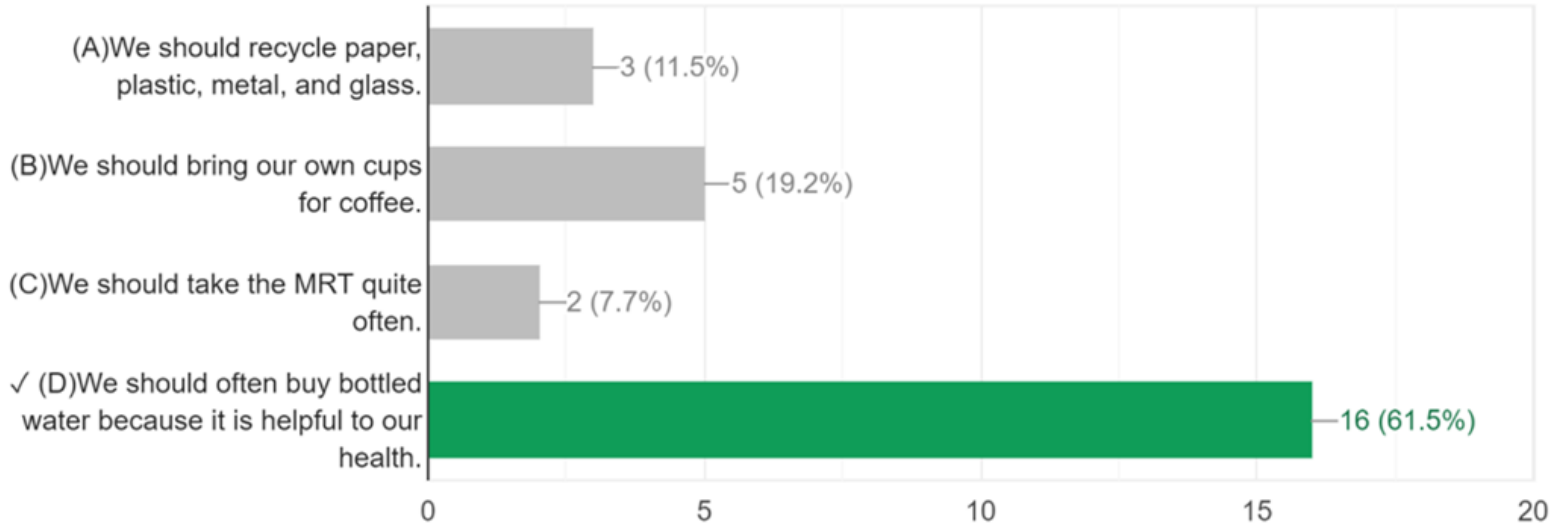


由上面的統計圖分析，第一題答對的人數為 21 人，全班 26 人施測，因此答對人數的百分比為 80.8%。可見大部分的學生都能預測後續的文意句子。↵

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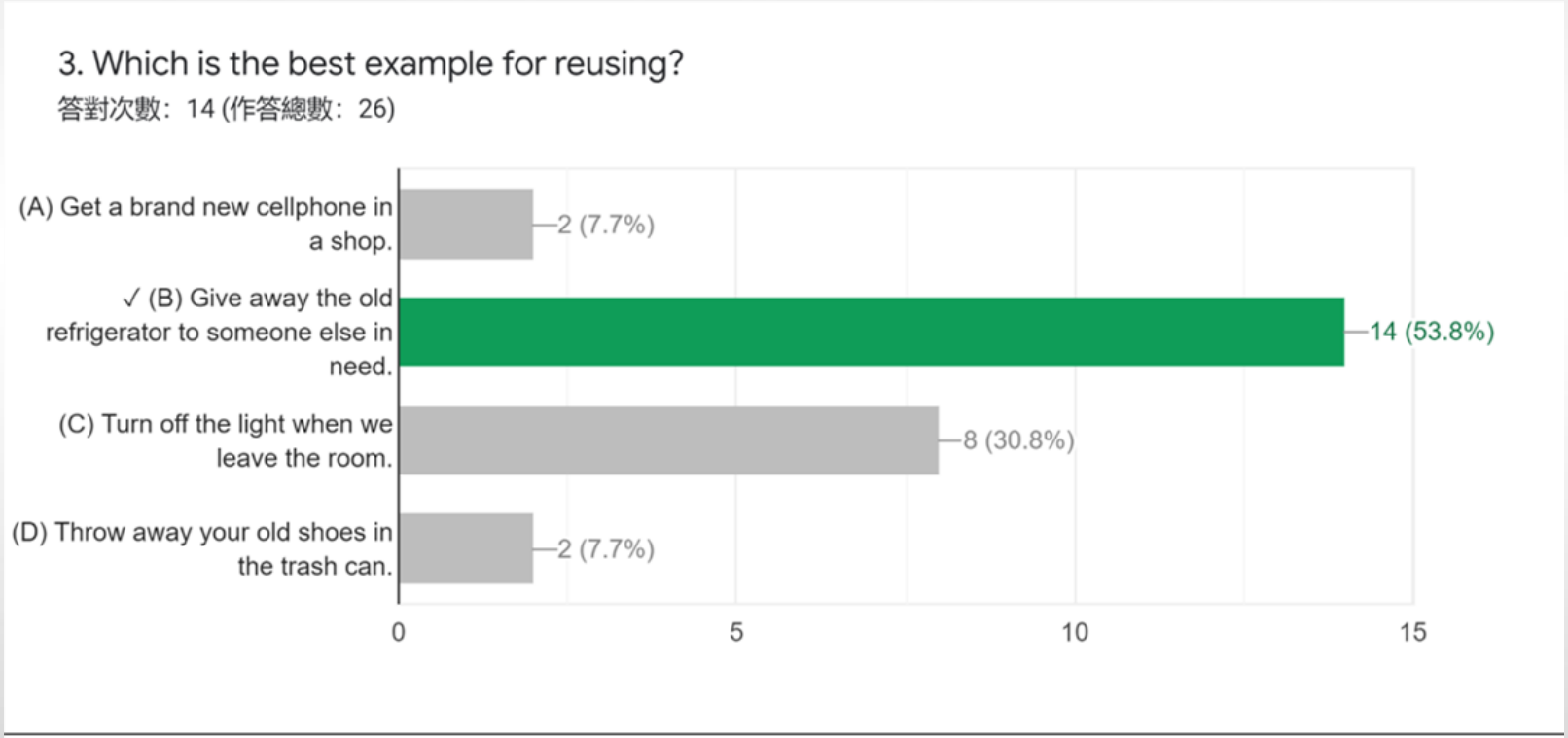
2. What can't we do to save Mother Earth?

答對次數：16 (作答總數：26)



由上面的統計圖分析，第二題答對的人數為 16 人，全班 26 人施測，因此答對人數的百分比為 61.5%，也就是超過一半以上的學生能依據文章中所呈現的敘述脈絡，做合理的推論與猜測。↵

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由上面的統計圖分析，第三題答對的人數為 14 人，全班 26 人施測，因此答對人數的百分比為 53.8%，也就是有一半的學生能夠掌握 reuse 的概念類推其他例子，很有趣的是有 30.8%的學生受到 C 選項而選錯。↵

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- 因為疫情的影響，因此利用google 表單出題，讓學生接受施測，並且可以迅速掌握各題答題的統計分析資料。
- 透過此次素養導向評量的設計訓練，讓我注意到機械式記憶與練習之題目和須比較分析判斷應用之題目這兩者之間的區別，我們還是可以保留評量重要知識與技能的試題，但應盡量避免機械式記憶與練習之題目。

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優良反思

Disney 電影比較

翰林版B2 Unit 3 & 4

沙崙國中曾婉玲老師

36	C	28	24.14	19	16.38	32	27.59	35	30.17	0	0.00	2	1.72	0	0.00	32	84	27.59	0.31難	-0.10下
37	D	28	24.14	17	14.66	21	18.10	50	43.10	0	0.00	0	0.00	0	0.00	50	66	43.10	0.52中	0.58上
38	C	15	12.93	30	25.86	49	42.24	20	17.24	0	0.00	2	1.72	0	0.00	49	67	42.24	0.45中	0.32中
39	B	40	34.48	17	14.66	35	30.17	17	14.66	0	0.00	7	6.03	0	0.00	17	99	14.66	0.21難	0.10下

答對率=答對人數/總人數　高分組答對率=分數排名在前面27%答對人數/總人數之27%　低分組答對率=分數排名在後面27%答對人數/總人數之27%

難易度=(高分組答對率+低分組答對率)/2　0.8以上:容易　,0.4以下:難　,0.4~0.8:中等

鑑別度=高分組答對率-低分組答對率　0.4以上:很好的題目(上),0.3以下:不好的題目(下),0.3~0.4:普通的題目(中)

考後試題分析，也針對試題分析結果反思

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優點：

1. 學生考試後反應熱烈，縱使不是每一位學生都看過Encanto這部電影，但是第一段出現的Coco是上學期彈性課程上過的電影，多數學生耳熟能詳。
2. 經過審題老師評閱，用字符合現階段學生的單字量，且寫法能使七成以上的學生看得懂，對我來說是一大鼓勵，相信下次出題繼續秉持這個方向設計考題就對了。

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學生反映的答題迷思：

1. 36 題：從試題分析來看，多數學生答題(A)，而正解為(C)。這題主要是回答文章的標題為何，而(A)並沒有整個涵蓋到兩個電影的主旨，不仔細的學生很容易看到 Disney 而選擇(A)。
2. 37 題：三分之一的學生會選擇(C)，但是回到文章本身就提到這是 about family love，(C)提及的是 about family love 的展現，答案是(D)。
3. 38：因為 Coco 課程中提及過，這題學生要先看懂第三段敘述 Encanto 的內容，再回到題目中四個人的觀後感，實為不好處理的題目，仍而透過刪去法還是可以順利答題，比較容易掉入陷阱的是選項(B)，這個 love，雖然在兩部電影都有呈現，但是選項(C)才能清楚表現
4. 39 題：兩部電影的共同點，關鍵字是 multicultural (a)多元文化的，許多同學會寫(C)，但是回歸文章並沒有詳細的資訊，不可以自己想像。

試題分析感想：從試題分析可以看到 36、39 題偏難，應該作修正或是剔除，37、38 可以保留，對於 36 題，我想利用時段再 8 年級施測一次，或許這個思考點 比較適合出現在 8 年級的考題；或者修改題目，將(D)選項改寫，較易判讀。另外第 39 題也需要修改選項，應該是 brave 和 love 讓學生感到疑惑，進而不好判讀。藉由試題分析，真的覺得學生的實際反映與教師預估的有所不同啊，這也是試題分析的重要性，也讓出題者的我發現盲點，提供改進的方向。

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優良示例與反思

How can we survive from Omicron?

南一版 電子期刊

文賢國中王馨翎老師

學校名稱	北區文賢國中	設計者	王馨翎
版本	南一電子期刊	單元名稱	**How Can We Survive from Omicron?**
評量項目（可複選）	□聽□說■讀■寫		
評量名稱	八年級英文彈性課程之防疫宣導測驗		
情境說明	COVID-19 新變種病毒 Omicron 引起國際關注，即使疫情發展至今，已逐漸朝向與病毒共存的趨勢，持續性的防疫宣導仍有其必要性。		
學習內容	D-IV-1 依綜合資訊作合理猜測。 D-IV-2 二至三項訊息的比較、歸類、排序的方法。 D-Ⅴ-4 多項訊息共通點或結論的分析及歸納		
學習表現	3-IV-12 能熟悉重要的閱讀技巧,如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展		
評量實施細節	程度弱的同學 ，可允許使用中文表達句子， 以符合差異化教學的精神。		

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How Can We Survive from Omicron?

By Mark Blohm

Some people have said that the recent spread of the Omicron variant is unstoppable. It's possible that most people in the world will come into contact with the virus. If that is the case, it's useful to know more about our immune system.

First is the adaptive immune system. Vaccines and earlier exposure to viruses, for example, make the adaptive immune system stronger. This system can recognize viruses or bacteria it has met before and fight back. However, viruses like the flu or SARS-CoV-2 mutate quickly, so one-time exposure to the virus or vaccine may not be enough protection.

Second is the **innate** immune system. This is like a general protection system for humans. Viruses, bacteria, stress, and pollution come in many forms. Having a strong innate immune system, therefore, is important to protect against not just one, but many more threats coming from outside. Eating good food, exercising, and being peaceful and happy are good ways to make the innate immune system stronger.

recent 最近的　spread 傳播　variant 變異種　contact 接觸　virus 病毒　immune system 免疫系統
vaccine 疫苗　exposure 暴露　recognize 辨識　bacteria 細菌　mutate 突變　protection 保護
general 一般的　peaceful 平靜的

Part I：Comprehension check

1. （ ）On which website may you find this reading? 📖 website 網站

   A. Top 10 foods for health https://www.ucsfhealth.org/

   B. Exercise: 7 benefits of regular physical activity https://www.mayoclinic.org/

   C. 5 tips to boost your mood https://www.ageuk.org.uk/ 📖 boost 提升

   D. Fighting back against the viruses https://innovation.org/

2. （ ）What can we learn from this reading? 📖 get vaccinated 接種疫苗

   A. Getting vaccinated is the only way to protect against Omicron.

   B. To have enough protection, people may need to get more than one exposure to the virus or vaccine.

   C. Air pollution may lead to the spread of the Omicron variant.

   D. Vaccines help people fight back viruses, bacteria, stress, and pollution.

3. （ ）Who is doing good for the immune system?

   A. Tony Wang, a hard-working salesman, always has fast food for meals after 9 p.m.

   B. Mary Lin, a busy senior high school, spends most of her free time studying in the library.

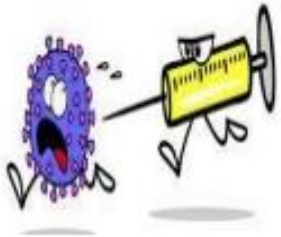
   C. Dr. Chang, an energetic doctor, works in the hospital for more than twelve hours a day.

   D. Mrs. Brown, an easy-going housewife, likes to help others and enjoys her life very much.

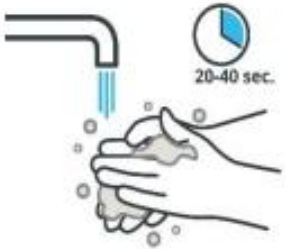
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4. ( ) Which may **Not** be a useful way to stay away from viruses?

A.



B



C.



D.



5. ( ) What can you and your family do to make the **innate** immune system stronger ? Please give three examples.

Ex：Play basketball three times a week. / Don't stay up late.

A. _____

B. _____

C. _____

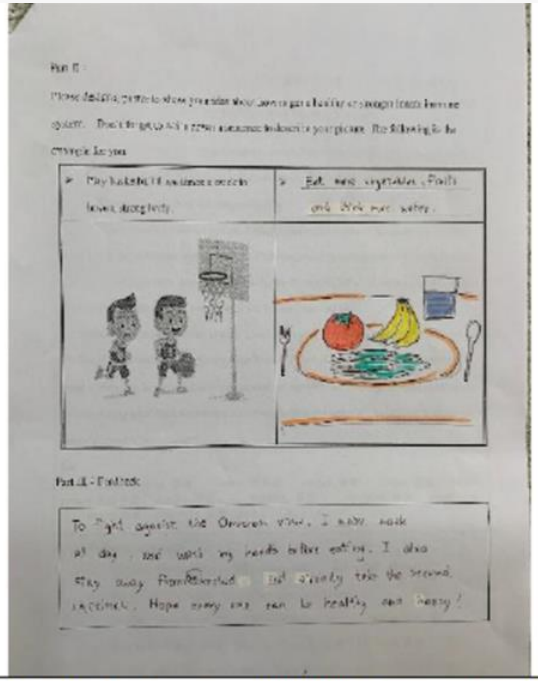
Part II：

Please design a poster to show your idea about how to get a healthy or stronger innate immune system. Don't forget to write down a sentence to describe your picture. The following is the example for you.

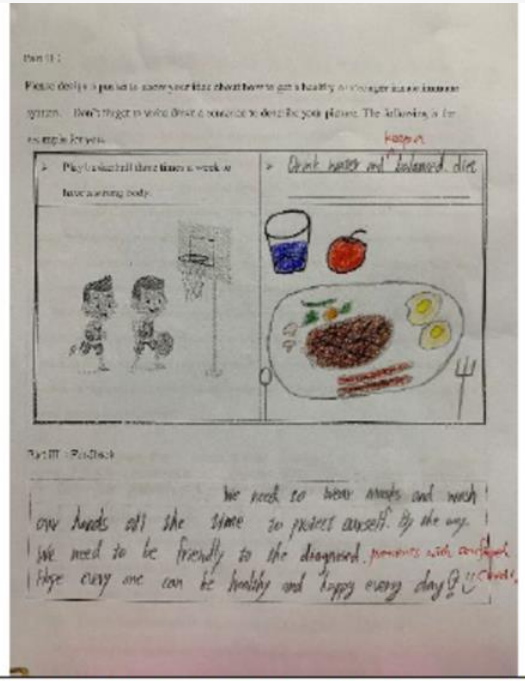
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➢ Play basketball three times a week to have a strong body.	➢ _____ _____
	

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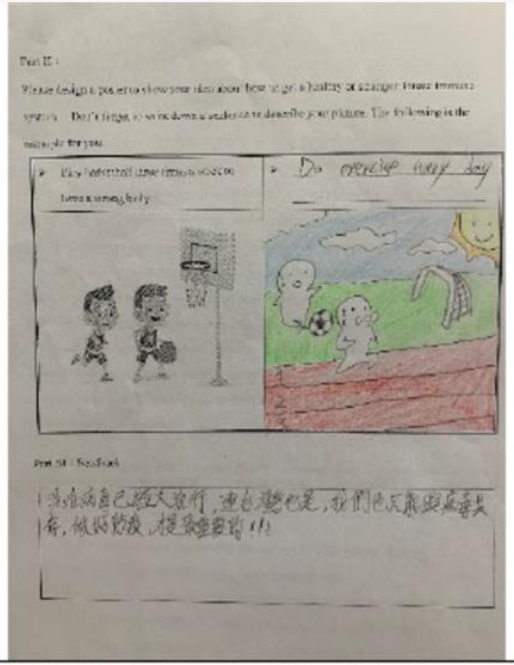


英文程度較佳的孩子，選擇用**英文**表達對 **Omicron** 的看法及感受。

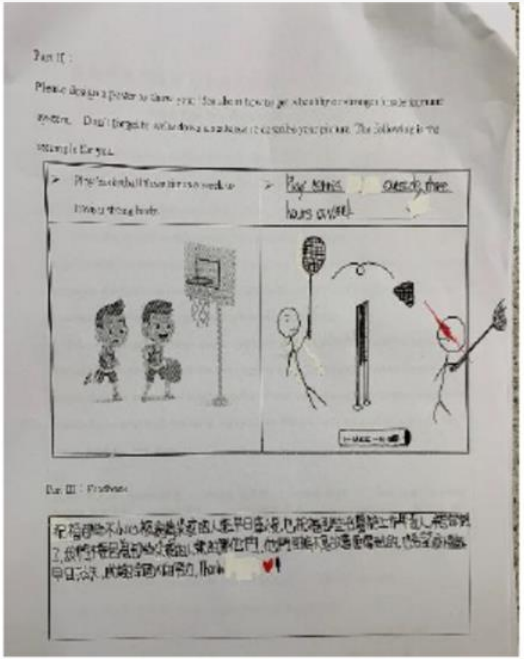


學生展現人文關懷的精神，表達應具備同理心，**不該歧視確診者**。

fppt.com



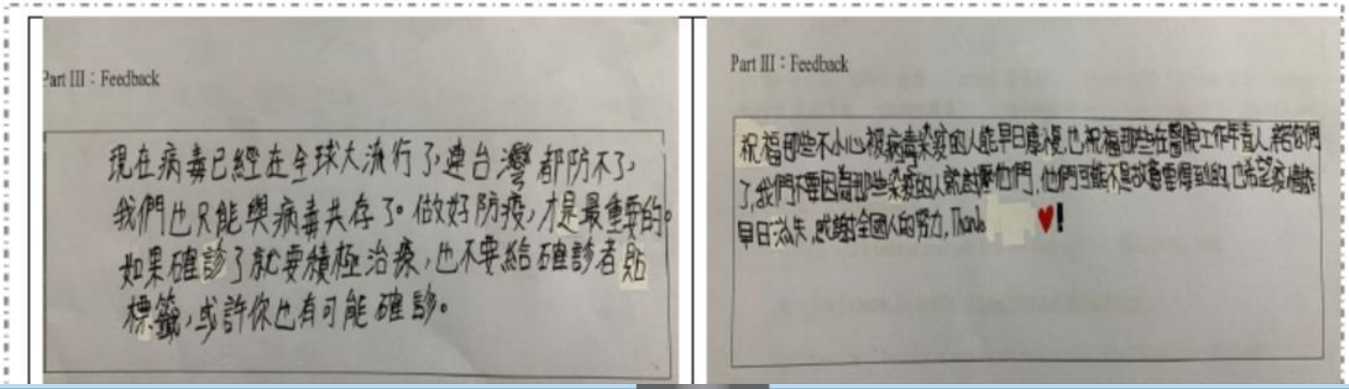
英文程度較弱的孩子，可以用**中文**表達對 **Omicron** 的看法及感受。



英文程度較弱的孩子，可以用**中文**表達對 **Omicron** 的看法及感受。

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1. 學生一開始會反映題目很難，字彙很多，但，引導他們試著往 Covid 19 相關議題發想，中上程度的孩子大多能靜下心來，使用教過的閱讀策略，逐行閱讀並解題。測試時間為一整節課，孩子有充分的時間完成選擇題的部分。部分的學生會將單字的中文意思填在文章中，藉以協助理解文本。
2. 繪畫的部分，學生大多能從自身經驗發想，精緻度則因個人繪畫能力而有差異。
3. Feedback 的部分，主要引導孩子發表對疫情的感受，考量程度差異，未強制要求用英文表達。學生們很有自己的想法，各式各樣的回饋都有。比較特別的是，部分孩子能展現人文關懷的精神，除了感恩醫護人員的辛勞，也強調對周遭的人，無論是確診者或是被匡列者，都應具備同理心，不應帶著歧視或懼怕的心情與之互動。



110學年度創發中心

國中英語科素養導向評量

優良教案

下營場

優良設計

翰林版

白河國中陸英玲老師

學校名稱	白河國中	設計者	陸英玲
版本	翰林	單元名稱	How Much Flour Do You Need?
評量項目（可複選）	■聽 □說 □讀 ■寫		
評量名稱	Healthy Recipe		
情境說明	能從烹飪影片中，聽懂材料，烹飪過程，及注意事項，進而增進英語聽寫能力		
學習內容	Ae-Ⅳ-1 簡易歌謠、韻文、短文、故事及短劇。 D-Ⅳ-1 依綜合資訊作合理猜測。		
學習表現	1-Ⅳ-8 能聽懂簡易影片的主要內容。 3-Ⅳ-6 能看懂基本的句型。 5-Ⅳ-7 能聽懂日常生活對話，並能以簡單的字詞、句子記下要點。 6-Ⅳ-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、短片、廣播、網路等。 9-Ⅳ-1 能綜合相關資訊作合理的猜測。		
評量實施細節	介紹課程 Reading---S'mores 之後，播放影片，解說字彙，根據影片內容設計題目，對學生提問。		

英語學習網站(智利)

Hi Learners!
405 位訂閱者

首頁 影片 播放清單 頻道 簡介

上傳



Teaching a recipe to practice Imperative Mood , Sequenc...

觀看次數：1.5萬次 • 1 年前

字幕



Common mistakes in Present Continuous

觀看次數：184次 • 2 年前

字幕



Modal Verbs

觀看次數：137次 • 2 年前

字幕

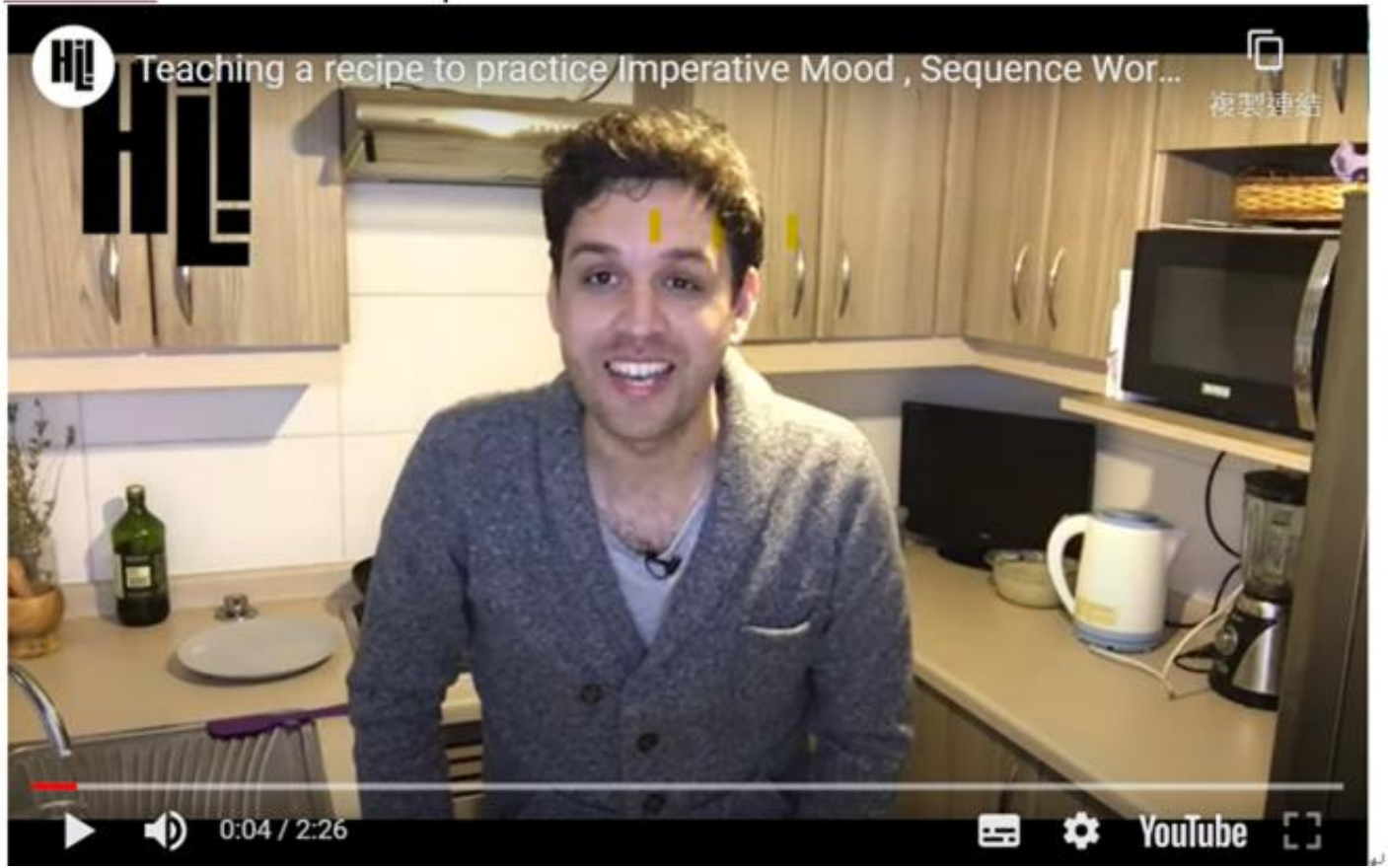


Present Continuous (Progressive)

觀看次數：114次 • 2 年前

字幕

1. Watch the video and answer the questions:



1. What is the name of the dish?

Ⓐ super simple hot chocolate Ⓑ watermelon salad Ⓒ pancakes(薄煎餅) for my baby Ⓓ animal toast(吐司)

2. According to the video, what is true ?

Ⓐ It's a salty and yummy recipe for babies.

Ⓑ We need some sugar, flour,and a banana to make the snack.

Ⓒ The corrrect order of making the food is an apple→oil(油)→banana→water.

Ⓓ We need to put the mixture(混合物) for ten minutes before we cook.

3. What is the correct order to make the snack?

a. Add the oat and stir(攪拌) it with the spoon.

b. Mash the banana with the fork(叉子).

c. Peel the banana into the bowl.

d. Cook the pancke for 1 minute, flip(翻烤) it over and cook another minute.

e. Mix(混合) the fruit together.

f. Add some water, leave the mixture for ten minutes.

Ⓐ c→b→a→e→d→f Ⓑ b→a→c→e→f→d Ⓒ c→b→a→f→d→e Ⓓ c→b→e→a→f→d







教學反思

1. 引導學生先由題目及選項,先猜影片的內容,再由影片中找出答案，提醒學生記下線索
2. 學習成就較高的學生,較能依照教學,理解內容,進而答對題目
3. 分組討論有助於理解影片內容,提升題目

優良設計

康軒版

鹽水國中陳慧鈴老師

學校名稱	鹽水國中	設計者	陳慧鈴
版本	康軒	單元名稱	Book2 Lesson4
評量項目（可複選）	□聽 □說 ■讀 ■寫		
評量名稱	食譜—香蕉蛋糕		
情境說明	了解香蕉蛋糕的製作材料及製作流程		
學習內容	Ae-IV-1 簡易歌謠、韻文、短文、故事及短劇。		
學習表現	3-IV-8 能了解短文、簡訊、書信的主要內容。		
評量實施細節	請學生閱讀食譜並完成學習單		

改編課本補充

聽力文稿



I want to share my banana cake recipe with you. Enjoy!

What you need:

❶ One cup of milk ❷ Some sugar ❸ Some butter
❹ Some salt ❺ Three cups of flour ❻ Two eggs
❼ Three bananas

What you do:

First, mix sugar and butter in a bowl.
Second, add the eggs and milk to the bowl.
Third, mash the bananas until they are soft and add them to the bowl.
Then put the flour and salt in.
Next, mix everything and put the batter in a pan.
Last, bake it for 30 to 35 minutes, and there you have it—a delicious banana cake.



Next

recipe 食譜
sugar 糖
bake 烘烤

1. What do you need to make a banana cake?

1.	2.	3.
4.	5.	6.
7.		

2. (…) In what order can you make a banana cake? 📖 order 顺序

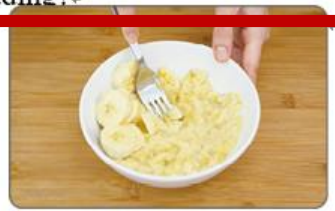
A: Mash the bananas until they are soft. B: Add the eggs and milk to the bowl.

C: Mix sugar and butter in a bowl. D: Put the flour and salt in the bowl.

(1) A→B→C→D (2) C→B→A→D (3) D→A→B→C (4) B→A→C→D

3. (…) What does "mash" mean in the reading?

(A) 

(B) 

(C) 

(D) 



教學反思

目前任教的班級都是一年級，剛好學到how many 、how much以及計量單位，因此以食譜及購買物品價錢的演算來設計素養導向試題。

大部分學生對於第一題食譜的材料，都能完整地回答。

對於猜測字義部分，明顯錯誤的比率比較高。

優良設計

翰林版

白河國中林麗卿老師

學校名稱	白河國中	設計者	林麗卿
版本	翰林	單元名稱	B6
評量項目（可複選）	□聽□說■讀■寫		
評量名稱	閱讀測驗		
情境說明	透過文章中的故事了解記憶力問題。		
學習內容	了解句構，了解文章可帶給我們什麼省思。		
學習表現	讀寫的方法與策略		
評量實施細節	文本來源為課外閱讀文章，有稍微增減，題目重新設計		

Memory problems

David and Lucy were husband and wife, and they were very old. They had no children to look after them, but they had memory problems. So they went to see a doctor. "I can't help you much. You're losing your memory because of your age. Just write down everything you want to do. That can help, "said the doctor. David and Lucy thanked the doctor and went home.

……Later that night, they were watching TV when David rose from the chair. Lucy asked, "Where were you going?" "To the kitchen. I'm thirsty. "Lucy thought for a minute and then said," I'm hungry. Can you make a sandwich for me?" "Sure." "Write it down. You have Memory problems, "said Lucy. "I can remember it. What else do you want?" Mary said, "Maybe some chocolate ice cream with banana," "Write them down, please. You can't remember them all." "I can remember. You want a sandwich and some chocolate ice cream with banana," John said and left for the kitchen. After twenty minutes, he came back. Lucy was falling asleep when he handed a bowl of chocolate cookies. "Here you go, "he said. She looked at the food and said, "See? You couldn't remember what I want. Where's my milk for the cookies?"

……Studies have shown that to keep your brain tidy, your working memory can hold five to nine items at the same time for about twenty seconds. After that, they'll be either forgotten or saved for later use. For David, he just remembered, "chocolate", but how about Lucy? Did Lucy have more serious memory problems than David? What do you think?

(可用中英文回答下列的題目)

1.For the doctor, there is no medicine to cure(治療) the memory problems because of age. But there is still something you can do to stop your memory problems from getting worse quickly. As you know, share 3 ways with us. (You can answer this question in English or Chinese.)

2.(……)Which is true about David and Lucy?

(A) David went to the kitchen because he 'd like to get milk.

(B) Lucy was losing her memory, so she asked David for help.

(C) Lucy was right about David : he couldn't remember her request. * request 請求

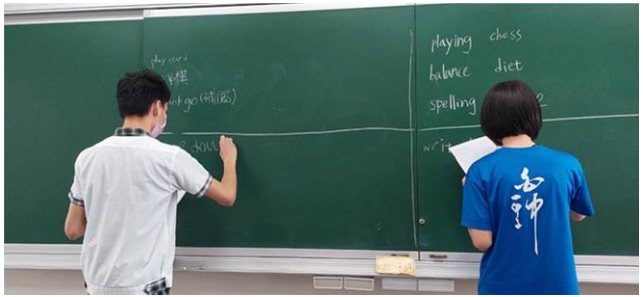
(D) John wrote down things down and got the right food.

3. A person with memory problems can't remember things. It's a serious problem.

…… Now many people don't get married, and those who get married don't want to have babies or they can't have a baby. When they get old, no children can take care of them. And they may have memory problems just like David and Lucy in the story. One day, they have to face the same problem as David and Lucy with memory problems in the story: live alone and died alone.

…… Please share your opinions: how to fix this problem.





1. play card
   玩撲克牌
   吃gink go(補腦)

3
請阿嬤

1. write down everything you want to do
   exercise
   動腦game

3 adopt children
  a child

1. playing chess
   balance diet
   spelling game

3 長照

1. write down everything you want to do
   Exercise
   keep reviewing the things.

3. Go to the senior center.

教學反思

經由小組討論的過程中，可以得知在這個年紀的小孩對這些問題的想法。
這是每個人都要面對的切身問題，
針對第三題，how to fix the problem: live alone and die alone.
有個孩子的想法是奇特的，他說不用fix，just 把握當下，
do anything you want to do.
而有的小組則有想到長照這個區塊。
可以針對政府的長照做深入的了解。這是跟每個人未來老年時息息相關的問題。

優良設計

課外閱讀

白河國中林芳資老師

學校名稱	白河國中	設計者	林芳資
版本	無	單元名稱	無
評量項目（可複選）	□聽 □說 ■讀 ■寫		
評量名稱	素養導向評量-英詩		
情境說明	素養導向評量		
學習內容	非連續文本-詩		
學習表現	能掌握非連續性文的內容並依文本作出合理推論		
評量實施細節	需邏輯推理並運用至日常生活真實情境		

Be a good boy

Always have to obey

Relax, don't think too much

Don't let your mom cry

Well, now I understand

Let math go, let Chinese leave

Can't stand it anymore

Do my best, let it go

Turn away and let me forget ABC

I don't care

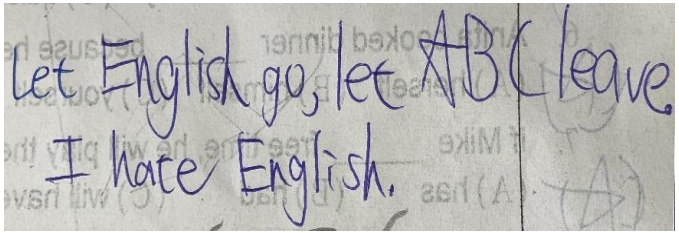
What the teacher's going to say

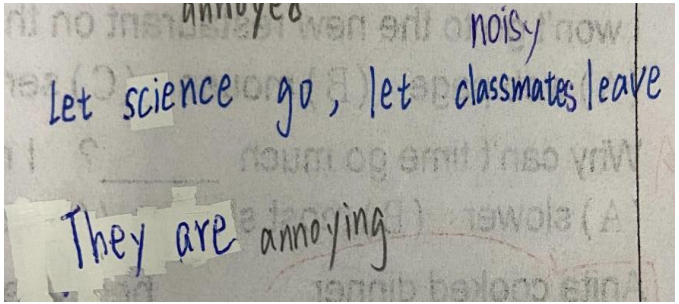
Let me enjoy this moment

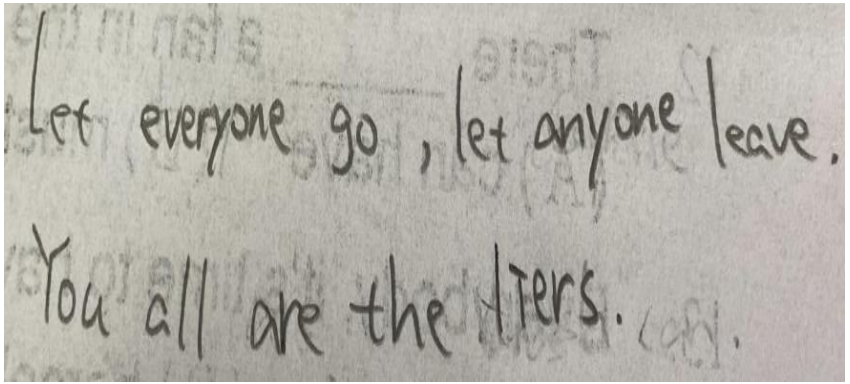
Nothing can **bother me** anyway

📖 obey 遵守 relax 放鬆 stand 忍受 not… anymore 再也不 bother 困擾 anyway 不管怎樣

Q4. The writer says, “Let math go, let Chinese leave. Can’t stand it anymore.”
You are a junior high school student. You are a teenager. What do you want to let go and leave? How do you face it? Use the sample sentence (範例句) and write down yours.







教學反思

第4題為開放性問題，請學生仿寫，由仿寫結果得知，
困擾他們的多半是學科及人際關係。
透過閱讀這首詩，感受詩人的感受，
進而面對自己與釋放心情。

反思

英語閱讀能力 v.s.

數學計算能力

取材生活化

後壁國中蔡幸汶老師

★評量實施細節：

測驗的原創概念是來自於學校對面新開的飲料店，開幕的優惠應用於生活中。

藉由設計打卡的概念，讓學生計算最優惠的方式，能於生活中解決問題。

Here is the menu of MIMA Restaurant. Read it and answer the questions.

Main Dish	**Soup**
Steak……NT$200 Fish……..NT$180 Pork…….NT$150	Beef Soup……....NT$80 Chicken Soup……. NT$70 Vegetable Soup……NT$50
Dessert	**Drinks**
Cake……....NT$50 Apple Pie…….NT$40 Ice Cream…….NT$40 Bun……NT$20	Coffee……NT$60 Juice……...NT$40 Bubble Tea….NT$35 Coke……..…NT$30
*Today's Special: Steak with Vegetable Soup and Coke Only NT$230 * Monday~Friday : All the drinks are 20% off	



Q1. Tim often orders steak, vegetable soup, and a bottle of Coke for lunch at MIMA Restaurant. If he orders Today's Special, how much can he save?

(A) NT$280　(B) NT$230　(C) NT$150　(D) NT$50

★How much can he save? 融入會考單題常見的一字多義考法，理解此單字意義，方能解題。

2. Jane loves beef and wants to have it for dinner after school. If she orders one main dish and a glass of bubble tea, how much does she need to pay?

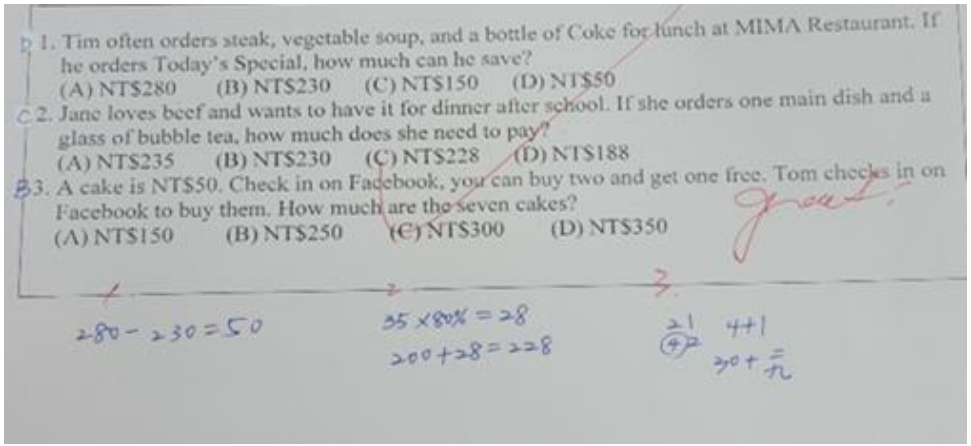
(A) NT$235　(B) NT$230　(C) NT$228　(D) NT$188

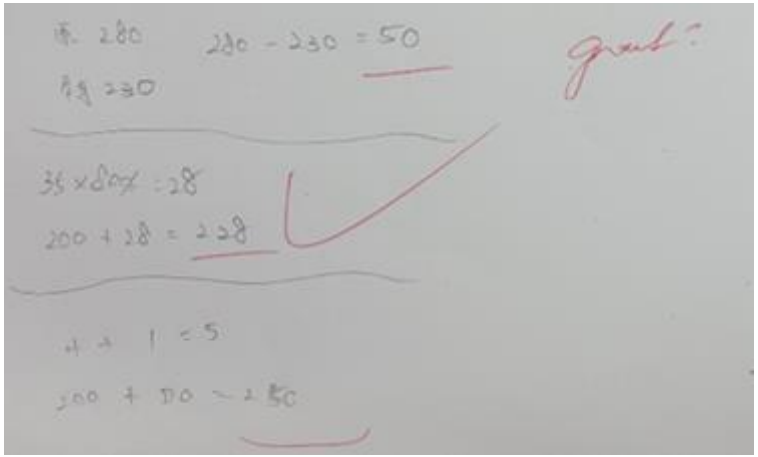
★第二題著重篇章細節， after school 呼應Monday~Friday: All the drinks are 20% off，可找出線索做計算。

3. A cake is NT$50. Check in on Facebook, you can buy two and get one free.
Tom checks in on Facebook to buy them. How much are the seven cakes?

(A) NT$150 (B) NT$250 (C) NT$300 (D) NT$350

★第三題著重邏輯推理，" buy two and get one free" ，分析打卡優惠的方式，引導孩子思考解題。





1.

Joyce's Store

Today is our first day of business. Everything is 20% off. The sale is from April 30 to May8 . Hurry up to get cheap things. Don't miss the chance.

📖 cheap 便宜 chance 機會

① juice  NT$25/can	② water  NT$20/bottle	③  NT$200/bag
④  NT$22/bag	⑤  NT$180 /bag	⑥  NT$80/box

( ) 1. How many days does the sale last ?

(A) Three days. (B) Seven days. (C) Nine days. (D) Eleven days.

( ) 2. How much are six cans of juice on May2?

(A) NT$150 (B) NT$180 (C) NT$120 (D) NT$96

( ) 3. Mary wants to buy two bags of rice and a bag of flour on May10.How much does he need to pay ?

📖pay 付錢

(A) NT$448 (B) NT$580 (C) NT$560 (D) NT$464

( ) 4. Today is May 3. Tom has one hundred dollars with him. What can he buy ?

(A) A bag of rice. (B) Five cans of juice.

(C) Two boxes of cookies. (D) Six bags of salt.

( ) 5. Which is true about Joyce's store?

(A) Everything is 20% off on April 29.

(B) Five bottles of water are NT$80 on May13.

(C) Three cans of juice are NT$75 on the second day of May.

(D) You can save NT$36 to buy a bag of rice on May 5.

📖save 節省

第二題的部分只有1/5的學生全對，
竟然高達1/2的學生答錯三題以上，
學生除了不太理解題意外，
可能演算能力差，也造成錯誤率高。

110學年度創發中心

國中英語科素養導向評量

優良教案

善化場

優良設計

康軒版

善化國中陳立宙老師

作業1-教學設計

學校名稱	善化國中	設計者	陳立宙
版本	康軒版第六冊	單元名稱	Book VI Lesson 6 *We'll Be Best Friends Forever*
評量項目	□ 聽說 ■讀寫		
評量名稱	短文閱讀		
情境說明	1. 結合Lesson6所探討對於未來學習規劃的議題，讓學生延伸思考適逢COVID19疫情蔓延失控之際，就學與防疫孰輕孰重的抉擇。藉由學生閱讀一篇短文，嘗試分類歸納議題中的正反兩方意見，最終嘗試提出自己的見解。 2. 考慮學生不同學習起點，允許同學選擇以英語或中文回答及發表意見		
學習內容	句構、篇章、溝通功能、思考能力		
學習表現	讀、寫、學習方法與策略、邏輯思考與判斷		
評量實施細節	閱讀理解確認、擷取訊息、歸納正反意見、提出見解		

My dear parents of Super-Hi Junior High, I am your principal Dr. Clock Well. As you all know that the spread of COVID-19, a novel coronavirus which the WHO had declared it a ***pandemic****, has swept around the world. Unfortunately, the* numbers of COVID cases in our city also continue rising recently. Our city educational authority *begins to consider the proposal to postpone classes due to the rapid spread of the novel virus. We all care about the academic performance of our students. If you have any options, please tell us!*

Your principal, Dr. Clock Well



Jacob: Good for the students of Super-Hi Junior High! We all know that the best way to slow down the spread of COVID-19 is to lockdown the city to prevent people from contacting with each other. The health and safety of our children will and should be only the priority of consideration for all the teachers and parents.



Sofia: I don't think it's a good news not only for the students but for their parents at this school. The ideal way to protect our children is not to isolate them at home but to teach them to wear a mask and wash their hands often for at least 30 seconds with soap and water. Also, they should practice social distancing and stay 1.5 meters away from others. Most parents need to make money to support their families during days. I think it's the responsibility of this school staff to take care of our children at home but not leave them at home alone.



Charles: I agree with Sofia. Most of our students and teachers are fully vaccinated according to the recommendation of Ministry of Health and Welfare, so I am not worried about the virus. If we close the school and keep our children at home, it will either make them sleep or play online games with cellphones all day long. Schools are for students to study, am I right?



Nora: I am the teacher and I am also a mother of a thirteen-year-old boy at this school. Though I know that schools and classrooms are excellent places for studying necessary knowledge and leaning new stuff but they will never be only places to do that. Online studying and distance learning provide different learning experiences and will be as excellent as face-to-face classes at school. I don't see any reason to put our children under the risk of ***getting infected*** with the COVID-19 virus just because we cannot close the schools for a while.

🕮*spread 傳播* 🕮*declare 宣布* 🕮 *novel coronavirus* 新冠病毒 🕮 *swept* 快速傳播 🕮 *performance 表現* 🕮 lockdown 封鎖 🕮contact 接觸 🕮 isolate *孤立* 🕮 consideration 考量

Q1: What does ***pandemic*** mean?

(A) A serious sickness.

(B) A kind of new school.

(C) A new type of corona flower.

(D) A popular music style.

Q2: ***Getting infected*** with something means to ?

(A) Win a lottery or prize.

(B) Get good grades at school.

(C) Be sick or be passed a disease.

(D) Feel happy or comfortable.

Q3: What is the main idea for the reading?

(A) Do not be afraid of a new virus.

(B) How to keep yourself healthy at school.

(C) A discussion of lockdown issue at school.

(D) Online studying is a better way for students.

Q4: Some parents show their worries about the spread of the virus in this article(文章). Try to find out their ideas and divide(分類) them into two groups according to their types: agree or disagree with the idea of closing the school.

Option(立場)	Name(人名)	Idea(意見或想法)
Pros(支持意見)		
Cons(反對意見)		

Q5: What If the principal at your school ask you the question whether we should close our school to protect our schoolmates from getting sick? What's your idea? Write down your own options in English or Chinese.









(B) How to keep yourself healthy.
(C) A discussion of lockdown issue in school.
(D) Online studying is a better way to study.

Q4: Some parents show their options about the stray dogs in this article(文章). Try to find out their ideas and to divide(分類) them into two groups according to their types: agree or disagree with the principal's concern(擔憂)

Option(立場)	Name(人名)	Idea(意見或想法)
Pros(支持意見)	Jacob	lockdown prevent from contacting
	Nora	Online studying Distance learning
Cons(反對意見)	Sofia	Parents => make money for children alone
	Charles	fully vaccinated => online games sleep

Q5: What if the principal at your school ask you the question whether we should lockdown our school to protect our schoolmates from getting sick ? Write down your own options in English or Chinese.

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反思

教學反思

1. 進行教學的班級是我原本就在學校進行 PBL 課程的授課班級，所以學生很快能進入議題討論模式。
2. 本來要進行分組，但考量疫情嚴峻，避免群聚，只好改為個別閱讀、填寫、發表，再統一彙整在班級黑板上。
3. 教學分為三個階段：首先，讓學生自行閱讀十五分鐘，然後各自作答問題；接著，老師再詢問同學文本內容中，不同腳色的敘述內文及對於學校是否因為疫情停課的立場。同時，再讓同學依據各位腳色的立場，填入學習單中反對及支持的欄位中；最後，讓同學根據閱讀文本不同腳色提出支持或反對停課理由中，找出最能說服他們的意見，並綜合提出並寫下自己的看法。(閱讀→思考→討論→修正→分類→發表→聆聽→反思→觀點)
4. 由於文本設定結合當前疫情現況，學生發表自己意見情況踴躍，不過內容天馬行空，內容感覺很少經過深度思考，反倒是以情緒性或直覺性的發言為主。
5. 學生其實能接受文本本身具備開放性結論，沒有刻意引導某一種預設立場。但學生確實比較難以提出比較獨特的意見，反而大部分僅是重複文本中腳色原本的看法而已。
6. 學生認真書寫的動機之一，是老師提醒，書寫內容將會列入平時成績。

優良設計

康軒版

竹橋國中林金蘭老師

學校名稱	竹橋國中	設計者	林金蘭
版本	康軒七年級	單元名稱	
評量項目（可複選）	□聽 □說 ■讀 □寫		
評量名稱	閱讀測驗		
情境說明	結合生活情境母親節的時機點，藉由文章中閱讀，進行素養評量。		
學習內容	Ae-IV-8 簡易故事及短文的大意。 D-IV-1 依綜合資訊做合理的猜測。 D-IV-2 二至三項訊息的比較、歸類、排序的方法。		
學習表現	3-IV-9 能了解故事的主要內容與情節。 9-IV-1 能綜合資訊做合理的猜測 9-IV-2 能把二至三項訊息加以比較、歸類、排序 3-IV-12 能熟悉重要閱讀技巧，如擷取大意、猜測字義，推敲文意，預測後續文意及情境發展。		
評量實施細節	文本來源為課外閱讀文章，有稍微增減修改，並設計題目。		

On Saturday, May 7th, from 10 A.M. until 4 P.M., JCJH Junior High School will be holding a music festival in the school gymnasium to celebrate Mother's Day. The special event will feature a variety of professional musicians and singers.

Task	Time	Date
Make posters	1 P.M.–2 P.M.	April 25th
Set up gym	1P.M.–2P.M.	May 6th
Help performers	9 A.M.–4 P.M.	May 7th
Welcome guests	10 A.M.–2 P.M.	May 7th
Clean up gym	4 P.M.–7 P.M.	May 7th

Interested students should speak with Mr. Lin, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

1. What would be the best title for the story?
A. Student Volunteers Needed!
B. Music Club Talent Show.
C. Mother's Day Song Singing Contest.
D. School Day Celebration.

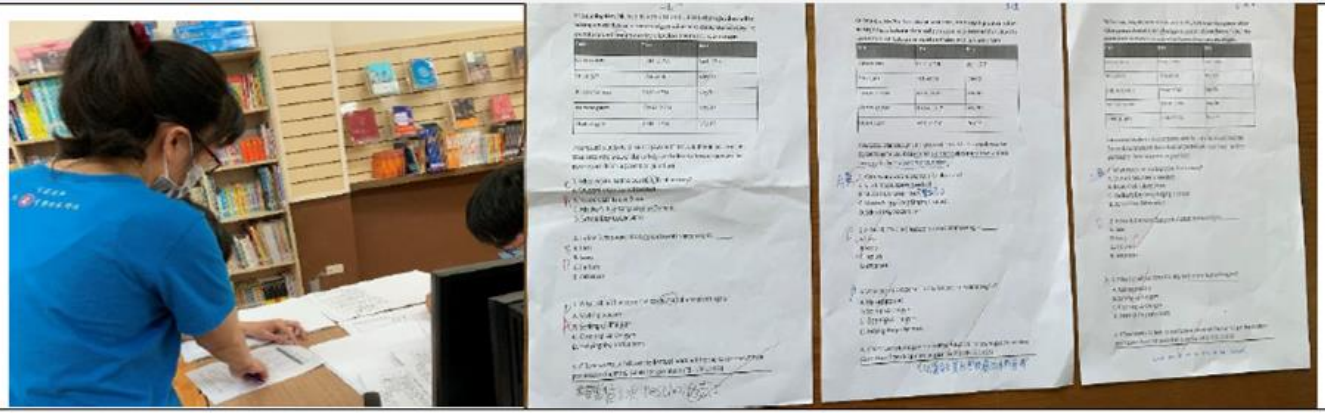
2. In line 3, the word feature is closest in meaning to _____.
A. look
B. keep
C. include
D. entertain

3. What job will be done the day before the festival begins?

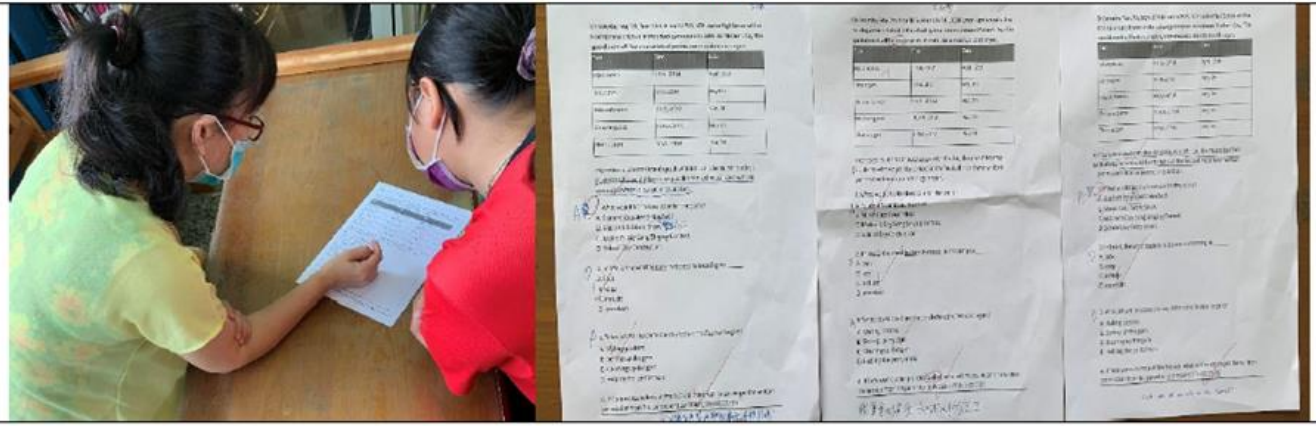
A. Making posters
B. Setting up the gym
C. Cleaning up the gym
D. Helping the performers

4. If Tom wants to help at the festival, what will he say to get the written permission from his parent or guardian? (可中/英文回答)

評量設計實施歷程照片(4-6 張，可自行增加) 第一次施測



第二次施測



教學反思

首先要感謝輔導團及創發中心精心的安排此場次必修研習課程『國中英語課素養導向評量工作坊』讓我對養導向評量能有更佳透測的學習及了解。更透過試題實測，讓老師能從施測同學的作答情形，了解此試題的初步信度效度狀況，因為第一次測與第二次測間隔時間約 2 週，雖然是七年級的範疇，我請九年級的學生來測，並協助他們再一次的複習閱讀技巧，以幫助他們更能掌握會考。而經過第二次的測驗，多數同學確實是進步的，也更理解了這一類題型考試作答的概念及作答技巧，除期許本校九年級學生會考均可得到更多充分準備，順利考出他們的最佳成績；更希望自己可以將學習到的素養導向評量方法，靈活運用於自己的英語教學職涯中。

優良設計

翰林版

大內國中李思薇老師

學校名稱	大內國中	設計者	李思薇
版本	翰林版	單元名稱	節慶教學
評量項目（可複選）	□聽 □說 □讀 □寫		
評量名稱	閱讀測驗		
情境說明	學生藉由學習國內外的節慶，能了解不同國家的風俗民情，可以對本國文化產生認同，並且具有世界觀。		
學習內容	Ae-IV-8 簡易故事及短文的 大意。 B-IV-8 引導式 討論。 C-IV-1 國內外 節慶習俗。 C-IV-2 國內外 風土民情。 C-IV-3 文化習 俗的了解及 尊重。 C-IV-4 基本的 世界觀。		
學習表現	J-A2 能釐清文本中訊息間的關係，並經由訊息的比較，可以了解國內外文化的異同。 J-C3 具備基本的世界觀，能讀懂英文文章並了解國內外的節慶習俗。		
評量實施細節	文本來源為**翰林版**二下節慶教學篇，教師另外改寫一篇網路文章(https://oftaiwan.org/culture/ghost-festival/), 並設計 3 個素養題目。		

Celebrations for the Dead

Mexico and Indonesia

People around the world have different ways to show their respect for their dead family members.

In Mexico, people celebrate the Day of the Dead from October 31 to November 2. During this time, families clean the graves and put candles, flowers, drinks, and food on the graves. Then they remember the dead by sharing stories of their lives. For the children in Mexico, the Day of the Dead is a happy holiday. They celebrate it by dancing and eating candy in the shape of a skull. It is a way for children to learn the circle of life and not to be scared of death.

In Indonesia, the Torajan people bring the dead back home every one to three years. Families get together to clean the body, brush the hair, and put fresh clothes on the body. After that, they take the dead out for a "walk." To the Torajan people, death is not an end. They continue to take care of their loved ones for many years even after they die.

People around the world hold different celebrations for the dead. They all try to do the same thing: To remember the dead and show their love to the loved ones.

Ghost Festival

Taiwan

The seventh month of the lunar calendar marks what's known as the "Ghost Month" in Taiwan. During this month, the gates of the underworld open and spirits are free to visit their family, loved ones, or just roam around. The 15th of the month is also known as "Ghost Day" when people hold the Zhong Yuan Pu Tu Festival (中元普渡), or the Hungry Ghost Festival. Though the festival is traditionally Taoist, the festival also has Buddhist roots.

Since Ghost Month marks the month when ghosts can visit the living world, people try to avoid any weddings or childbirth, for fear that it may be unlucky.

In Buddhist or Taoist culture, people pass away, then they become spirits without a human body. Any dead person, good or bad, will become a spirit after their death.

While there are many festivals that show respect to different deities and spirits, the Ghost Festival is special in that it also respects spirits without family. When a person passes away, their family shows respect to the dead and prepare offerings for them. If this doesn't happen, the spirits will be considered homeless and their throats will shrink to the size of a needle. Any food that they try to eat will catch on fire in their mouths. However, during the Ghost Month, Buddha will put out the fire so that the spirits can open their mouths to enjoy a feast.

Out of respect, we should not call spirits ghosts (gwěi: 鬼), but call them good brothers (hǎo xiōng dì: 好兄弟)

In Ghost Month, there are large gatherings in temples for people to place their offerings on tables. Then, Taoist or Buddhist priests will chant a mantra and invite the spirits for a feast.

節慶教學學習單

The Day of the Dead

1. How do the Mexicans celebrate the Day of the Dead?

2. Why do they celebrate the dead?

The Torajan people

1. How do the Torajan people celebrate the dead?

2. Why do they do so?

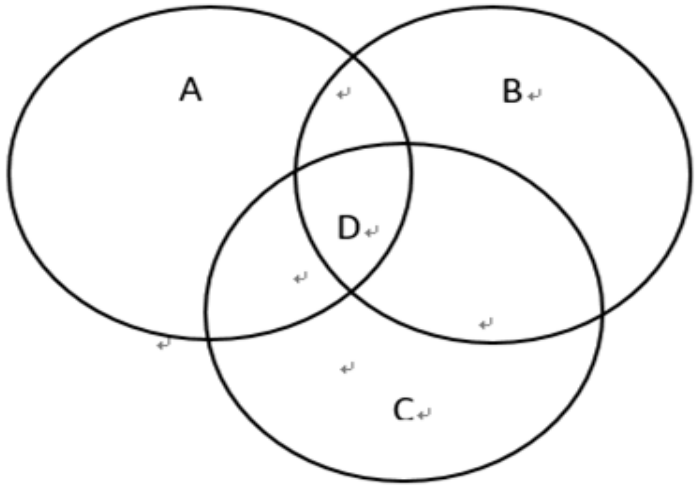
The Ghost Month in Taiwan

1. What celebrations do people have during the Ghost Month?

2. What do people try to avoid during the Ghost Month?

3. Why do people have celebrations during the Ghost Month?

. ( ) Circle A is the Day of the Dead, circle B is the Torajan people in Indonesia, and circle C is the Ghost Month in Taiwan. Circle A, B, and C share D in common. What is D?



(A) Children dance and eat candy in the form of a skull.

(B) People hold activities to show respect for the dead.

(C) Family members get together to wash and dress the dead.

(D) People clean graves and place offerings on the table.

2. ( ) Which picture has **NOTHING** to do with the celebrations in Mexico, Indonesia, or Taiwan?

(A)



(B)



(C)



(D)



3. ( ) How do people show respect to the dead in Ghost Month of Taiwan?

(A) Buddhist priests appear in front of temples to chant the mantra and invite good brothers for offerings.

(B) Elsa avoids childbirth in Ghost Month because her husband, a Taoist priest, needs to help something in temples.

(C) Mary has a report about Zhong Tuan Pu Tu to tell her classmates some dos and don'ts.

(D) Buddha puts out the fire in the homeless spirits' mouths to make it easy for them to enjoy food.



組長移動分組討論



組員回答老師提問



學習單實作

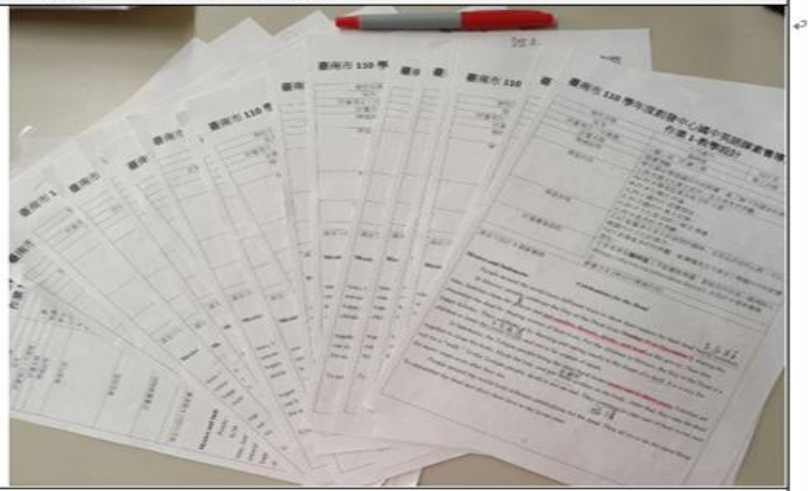


學習單實作

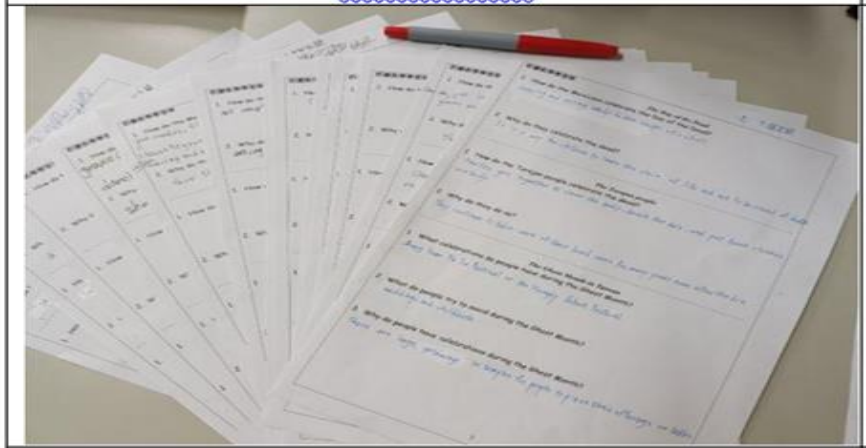
評量設計實施歷程照片(4-6 張，可自行增加)



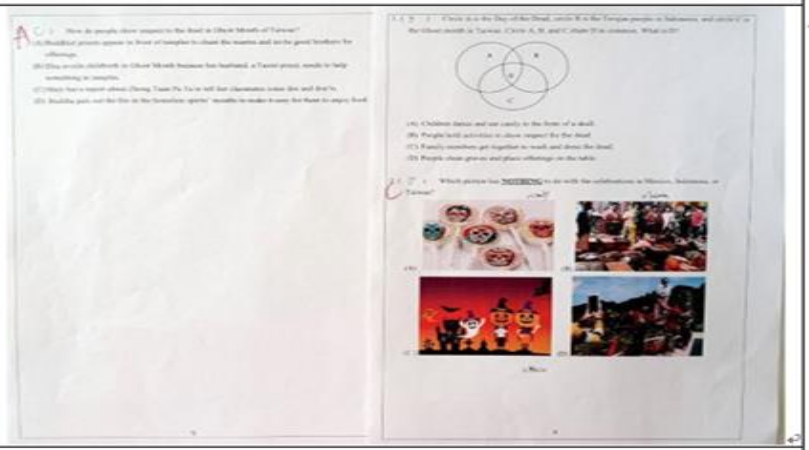
學習單實作



學習單筆記



學習單成果



學習單成果

教學反饋: 教師原本想讓各組獨自完成 3 篇文章的閱讀，但考量時間的因素，所以採取了一種新的教學方式，讓各組組長負責 1 小段落，4 位組長就能以分工合作的方式，將全部文章的大意拼湊完成。

優點:

(1) 4 位組長每個人負責 1 小段落，比 1 位組長帶領整組組員完成 1 篇文章的閱讀較節省時間。

(2) 4 位組長輪流走動到其他組別，組員不必從頭到尾一直專注於同 1 位組長的講解。

(3) 為了讓全部同學有發言的機會，教師會在全部的組長講述完畢後，隨機抽問各組的組員每 1 段落的大意，以進一步了解全部學生是否了解文章的內容。

(4) 每位組長負責 1 小段落，每位組員回答 1~2 題的教師口頭提問，因為大家的任務平均分擔，所以整堂課的參與度頗高。

優良設計

翰林版

六甲國中莊惠鈐老師

學校名稱	六甲國中	設計者	莊惠鈴
版本	翰林第五冊第五單元	單元名稱	The Man Who Shook Hands with Me Is My Favorite Star

評量項目（可複選） □ 聽 □ 說■ 讀 □ 寫

評量名稱 台南市立六甲國民中學 110 學年度 第一學期九年級英語科第三次段考

情境說明

此次段考涵蓋兩個單元—第五單元和第六單元，此篇考題是針對第五單元設計。第五單元的主題是漫畫展和名人介紹，議題是生涯規劃教育，文法焦點是介系詞片語與關係子句(關係代名詞當關係子句的主詞)。

因為本課課文 A Star Is Born 介紹了日本的動畫作家與導演新海誠與他的名作「你的名字」，故引發筆者在段考考卷中放入西方超級英雄漫畫與電影的推手—Stan Lee 的生平故事的想法。

有了這個想法之後，筆者便開始著手在網路上搜尋 Stan Lee 的介紹，最後找到了一篇 podcast 的文稿，讀來有趣且比較符合學生的程度。接下來，筆者便開始進行改編，目標是將原本冗長的文章縮減長度至會考的長文題的長度(閱讀內容、題幹、選項加起來約 500 字)。接下來，開始將較難的長句、超出學生學過範圍的單字，進行替換與改寫（運用五個手指原則，目標是生字不超出 5 個）。

因為長文題常常令學生望之生畏，故筆者的題目設計由兩題基本題和一題進階題組成，這兩題基本題都是事實的直接提取，而第三題是比較高層次的整合與詮釋題。其中，第二題又比第一題困難一些，因為第一題只需要找到一個關鍵字及與其相關之事實，而第二題的四個選項是四個事實，分散在全文中，故難度較第一題高。

第三題的產生是因為筆者在搜尋 Stan Lee 的生平時，也讀到了一些他講過的金句，其中一句和此篇考題其中某段大意若合符節，所以將其放入考題中，測驗學生是否能摘要每一段的大意。

學習內容	Ae-Ⅳ-6 簡易故事的背景、人物、事件和結局。 Ae-Ⅳ-8 簡易故事及短文的大意。 C-Ⅳ-4 基本的世界觀。 D-Ⅳ-2 二至三 項訊息的比 較、歸類、排序的方法。
學習表現	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-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 6-Ⅳ-4 樂於接觸課外的英語文多元素材，如歌曲、英語學習雜誌、漫畫、 短片、廣播、網路等。 7-Ⅳ-2 善用相關主題之背景知識，以利閱讀或聽力理解。 8-Ⅳ-5 能具有基本的世界觀。 9-Ⅳ-2 能把二至三項訊息加以比較、歸類、排序。
評量實施細節	此題組為六甲國中 110 學年度上學期九年級第三次段考的考題。

Have you ever seen the movies *Spiderman*, *Iron Man* or *X-Men*? Did you know that these were all written by the same man? The maker of the superheroes that we all know and love today was a very talented writer named Stan Lee. This is the story of his early life.

Stan Lee was born in New York City in 1922. His real name when he was born was Stanley Martin Lieber. Stanley' s parents were Jewish immigrants from Romania. When Stanley and his brother Larry were growing up, his family was quite poor. He was a kid during the Great Depression, which was a time when many people in America did not have much money and many people lost their jobs. Stanley' s family lived in an apartment that was so small that Stanley and Larry shared a room together and their parents slept on a small couch in the living room. But they were a happy family and the Lieber brothers played together and loved reading books and watching movies about heroes.

When Stanley finished high school, the Depression had finally ended but it was still very difficult for people to find a job. Stanley needed money, so at first he worked at a little movie theater. Once he heard that the publishing house that his uncle worked at was hiring, he tried to get a job there as an office assistant. (A publishing house is a company that makes newspapers or books.) The company Stanley worked at was called "Timely Comics" and his job was to check the artists' writings and drawings.

When Stanley started working at Timely Comics, he didn’ t know how long he would work there. At that time, comics were thought of as something just for fun and Stanley wanted to be a serious writer. So he didn’ t think that he’ d work in the comic book business for very long. However, he worked very hard in his job. So, he became an editor and writer finally.

Stan Lee started his writing business as a poor but hard-working teenager. In the end, he worked his way to becoming the leader of one of the most successful comic companies in the world through Marvel Comics.

📖 Jewish immigrant 猶太移民　the Great Drepression 經濟大蕭條　hire (hiring) 招募員工　company 公司　editor 編輯

( )1. What was Stan Lee's first job at Timely Comics?

(A) writer. (B) office assistant.
(C) editor. (D) movie theater worker.

( )2. What can we know from this article?

(A) Stan Lee's real name when he was born was Stanley Martin Lieber.
(B) Stan Lee was a Jewish immigrant from Romania.
(C) Stan Lee had a brother and he grew up in a very rich family.
(D) Stan Lee was the maker of the superhero movie "Superman."

( )3. Stan Lee once said, "*I used to be embarrassed because I was just a comic book writer while other people were building bridges or going on to medical careers. And then I began to realize: Entertainment is one of the most important things in people's lives. Without it, they might go off the deep end.*" Which paragraph from this article talks about this?

📖 embarrassed 尷尬的 medical careers 醫療業 entertainment 娛樂 paragraph 段

(A) Paragraph 1. (B) Paragraph 2. (C) Paragraph 3. (D) Paragraph 4.

教學反思

1. 素養導向評量強調要「情境真實」、「語境完整」，此篇文章擷取自真實的英語 podcast 節目，應符合此項要求。
2. 素養導向評量強調要讓學生進行「高層次思考」、「多文本參照」，此篇考題的第三題，測驗學生是否能歸納各段大意並找出與作者本人在其他訪談中說過的話思考脈絡相同者，應符合此項要求。
3. 素養導向評量希望納入「多元主題」，此篇考題扣緊本課的主題—漫畫展與名人介紹，融入生涯規劃的議題，期待能讓學生延伸思考東西方漫畫的文化差異。
4. 素養導向評量出題非常燒腦，有時候僅憑一人有限的能力，很難產出很完善的試題，也許合眾人之力共同腦力激盪，比較有可能實現素養導向評量的理想。
5. 但是，不可否認，在校內考試中加入素養導向評量的原則與精神，評量的品質的確提昇了。

優良設計

翰林版

佳里國中吳寶香老師

臺南市110學年度創發中心國中英語科素養導向評量工作坊
作業1-教學設計

學校名稱	佳里國中	設計者	吳寶香
版本	康軒版	單元名稱	B2L4 How much cake do you want?
評量項目（可複選）	■聽 ■說 ■讀 ■寫		
評量名稱	Let's make pancakes.		
情境說明	國一的單字量不多，與其死背做鬆餅的 步驟，不如讓他們實作，有趣又印象深刻。		
學習內容	1.可數和不可數名詞的用法 2.數量詞的正確使用3.鬆餅的製作過程4.團體合作精神		
學習表現	1.用英文介紹帶來的鬆餅材料2.共同完成學習單3.分享的喜悅		
評量實施細節	1.分組備料 2.各組輪流用英文介紹材料（每人都要開口說）3.老師用簡易英文和學生對答4.鬆餅評分和分享時間5.學習單的善用（各組分工完成）		
Let's Make Pancakes!			

Let's Make Pancakes!

Follow these steps, and you can make delicious pancakes. It's not difficult.

1.First, put two cups of flour in a bowl.

2.Next, add two eggs, some salt, and one cup of milk in the bowl.

3.Now, mix everything together.

4.Heat up a pan and put some butter in it.

5.Then make little round pancakes with the batter.

6.Wait until the pancakes are brown on both sides.

Now, the pancakes are ready. Enjoy!

請至少設計 3個素養題

1. Make pancakes at home and share them with your family.
2. How do you like the hands-on class?
3. Finish the worksheet together.






morning, everyone
re Group
da, Melody, ... and ...
, we bring eggs, butter, milk ... for the pancakes
hope to make delicious pancakes
thanks very much
11



臺南市110學年度創發中心國中英語課素養導向評量工作坊
作業2-教學成果與反思

學校名稱	佳里國中	設計者	吳寶香
版本	康軒版	單元名稱	B2L4 How much cake do you want?
評量項目（可複選）	■ 聽 ■ 說■讀 ■寫		
評量名稱	Let's make pancakes.		
情境說明	國一的單字量不多，與其死背做鬆餅的 步驟，不如讓他們實作，有趣又印象深刻。		
學習內容	1.可數和不可數名詞的用法 2.數量詞的正確使用3.鬆餅的製作過程4.團體合作精神		
學習表現	1.用英文介紹帶來的鬆餅材料2.共同完成學習單3.分享的喜悅		
評量實施細節	1.分組備料 2.各組輪流用英文介紹材料（每人都要開口說）3.老師用簡易英文和學生對答4.鬆餅評分和分享時間5.學習單的善用（各組分工完成）		
評量設計實施歷程照片(4-6張，可自行增加)			

Our Delicious Pancakes

1Group No. : Miracle

2 Group members: Sophie (聿婷) Sophia (憶睫) Even (宣文)
Nicky (子馨) Bella (斯安) Logan (昕汀)

3 Materials: Three eggs, two bottles of milk, some butter, three bananas, some flour, some chocolate

4 Steps: 1 Put some flour in the bowl, add two eggs and some milk in it.
2 Mix everything together.
3 Heat up the pan, put some butter in it.
4 Then make little round pancakes with the batter
5 Wait until pancakes are brown on both sides.
6. Next, put the pancakes on the plates. And put some bananas and chocolate on the pancakes.
還有余|意的方!
7. Now, enjoy it. ✓

5 Our own pancakes (2 pictures):

3 Heat up the pan, put some batter into.
4 Then make little round pancakes with the batter
5 Wait until the pancakes are brown on both sides.
6. Next, put pancakes on the plates. And put some bananas and chocolate on the pancakes.
7. Now, enjoy it.

5 Our own pancakes (2 pictures):

6 Feelings (At least 30 words): I enjoy the process. It's fun. The pancakes are delicious. We need some flour, two eggs. one bottle of milk to make them. The pancakes tasted milky, because we add too much milk. But they smell great. Today is an interesting day. I hope there will be a chance next time.

It's very wonderful for you to use English to describe your feelings.

Our Delicious Pancakes

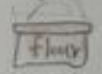
1Group No. : Dumbo

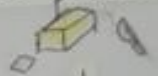
2 Group members:

Anna(吳易珊) Sarah(魏宇婕) Selina(黃子芸)
Melody(蔣品瑄) Irene(黃微晴) Kiki(羅美婷)

3 Materials:

Two eggs, some milk, a bag of flour and a piece of butter.



4 Steps: 1 First, add two eggs, some milk, and some flour to the bowl.



2 Second, mix them together.
3 Third, put a bowl of batter on the pan.
4 Fourth, wait until the pancakes are brown on both sides,
5 Fifth, now the pancakes ready. Enjoy!

are










教學反思

1. 把文字說明的製作步驟化為實作的過程，生動有趣又容易就記住文章內容各組。
2. 各組組員用英文自我介紹並派代表介紹備料，讓每人都有開口說英文的 機會。
3. 因為時間有限，雖然無法色香味俱全，但每個組員都很忙碌的分工合作，而且吃得很開心，還會分享給其他老師和正在施工的工人，有把愛心傳出去喔！
4. 準備的材料太多，時間太短，可以安排兩節的時間較盡興。
5. 學習單的回饋大都用心，很感動。

研習回饋單

Check Out - 簽退表

