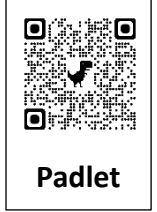




# Icebreaker The First 3 Words You See



## Step 1 Make Your Own Name Card

Take a Post-it Note. Write down your name and the name of your school.

## Step 2 The first 3 words you see

h e l p f u l c g s l p k g k b g m  
 i b m i b p u o r v o a i r i e i v  
 f f d n e o e m e m y t n a n l v e  
 c o g s a s m p a h a i d t d i i f  
 o r r i u i p a t a l e n e n e n o  
 m g a g t t a s e p k n e f e v g b  
 m i t h i i t s f p i c s u s e t i  
 i v i t f v h i u i n e s l s h r o  
 t i t f u e e o l n d f w h h e u h  
 t n u u l g t n a e n a e u a l s r  
 e g d l o m i a e s e i e m r p t q  
 d u e l d e c t j s s t t b i f s e  
 c o m m i t m e n t s h y l n u a x  
 c a r i n g e n e r o u s e g l f s  
 f a i t h f u l b e l i e f s o e a  
 h a p p y c a r l i a b l e b v m a  
 c h o p e f u l f r i e n d y e q n  
 h o p e e h j o y f a i r c b j y a

Look at the grid and write down the first 3 words you see.

They **define your new school year**.

The first 3 words I see are

(1).....

(2).....

(3).....

Step 4 -Video: What Is Oracy?



## Step 3 Share in your group Use the sentence stems to introduce yourself and share the 3 words you have.

Hi, I'm .....(name). I'm from ..... Junior High School.

The first 3 words I see are “.....,....., and.....“ What about yours?

## Step 4 Watch & Think Watch the video and think about the benefits and challenges of teaching speaking in your English class. Write down your ideas and post it on Padlet.

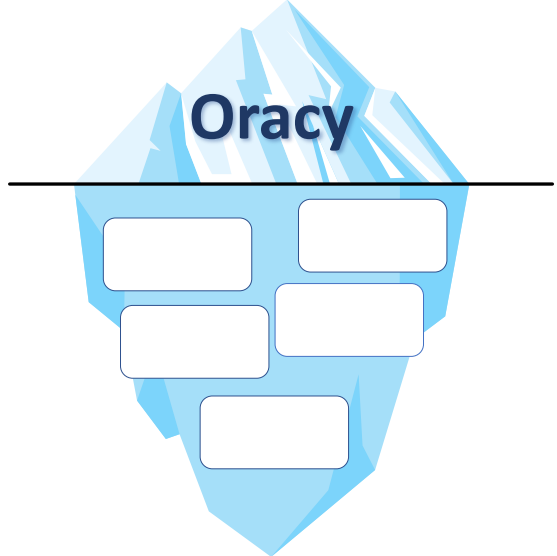
Benefits:.....

Challenges:.....

## Step 5 Discuss What to teach – Oracy Framework

- To reach the goals of speaking, what do you think are important for us to teach our students? Discuss and list five most important subskills under the sea level.
- Some useful resources

|  |  |
|--|--|
| The Oracy Framework<br><a href="https://voice21.org">https://voice21.org</a> |  |
| 領網<br>中文版  |  |
| 英文版  |  |



# 1. Types of Speaking Activities



**Step 1 Read** Read the excerpt from a study. Scan the QR Cod to get the material.

**Step 2 Fill in** Work with your group and fill in the blanks below. The answers are in the word bank.

| Types of Speaking  | Examples   | Characters  |
|--------------------|--|---|
| <b>Imitative</b>   | 1. .... tasks<br>(from word level to sentence level)           | Focus on 6. ....<br>Not on ability to understand  |
| <b>Intensive</b>   | 2. .... tasks<br>Picture-Cued tasks<br>Translation(中⇨英)        | Limited-response tasks<br>mechanical tasks<br>7. .... responses   |
| <b>Responsive</b>  | 3. ....<br>Paraphrasing<br>Giving Instructions and Directions  | Involve 8. .... interactions<br>Limited length of utterances  |
| <b>Interactive</b> | 4. ....<br>Role Play<br>Discussions & Conversations            | Involve relatively long stretches of<br>interactive discourse<br>9. .... exchanges and/or<br>participants |
| <b>Extensive</b>   | Oral 5. ....<br>Picture-Cued Storytelling<br>Retelling a story | Involve 10. ...., relatively<br>lengthy stretches of discourse<br>Monologues                              |

| Word Bank - Examples |               |            | Word Bank - Characters |         |               |
|----------------------|---------------|------------|------------------------|---------|---------------|
| Interview            | Presentations |            | Brief                  | Complex | Controlled    |
| Q & A                | Read-aloud    | Repetition | Multiple               |         | Pronunciation |

**Step 3 Types of Student Works** When designing a speaking task, there are many things to think about. Discuss with your group about when to apply those different ways to do the task.



H. Douglas Brown

|                              |            |                  |                  |
|------------------------------|------------|------------------|------------------|
| <b>Types of Student Work</b> | Individual | Pair             | Group            |
| <b>Teacher's Instruction</b> | Controlled | Guided           | Free             |
| <b>Presentation Form</b>     | Oral       | Recording(audio) | Recording(video) |

## 2. Examples & Experiences



### 1. Individual or Group / Controlled / ..... (type of speaking activities)



**Bingo**

|      |       |           |          |      |          |
|------|-------|-----------|----------|------|----------|
| p.m. | time  | the USA   | look for | a.m. | o'clock  |
| chat | with  | wake up   | meeting  | say  | prepare  |
| life | group | Hurry up. | tonight  | city | everyone |
|      |       |           |          |      |          |
|      |       |           |          |      |          |
|      |       |           |          |      |          |

### 2. Individual / Controlled / ..... (type of speaking activities)



**How to Give a Presentation(I)**

What do we do when we want to share a quote with others?

**Opening** – What to say when you want to start your sharing?

➤ Greeting – .....

➤ Self-introduction – .....

➤ Purpose – .....

**Body** – What you have to share with others

**Famous Quote of the Unit**

**Ending** – What to say when you want to end your sharing?

.....

### 3. Individual / Guided / ..... (type of speaking activities)



**Sportsmanship – A Quote from My Favorite Athlete**

Introduce your favorite athlete and share a quote from him / her that inspires you the most.

1. Who is your favorite athlete? .....

2. What sport does he / she play? .....

3. What's special about him / her? .....

.....

4. Find out a quote from him / her that inspires(鼓舞) you most. (Use the keywords "Athlete's name" and "quote" when searching on Google.

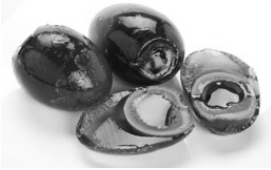





.....

.....

**4. Pair (Mingle) / Guided / ..... (type of speaking activities)**



**Yummy or Yucky?** Ask six classmates(not in your group) to talk about how they feel about the food in the table. Use the words from the word bank to share the ideas.

|  |   |  |   |
|--|---|--|---|
| <b>Q: How do you think about .....?</b><br><b>A: I think that ..... (name of the food) ..... (be/連綴) ..... (adj). (Sign the name).</b> |   |  |   |
| the pictures of the food   |  |  |  |
| How Your Friend feels?   | ...the century egg<br>_____.  | ...the egg plant<br>_____.   | ... the durian<br>_____.  |
| Signature  |   |  |   |
| the pictures of the food   |  |  |  |
| How Your Friend feels?   | ... the stinky tofu<br>_____.   | ... the coriander<br>_____.  | ...the green pepper<br>_____.   |
| Signature  |   |  |   |

**5. Pair (Mingle) / Guided / ..... (type of speaking activities)**



**Name Your Favorite** One way to know your friends more is to ask what their favorite things are. Interview 3 of your classmates about their favorite things. Remember to write down their answers and ask them to sign their name for you.

| Signature | Item 1 | Item 2 | Item 3 | Item 4 |
|-----------|--------|--------|--------|--------|
| 1.        |        |        |        |        |
| 2.        |        |        |        |        |
| 3.        |        |        |        |        |

**Topic** – Color / Sport / Food / Weather / Singer / City / Season / Subject / Drink / Song / Book / Movie...

**Sentence Stems**

**For interviewers(採訪者)**

Hi, I am ..... I would like to know your favorite things. Here are some questions for you.  
 What is your favorite .....? And what is your favorite .....?  
 Thank you for sharing these with me. Please sign your name here.

**For interviewees(受訪者)**

Sure. / No problem. My favorite ..... is ..... No problem. / You're Welcome. / My pleasure.

### 3. How to Scaffold Learning & Practice

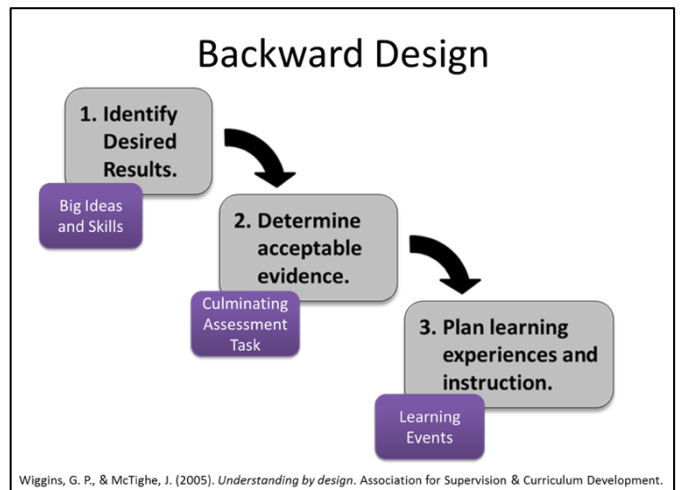
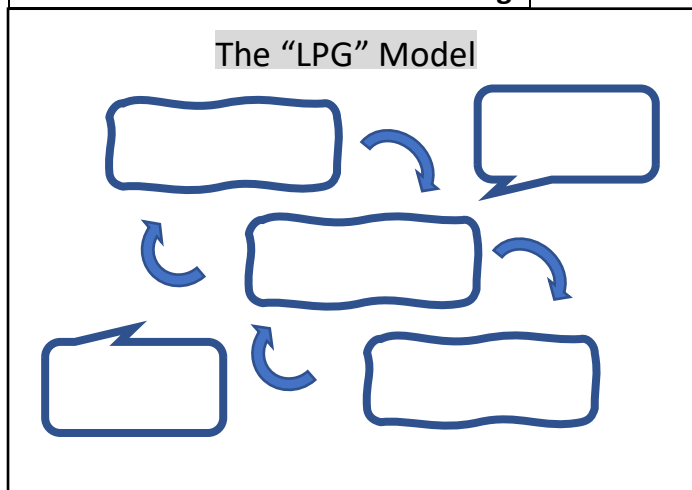


**What is “Scaffold”?** In education, **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. ~ From the **GLOSSARY OF EDUCATION REFORM**

**The “ISS” Principles**

1. **I** \_\_\_\_\_ Key points \_\_\_\_\_
2. **S** \_\_\_\_\_ Key points \_\_\_\_\_
3. **S** \_\_\_\_\_ Key Points \_\_\_\_\_

**The “LGP” Model and Backward Design**



**Your Mission** Work with your group member and try to design a speaking activity. Use the reading on **P.19 (111K B2 U6)**. After finishing, take a photo of your plan and post it on **Padlet**.

|                   |   |           |                            |
|-------------------|---|-----------|----------------------------|
| <b>Task</b>       |   |           |                            |
| <b>Work Type</b>  | <b>Imitative / Intensive / Responsive / Interactive / Extensive</b> |           |                            |
|                   | ● Individual /  | ●● Pair / | ●●●● Group                 |
|                   |   |           | Controlled / Guided / Free |
| <b>Goals</b>      | Physical  |           | Cognitive                  |
|                   | Linguistic  |           | Social & Emotional         |
| <b>Procedures</b> |   |           |                            |
| <b>Language</b>   |   |           |                            |



**Check-in Find Someone Who...**



素養導向評量  
設計徵稿作品

**Step 1 Make Your Own Name Card**

Take a Post-it Note. Write down your name and the name of your school

**Step 2 Make Some Questions**

If you want to know about the information from someone, what questions should you ask?

| Find Someone Who...                 | Signature                                 |                                     |                                     |   |
|-------------------------------------|---|-------------------------------------|-------------------------------------|---|
|                                     | Yes                                       | No                                  |                                     |   |
| 1. ...speak French                  |   |                                     |                                     |   |
| 2. ...sing like Taylor Swift        |   |                                     |                                     |   |
| 3. ...stretch arms up high          |   |                                     |                                     |   |
| 4. ...go traveling soon             |   |                                     |                                     |   |
| 5. ...use ChatGPT often             |   |                                     |                                     |   |
| 6. ...go camping alone              |   |                                     |                                     |   |
| 7. ...ever think of retirement      |   |                                     |                                     |   |
| 8. ...say swear words in class      |   |                                     |                                     |   |
| 9. ...forget things easily          |   |                                     |                                     |   |
| 10. ...join Sun Moon Lake swim fest |   |                                     |                                     |   |
| 11. ...have more than 3 kids        |   |                                     |                                     |   |
| 12. ...run a (half) marathon        |   |                                     |                                     |   |
| <b>★ Self-Check</b>                 |   |                                     |                                     |   |
| ■ I can make the questions          | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |
| ■ I can read the questions.         | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |
| ■ I can understand the meaning.     | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |
| ■ I can ask the questions.          | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |
| ■ I can answer the questions.       | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |
| ■ I try my best to finish the task  | <input type="checkbox"/> Excellent (9-10) | <input type="checkbox"/> Good (6-8) | <input type="checkbox"/> Fair (3-5) | <input type="checkbox"/> Keep Going (1-2) |

**Step 3 Find Someone Who...** Find a teacher and ask him / her a question and ask him / her to sign the name for you. You can only ask one teacher one question. Get as many signatures as you can.

**Step 4 Self-evaluation** Reflect on how you did the tasks.



# 1. Why do we assess?



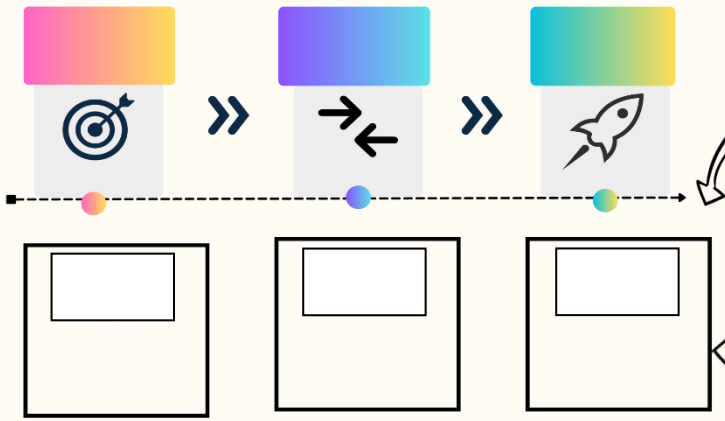
Assessment OF/FOR/AS Learning



## Part 1 - Approaches of Assessment

Fill in and match.

### 評量是為了...



- AaL: Assessment as Learning**  
歷程性的學習即評量
  - AoL: Assessment of Learning**  
總結性的學習成果評量
  - AfL: Assessment for Learning**  
形成性的促進學習評量
- 引導 評估 回饋

## Part 2 - Definition of Competency-based Assessment

Competency-based assessment is an approach to evaluating an individual's knowledge, skills, and abilities based on specific competencies or job requirements. It focuses on measuring an individual's ability to perform a task or function and their potential for success in a particular role.



**Q: Can what we teach achieve Ss' higher-order thinking skills?**

## Part 3 - Performance Tasks

**Step 1 Underline the keywords** Read the paragraph about performance tasks and underline keywords.

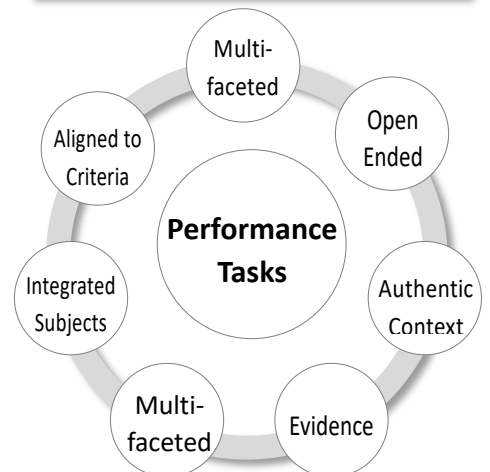
A performance task asks students... to perform to demonstrate their knowledge, understanding and proficiency. They yield a tangible product and/or performance that serve as the evidence of learning. It presents a situation that calls for learners to apply their learning in context.



**Step 2 Fill in** The elements of a performance tasks

1. 任務強調 .....
2. 任務強調 .....
3. 任務強調 .....
4. 任務需要 .....
5. 任務評量 .....

### Elements of Performance Tasks



## 2. How to design a performance task?

**Step 1 Learn about GRASPS** How can we create an authentic “Performance Task” that fosters students’ understanding? ⇒ **Use GRASPS to assist in the creation!**



**G** - .....

What task do I want the students to achieve?



**R** - .....

What’s the students’ role in the task?



**A** - .....

Who is the students’ target audience?



**S** - .....

What’s the context? The challenge?



**P** - .....

What will students create / develop / perform?



**S** - .....

On what criteria will students be judged / assessed?

**Step 2 Identify GRASPS practices** Underline the elements of GRASPS

**Round 1** A group of nine foreign students is visiting your school for one month as part of an international exchange program. (Don’t worry, they speak English!) The principal has asked your class to plan and budget a four-day tour of Taoyuan to help the visitors understand the historical sites of Taoyuan. Plan your tour so that the visitors are shown sites that best represent Taoyuan and its development. You should prepare a written tour itinerary, including an explanation of why each site was selected. Include a map tracing the route for the four-day tour and a budget for the trip.

*From: Upgrade Your Teaching: Understanding by Design*

**Round 2** You’re the representative candidate of your class for the student council. Wearing the same uniform makes everyone look the same. To give a powerful talk, you plan to show your personalities by modifying 1-2 parts of the school uniform. Now you’re showing how the uniform of your own represents you. And why this can help students build up a better self.

*Credit to: 文昌國中黃毓芬老師*

## 3. What to have in standards

**Step 1 On Rubrics** Fill in the blanks about rubrics.



SBASA  
標準本位評量



Rubric  
Maker

*A rubric is a type of scoring guide that assesses and articulates specific components and expectations for an assignment. Rubrics can be used for a variety of assignments: research papers, group projects, portfolios, and presentations.*

評量規準(Rubrics)應具備... 1. .... 2. .... 3. ....



**Step 2 3 Types of Standards** There are many ways to show your students the standard of the task. Read and compare them and think about which one can help students learn better.

Resource: Brookhart, S (2015) *Performance Assessment: Showing What Students Know and Can Do*

**Checklist**

| Item   | Yes | No |
|--|-----|----|
| 1. Choose five reasonable locations and explains why they are important to visit |     |    |
| 2. Describes each location accurately  |     |    |
| 3. Communicates clearly and persuasively to potential visitors                   |     |    |

**Rating Scale**

|  | Excellent | Good | Fair | Poor |
|--|-----------|------|------|------|
| 1. Choose five reasonable locations and explains why they are important to visit |           |      |      |      |
| 2. Describes each location accurately  |           |      |      |      |
| 3. Communicates clearly and persuasively to potential visitors                   |           |      |      |      |

**Rubric**

|  | 4  | 3  | 2  | 1  |
|--|--|--|--|--|
| 1. Choose five reasonable locations and explains why they are important to visit | Choices are sound. Each explanation presents several compelling reasons linked to state or national history.                                       | Choices are sound. Each explanation presents at least one reason linked to state or national history.                        | Some choices are sound. Most explanations present at least one reason linked to state or national history.   | Choices are not sound, or explanation are not based in history.  |
| 2. Describes each location accurately  | Accurately pinpoints where each location is in the state (geographically) and gives a detailed description of what visitors would see at the site. | Accurately pinpoints where each location is in the state (geographically) and describes what visitors would see at the site. | Tell where each location is in the state (geographically) and describes what visitors would see at the site, although descriptions may be somewhat inaccurate. | Do not tell where each location is in the state and / or does not describe what visitors would see at the site; OR these descriptions are not correct. |
| 3. Communicates clearly and persuasively to potential visitors                   | Travel prospectus uses engaging visuals and vivid text to highlight the historical import of the tour.   | Travel prospectus uses appropriate visuals and text to highlight the historical import of the tour.                          | Travel prospectus may use visuals and text, but they do not highlight the historical import of the tour.   | Travel prospectus uses inaccurate or inappropriate visuals that do not highlight the historical import of the tour.                                    |

評量規準參考資料

★ What is a “Performance Level Description”?

指學生具體表現能達到或做到的什麼程度，由「等級」和「表現描述」兩個部分構成。「等級」呈現表現或能力的程度差異。在各等級會有相對應之文字描述，呈現該等級所具備之具體能力或行為，稱為表現描述(performance level descriptions)，也可稱為 PLDs。

學生表現分為 A~E 五個等級，其劃分如下：A 表「優秀」；B 表「良好」；C 表「基礎」；D 表「不足」；E 表「落後」。整體而言，B 等級表現標準以「質性」描述為主，C、D 等級則加入「程度」副詞 (如：僅能有限地)，E 等級一律以「未達 D 等級」描述。

各表現等級描述 ( performance level descriptors; PLD ) 為該能力等級最低(門檻)之表現，並以正面描述呈現，學生達到該等級即代表具有該項能力。評量規準(Rubrics)則由 PLDs 為基礎訂定。

★ 七年級口說表現等級敘述(PLD)

|           |  | 評量標準   |   |   |  |            |
|-----------|--|--|---|---|--|------------|
| 主題        | 次主題  | A  | B   | C   | D  | E          |
| 七年級<br>口說 | 發音<br>朗讀 <sup>1</sup>  | 依提示唸出字詞語句、韻文、對話、短篇故事或敘述等常見體裁時，   |   |   |  |            |
|           |  | <ul style="list-style-type: none"> <li>能力表現同 B 等級。</li> <li>能力表現同 B 等級。</li> <li>能以適切的發音、斷句及語調，自然流暢或生動地唸出篇章或對話。</li> </ul>                                       | <ul style="list-style-type: none"> <li>能唸出<sup>2</sup>單音節字彙及多音節<sup>3</sup>字詞片語。</li> <li>能以適切的發音、斷句及語調，自然流暢地唸出句子<sup>4</sup>。</li> <li>能以尚稱適切的發音、斷句及語調，尚稱流暢地唸出篇章或對話，偶有不適切的停頓。</li> </ul> | <ul style="list-style-type: none"> <li>能唸出單音節字彙。</li> <li>能以尚稱適切的發音及語調唸出句子。</li> <li>能以尚可辨識的發音及單一平直的語調，緩慢唸出篇章或對話，時有不適切的停頓。</li> </ul> | <ul style="list-style-type: none"> <li>僅能有限地唸出字句篇章。</li> </ul> | 未達<br>D 等級 |
| 口語<br>表達  | 依題意對於個人相關、自我介紹或日常對話等簡易內容，做單向或雙向的開放式口語表達時，  |  |   |   |  |            |
|           | <ul style="list-style-type: none"> <li>能說出切合主題或情境且完整的內容，且語意通順。</li> <li>能以適切的發音、語調(或語氣)、語速說出字詞語句。</li> <li>能使用符合英文口語習慣的適切<sup>3</sup>字詞語句；若有錯誤，能自我修正。</li> </ul> | <ul style="list-style-type: none"> <li>能說出尚稱切合主題或情境且大致完整的內容，語意偶有不順。</li> <li>能以大致適切的發音、語調(或語氣)及稍慢的語速說出字詞語句，偶有不適切的停頓。</li> <li>能使用達意<sup>6</sup>的字詞語句。</li> </ul> | <ul style="list-style-type: none"> <li>能說出與主題或情境部分相關的內容。</li> <li>能嘗試以尚稱適切的發音、語調(或語氣)及緩慢的語速說出字詞語句，時有不適切的停頓。</li> <li>能嘗試使用尚稱達意的字詞語句，時有錯誤。</li> </ul>                                      | <ul style="list-style-type: none"> <li>僅能有限地說出字詞語句。</li> </ul>  |  |            |

★ 八年級口說表現等級敘述(PLD)

|           |   | 評量標準   |   |   |  |            |
|-----------|---|--|---|---|--|------------|
| 主題        | 次主題   | A  | B   | C   | D  | E          |
| 八年級<br>口說 | 發音<br>朗讀 <sup>1</sup>   | 依提示唸出字詞語句、韻文、對話、故事、記敘文、說明文等多樣體裁時，  |   |   |  |            |
|           |   | <ul style="list-style-type: none"> <li>能力表現同 C 等級。</li> <li>能力表現同 B 等級。</li> <li>能以適切的發音、斷句及語調，自然流暢或生動地唸出篇章或對話。</li> </ul>                                       | <ul style="list-style-type: none"> <li>能力表現同 C 等級。</li> <li>能以適切的發音、斷句及語調，自然流暢地唸出句子<sup>2</sup>。</li> <li>能以尚稱適切的發音、斷句及語調，尚稱流暢地唸出篇章或對話，偶有不適切的停頓。</li> </ul> | <ul style="list-style-type: none"> <li>能唸出<sup>3</sup>單音節字彙及多音節<sup>4</sup>字詞片語。</li> <li>能以尚稱適切的發音及語調唸出句子。</li> <li>能以尚可辨識的發音及單一平直的語調，緩慢唸出篇章或對話，時有不適切的停頓。</li> </ul> | <ul style="list-style-type: none"> <li>僅能有限地唸出字句篇章。</li> </ul> | 未達<br>D 等級 |
| 口語<br>表達  | 依題意對於日常生活主題報告或討論等內容，做單向或雙向的開放式口語表達時，  |  |   |   |  |            |
|           | <ul style="list-style-type: none"> <li>能說出切合主題或情境且完整的內容，並能說出相關細節，且語意通順。</li> <li>能以適切的發音、語調(或語氣)、語速說出字詞語句。</li> <li>能使用符合英文口語習慣的適切<sup>3</sup>字詞語句；若有錯誤，能自我修正。</li> </ul> | <ul style="list-style-type: none"> <li>能說出尚稱切合主題或情境且大致完整的內容，語意偶有不順。</li> <li>能以大致適切的發音、語調(或語氣)及稍慢的語速說出字詞語句，偶有不適切的停頓。</li> <li>能使用達意<sup>6</sup>的字詞語句。</li> </ul> | <ul style="list-style-type: none"> <li>能說出與主題或情境部分相關的內容。</li> <li>能嘗試以尚稱適切的發音、語調(或語氣)及緩慢的語速說出字詞語句，時有不適切的停頓。</li> <li>能嘗試使用尚稱達意的字詞語句，時有錯誤。</li> </ul>        | <ul style="list-style-type: none"> <li>僅能有限地說出字詞語句。</li> </ul>  |  |            |

★ 九年級口說表現等級敘述(PLD)

|   |     | 評量標準  |  |   |  |         |
|---|-----|---|--|---|--|---------|
| 主題                                      | 次主題 | A   | B  | C   | D  | E       |
| 九年級                                     | 口說  | 依提示唸出字詞語句、韻文、對話、故事、記敘文、說明文、議論文等多樣體裁時，   |  |   |  |         |
|   |     | <ul style="list-style-type: none"> <li>能力表現同 C 等級。</li> <li>能力表現同 B 等級。</li> <li>能以適切的發音、斷句及語調，自然流暢或生動地唸出篇章或對話。</li> </ul>  | <ul style="list-style-type: none"> <li>能力表現同 C 等級。</li> <li>能以適切的發音、斷句及語調，自然流暢地唸出句子<sup>2</sup>。</li> <li>能以尚稱適切的發音、斷句及語調，尚稱流暢地唸出篇章或對話，偶有不適切的停頓。</li> </ul>      | <ul style="list-style-type: none"> <li>能唸出<sup>3</sup>單音節字彙及多音節<sup>4</sup>字詞片語。</li> <li>能以尚稱適切的發音及語調唸出句子。</li> <li>能以尚可辨識的發音及單一平直的語調，緩慢唸出篇章或對話，時有不適切的停頓。</li> </ul> | <ul style="list-style-type: none"> <li>僅能有限地唸出字句篇章。</li> </ul> | 未達 D 等級 |
| 依題意對於日常生活及一般議題報告或討論等內容，做單向或雙向的開放式口語表達時， |     |   |  |   |  |         |
|   |     | <ul style="list-style-type: none"> <li>能說出切合主題或情境且完整的內容，並能說出相關細節，且語意通順。</li> <li>能以適切的發音、語調(或語氣)、語速說出字詞語句。</li> <li>能使用符合英文口語習慣的適切<sup>5</sup>字詞語句；若有錯誤，能自我修正。</li> </ul> | <ul style="list-style-type: none"> <li>能說出尚稱切合主題或情境且大致完整的內容，語意偶有不順。</li> <li>能以大致適切的發音、語調(或語氣)及稍慢的語速說出字詞語句，偶有不適切的停頓。</li> <li>能使用達意<sup>6</sup>的字詞語句。</li> </ul> | <ul style="list-style-type: none"> <li>能說出與主題或情境部分相關的內容。</li> <li>能嘗試以尚稱適切的發音、語調(或語氣)及緩慢的語速說出字詞語句，時有不適切的停頓。</li> <li>能嘗試使用尚稱達意的字詞語句，時有錯誤。</li> </ul>                  | <ul style="list-style-type: none"> <li>僅能有限地說出字詞語句。</li> </ul> |         |

★ 通用口說評分指引(Rubrics)

| 口說能力-篇章/對話朗讀評等表 <sup>1</sup> 2018.03.07          |                         |                 |               |                          |                     |
|--|-------------------------|-----------------|---------------|--------------------------|---------------------|
| 班級：_____ 姓名：_____ 座號：_____ 所得最低等級：□A □B □C □D □E |                         |                 |               |                          |                     |
| 等級   | A (優秀)                  | B (良好)          | C (基礎)        | D (不足)                   | E (落後)              |
| 發音、斷句及語調   | □ 適切或自然，少有錯誤            | □ 偶有錯誤          | □ 時有錯誤        | □ 錯誤過多，幾乎沒有正確的句子；或唸出文句過少 | □ 沉默過久<br>□ 僅唸出少數字詞 |
| 流利度  | □ 自然流利或生動(表達出情緒轉折或情節發展) | □ 尚稱自然，偶有不適切的停頓 | □ 緩慢，時有不適切的停頓 | □ 一直斷斷續續；或唸出文句過少         | □ 唸出的內容無法辨識         |

| 口說能力-口語表達評分表 <sup>2</sup> 2018.03.07                                   |                                 |                  |                                     |   |                        |
|--|---------------------------------|------------------|-------------------------------------|---|------------------------|
| 班級：_____ 姓名：_____ 座號：_____ 得分：_____ □A 25 □B 20-24 □C 15-19 □D 5-14 □E |                                 |                  |                                     |   |                        |
| 等級   | A (優秀)                          | B (良好)           | C (基礎)                              | D (不足)                                  | E (落後)                 |
| 內容 <sup>3</sup>  | 10 切題完整，語意通順且(僅八-九年級)說出相關細節或具巧思 | 8 大致切題完整，語意尚稱合理  | 6 與主題部分相關，但不完整(有遺漏)或過於簡略，且語意有些雜亂不通順 | 2 僅少部分與主題相關或幾乎全部離題，且語意雜亂零散，很不通順；或說出語句過少 | □ 沉默過久<br>□ 內容離題或無法被理解 |
| 流利度  | 5 語速適中，少有不適切的停頓                 | 4 語速稍慢，偶有不適切的停頓  | 3 語速緩慢，時有不適切的停頓                     | 1 一直斷斷續續；或說出語句過少                        | □ 僅說出少數字詞              |
| 發音及語調  | 5 適切或自然                         | 4 偶有錯誤           | 3 時有錯誤                              | 1 錯誤過多，嚴重影響語意表達；或說出語句過少                 | □ 聲音或內容無法辨識            |
| 用字遣詞及語法  | 5 大致合宜，少有錯誤                     | 4 大致達意，偶有語用及語法錯誤 | 3 尚稱達意，但時有語用及語法錯誤                   | 1 錯誤過多，幾乎沒有正確的句子；或說出語句過少                |                        |

★ 評分指引(rubrics)不宜直接照抄表現等級描述(PLD)，為什麼？

若說 PLD 像是「通則母法」，描述人的能力，rubrics 則像是「施行細則」，要依照不同評量工具量身訂定。據此，PLD 的 D 與 E 等級，因為具備能力太少，幾乎無法正向描述其能力，經常只能模糊描述；但 rubrics 的 D 與 E 等級，就應該清楚描述學生在該評量工具的任務表現是缺少什麼，才被評定為 D 或 E 等級。

## G.R.A.S.P.S. Design Tool

Directions: Use the following prompts to brainstorm ways of establishing an authentic context for performance tasks if needed. (Note: The goal of this tool is not to fill in all of the blanks. Rather, use whatever prompts apply to help you generate ideas to embellish a task.)

### Goal

Students' task is \_\_\_\_\_

The goal is to \_\_\_\_\_

The problem/challenge is \_\_\_\_\_

The obstacle(s) to overcome is (are) \_\_\_\_\_

### Role

Students are \_\_\_\_\_

They will be asked to \_\_\_\_\_

Their job is \_\_\_\_\_

### Audience

Students' target audience is \_\_\_\_\_

Students need to \_\_\_\_\_

### Situation

The context students are in is \_\_\_\_\_

The challenge involves dealing with \_\_\_\_\_

### Product/Performance and Purpose

Students will create a \_\_\_\_\_

in order to \_\_\_\_\_

They need to develop \_\_\_\_\_

so that \_\_\_\_\_

### Standards & Criteria for Success

Students' performance needs to \_\_\_\_\_

Their work will be judged by \_\_\_\_\_

Their product must meet the following standards \_\_\_\_\_

A successful result will \_\_\_\_\_

Source: *McTighe and Wiggins (2004)* 王宏均教授整理

Adapted from: <https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422>

## Performance Task Review Criteria

**Key: 3 = extensively; 2 = to some degree; 1 = not yet**

1. The task addresses/assesses targeted standard(s)/outcome(s).
2. The task calls for understanding and transfer, not simply recall or a formulaic response.
3. The task requires extended thinking — not just an answer.
4. The task establishes a meaningful, real-world (i.e., “authentic”) context for application of knowledge and skills, i.e., includes a realistic purpose, a target audience, and genuine constraints.
5. The task includes criteria/rubric(s) targeting distinct traits of understanding and successful performance, i.e., criteria do not simply focus on surface features of a product or performance.
6. The task directions for students are clear.
7. The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).
8. The task effectively integrates two or more subject areas.
9. The task incorporates appropriate use of technology.



Source: McTighe and Wiggins (2004) 王宏均教授整理

Reference Retrieved from <https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422>

**More Examples**

**6. Individual or Pair / Guided / .....**

● **Making Connections**

●● ➔ **Think & Answer** Answer the questions according to your own experience.

1. **Q:** When was your last fight with someone? **A:** I had a fight with .....  
 (person) (time)
2. **Q:** How did you feel after the fight? **A:** I felt ..... (I also felt .....)  
 (adj.) (adj.)
3. **Q:** How do you think he / she felt? **A:** I think he / she felt .....  
 (adj.)

**Word Bank** – Adjectives about negative feelings

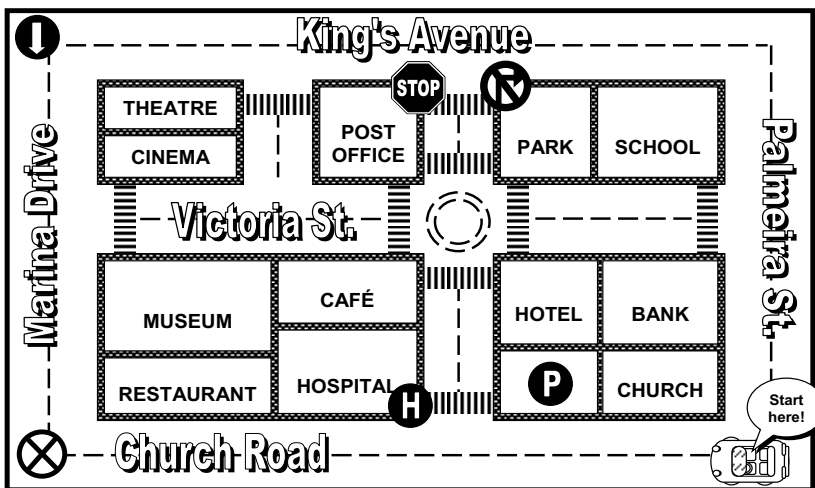
angry annoyed(氣惱的) anxious(焦慮的) depressed(沮喪的) disappointed(失望的) unhappy  
 frustrated(挫折的) lonely mad sad scared surprised terrible upset(著急的) worried

➔ **Pair & Share** Find someone to be your partner. Ask your partner the three questions. Answer your partner's question, too. Have him / her sign the name for you. .... (signature)

**7. Group / Guided / .....**



**Giving Directions**



**A. Group Work**

Choose a place and give other groups directions. Ask them to find out which place it is.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Picture from: <https://www.liveworksheets.com/br80mg>

**B. Listen and Find** Listen to other groups' directions and find out the place they talk about.

| Group _____ | Group _____ | Group _____ | Group _____ | Group _____ |
|-------------|-------------|-------------|-------------|-------------|
|             |             |             |             |             |

**C. Self-evaluation** Reflect on what you learned and how you did it.

1. Give Directions 5 4 3 2 1      2. Understand Directions 5 4 3 2 1

3. I learned that .....

**8. Group / Guided / .....**



**Being A Food Blogger**

Work with your group and introduce a place near our school where people can enjoy great food there. Make a PowerPoint presentation and share with the class.

➡ **Example**

**Hello, everyone. My name is....** (My name is.... My name is.... My name is....)

**We are from group 1.**

**1. Today we are going to share with you something about Best-goose Restaurant, a famous Hakka restaurant in Yangmei.**

**2. How to get there?** Go out from our school gate and turn right on Shin-nun St. Go along the street and turn right on Shin-chen Rd. Then go along for about 100 m. You'll see Best-goose Restaurant on your left.

**3. The restaurant is famous for its Hakka food. The business hours are from 11 a.m. to 2 p.m., and from 5 p.m. to 8 p.m.**

**4. My favorite food there is Hakka thick rice noodles. The noodles are chewy but still soft. And they go well with the soup. They not only smell good but also taste delicious. Maybe you can give it a try one day.**

**Thank you for your time.**

➡ **Your Mission**

Make a PowerPoint presentation which includes at least 7 pages.

Page 1 – Cover page – Your group name

Page 2 – Introduce the group members

Page 3 – Which store to introduce

Page 4 – How to get there

Page 5 – What to have there? The business hours

Page 6 – One of your favorite dish / drink / desserts and how does it taste

Page 7 – Thank- you page

➡ **Your turn**

Hello everyone.

My name is \_\_\_\_\_. My name is \_\_\_\_\_. My name is \_\_\_\_\_. My name is \_\_\_\_\_.

We are from group \_\_\_\_\_.

① Today we are going to share with you something about \_\_\_\_\_, a \_\_\_\_\_ in Yangmei.

② How to get there \_\_\_\_\_

③ (What to have there? The business hours...) \_\_\_\_\_

④ My favorite food there is \_\_\_\_\_

Thank you for your time.

➡Rubric for Oral Presentation

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| Name:  |  | Class:  |  | Number:   |  |
| <input type="checkbox"/> A 25 <input type="checkbox"/> B 20-24 <input type="checkbox"/> C 15-19 <input type="checkbox"/> D 5-14 <input type="checkbox"/> E |  |   |  |   |  |
| 流暢度  | <input type="checkbox"/> 5 語速適中，少有不適切的停頓 | <input type="checkbox"/> 4 語速稍慢或稍快，偶有不適切的停頓       | <input type="checkbox"/> 3 語速緩慢，時有不適切的停頓         | <input type="checkbox"/> 2 一直斷斷續續；或說出語句過少       | <input type="checkbox"/> 沉默過久<br><input type="checkbox"/> 內容完全離題或無法被理解<br><input type="checkbox"/> 僅說出少數字詞<br><input type="checkbox"/> 聲音或內容無法辨識 |
| 發音及語調  | <input type="checkbox"/> 5 適切而自然         | <input type="checkbox"/> 4 偶有錯誤                   | <input type="checkbox"/> 3 時有錯誤                  | <input type="checkbox"/> 2 錯誤過多，嚴重影響表達，或說出的語句過少 |  |
| 音量及台風  | <input type="checkbox"/> 5 音量大小適中，台風穩健   | <input type="checkbox"/> 4 音量稍大或稍小，表情稍緊張，但不影響整體表現 | <input type="checkbox"/> 3 音量太大或太小，較為緊張，稍微影響整體表現 | <input type="checkbox"/> 2 輔音量過大或過小，過於緊張，影響整體表現 |  |
| 團隊合作   | <input type="checkbox"/> 5 小組中每位成員皆有參與活動 | <input type="checkbox"/> 4 小組中多數成員皆有參與活動          | <input type="checkbox"/> 3 小組一半成員皆有參與活動          | <input type="checkbox"/> 2 小組一半以下成員參與活動         |  |

**Reading Fluency Check** 閱讀流暢度練習-朗讀各式類型文章

- 朗讀文本流暢程度 ➡ 目標 和說話一樣順暢
- 測試方式：一分鐘可以朗讀多少個字 ➡ 目標 每分鐘朗讀 100 個字

**Fluency Check Practice Report**

Name: \_\_\_\_\_

| Reading Fluency Check |                      |  |  |  |  |  |
|-----------------------|----------------------|--|--|--|--|--|
| Date                  | 06/013               |  |  |  |  |  |
| w/sec                 | 220w/80sec<br>165w/m |  |  |  |  |  |
| Date                  |                      |  |  |  |  |  |
| w/sec                 | __w/ __sec<br>__w/m  |  |  |  |  |  |
| Date                  |                      |  |  |  |  |  |
| w/sec                 |                      |  |  |  |  |  |

如何換算一分鐘朗讀幾個字？

- 計算唸完一篇文章需要多少秒
- 計算該篇文章共有多少字

每分鐘朗讀字數 = 文章總字數 ÷ 秒數 x 60



**Why is reading fluency important?**

- It builds a bridge between word recognition and comprehension.
- It allows students time to focus on what the text is saying.
- It gives students more time to preform higher-order thinking skills.



# Grammar 1

|   |           |         |        |                |
|---|-----------|---------|--------|----------------|
| A | I         | was     | a cook | then.          |
|   | He / She  | wasn't  |        | before.        |
|   | You       | were    | cooks  | at that time.  |
|   | We / They | weren't |        | ten years ago. |

|   |      |            |       |                           |
|---|------|------------|-------|---------------------------|
| B | Was  | he / she   | happy | last night?               |
|   | Were | you / they |       | the day before yesterday? |

|      |           |       |     |           |          |
|------|-----------|-------|-----|-----------|----------|
| Yes, | he / she  | was.  | No, | he / she  | wasn't.  |
|      | we / they | were. |     | we / they | weren't. |

wasn't = was not  
weren't = were not

## Say and Write 說說看，寫寫看。



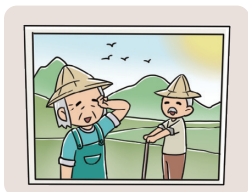
**Example** the river / dirty / before

The river **was** dirty **before**.



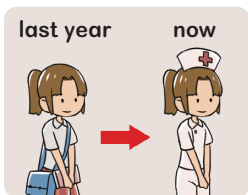
① **not late / yesterday morning**

Leo \_\_\_\_\_ late for school \_\_\_\_\_.



② **they / farmer / at that time**

\_\_\_\_\_



③ **nurse / last year**

A: \_\_\_\_\_ your sister a nurse \_\_\_\_\_ ?

B: No, she \_\_\_\_\_. (She \_\_\_\_\_ a student.)

**C**

|       |      |               |                 |
|-------|------|---------------|-----------------|
| Where | was  | she           | last Monday?    |
|       | were | they          | three days ago? |
| She   | was  | home.         |                 |
| They  | were | in Hong Kong. |                 |

Where is → Where's  
Where was → 不可縮寫

**Say and Write** 說說看，寫寫看。



**Example** at Love River / two days ago

A: Where **was** Lily two days ago?  
B: She **was** at Love River.



**1** in the park / this morning

A: Where \_\_\_\_\_ you this morning?  
B: I \_\_\_\_\_ in the park.



**2** on the basketball court / an hour ago

A: \_\_\_\_\_ your brothers an hour ago?  
B: \_\_\_\_\_



**3** Uncle Jim / at the zoo / last weekend

A: \_\_\_\_\_  
B: \_\_\_\_\_

# Reading

CD3: 24~25 CD: 49



閱讀動畫

## Pre-reading Question

Look at the photos. Are they different places?



# Hong Kong Then and Now

1 Hong Kong was a **fishing town** many years ago. There were no tall **buildings**, and there  
5 were only small houses. A lot of people there were **fishermen**. There weren't many **visitors** in the town, and there weren't many **activities** for visitors, either.

\* Hong Kong [ˌhɒŋ ˈkɒŋ] 香港

Take a look at the two photos, and you can see the big changes in Hong Kong.

10 Now, Hong Kong is a **rich** city. There are a lot of tall buildings. A lot of people in Hong Kong are **businessmen**. Many people  
15 around the world **visit** this city, and they do many things there. For example, they eat great food in nice **restaurants**, watch shows, **buy** gifts, and visit old streets.

## Vocabulary

CD3: 26 CD: 50

fishing town 漁村

activity 活動

restaurant 餐廳

building 建築物

rich 富有的

buy 購買

fishermen 漁夫 (fisherman 為單數形)


businessmen 商人 (businessman 為單數形)

visitor 訪客

visit 造訪；拜訪

# 1. Reading Comprehension

☀ 怎麼找到文章主旨呢？  
 你可以用之前學到的方法幫助你找出文章主旨，這一課你用哪種方法找出答案呢？  
 插圖       標題       重複的字       第一句和最後一句


- (      ) What is the reading mainly about?  mainly 主要地
- (A) Hong Kong is different now.
  - (B) Hong Kong was a fishing town.
  - (C) There are nice restaurants in Hong Kong.
  - (D) There were many fishermen in Hong Kong.

# 2. Reading Skills

**Contrasting** 根據閱讀內容，對比 Hong Kong 之前與現在的差異處，並填入圖表中。

## Big Changes in Hong Kong

| Then  | Now  |
|---|--|
| <ul style="list-style-type: none"> <li>● a fishing town</li> <li>● no _____, and only _____</li> <li>● many people were _____</li> <li>● not so many _____ in the town, and not many _____ for visitors, either.</li> </ul> | <ul style="list-style-type: none"> <li>● a rich city</li> <li>● a lot of _____</li> <li>● many people are _____</li> <li>● many people _____ there</li> </ul> <p style="margin-left: 20px;">-They can {</p> <ul style="list-style-type: none"> <li>eat great food.</li> <li>_____ and</li> <li>_____ gifts.</li> <li>visit old streets.</li> </ul> |



# 3. Discuss

What do you know about Hong Kong? Discuss your answers with your classmates.