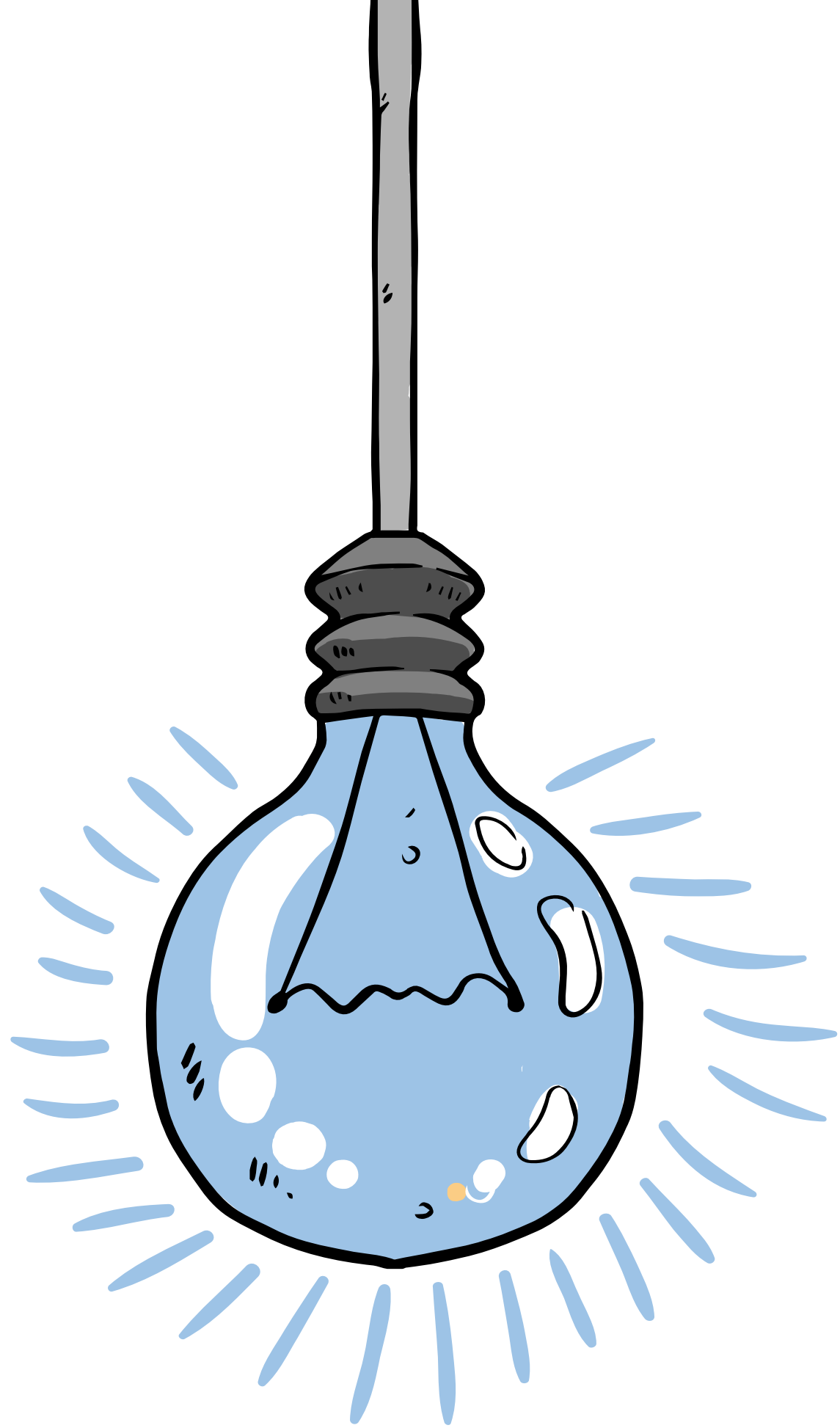


素養導向評量與會考試題分析

新北市立二重國中
吳美玲老師 (Claire Wu)
央團英語文分團





大綱

1. 認識素養導向題型

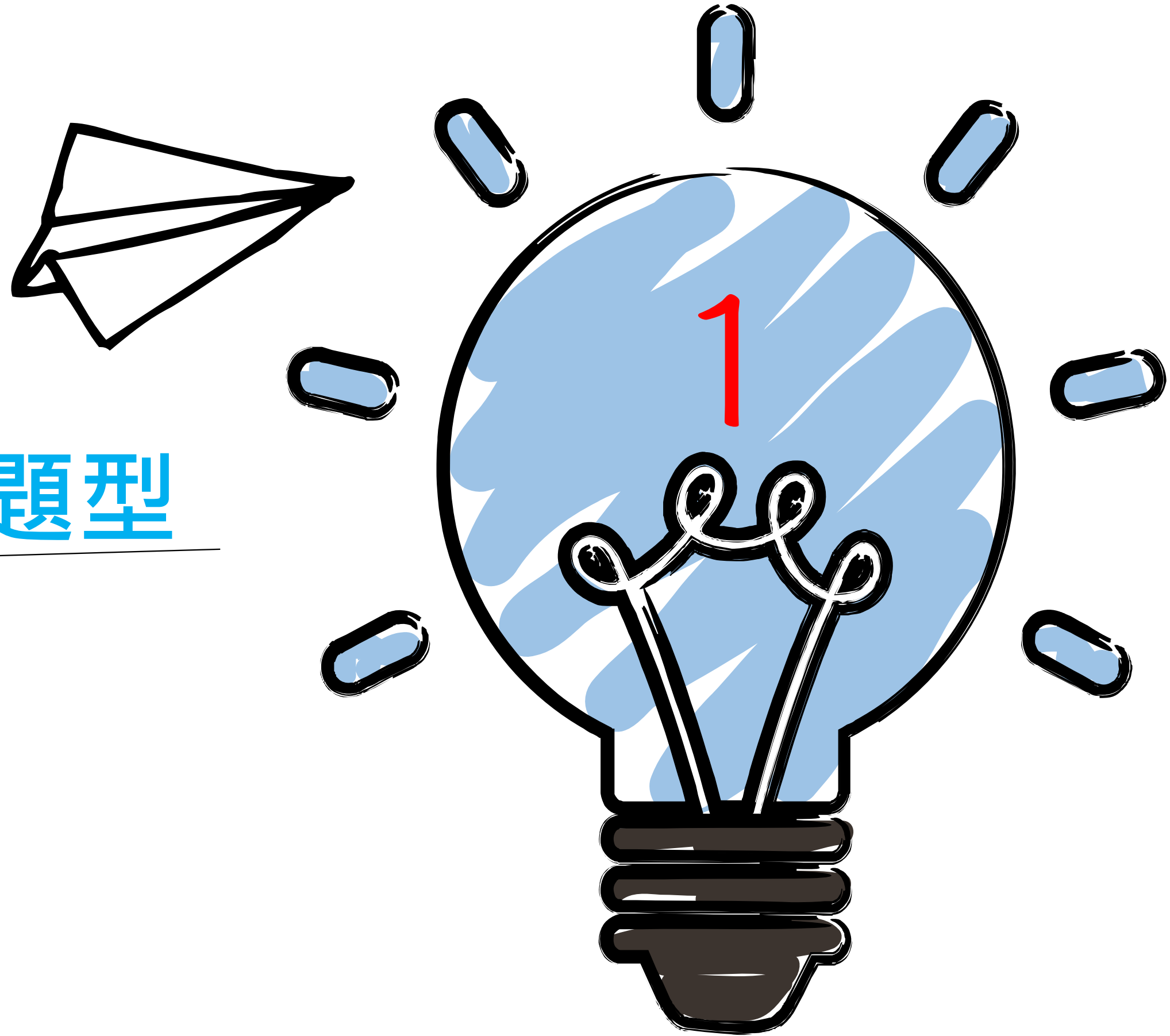
2. 會考題型分析

3. 老師要教什麼，學生要學什麼？

4. 學習資源補充

5. AI 來幫幫忙

1. 認識素養導向題型

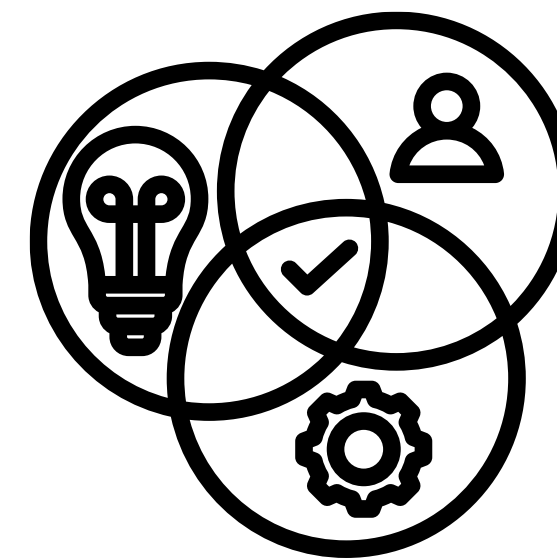


會考閱讀測驗分項能力與題數分配

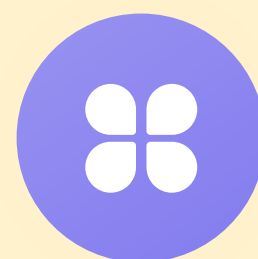
分項能力	題號區間	題數	占比 (約)	能力說明
1. 字詞理解	1-3, 5-7, 9, 12, 13	8 題	約 19%	以單字、片語或慣用語為主，考學生對詞義及語境的理解，如 <i>kite, ready, traffic</i> 等。
2. 語法結構	4, 8, 10, 11, 14-19	9 題	約 21%	著重於句型、動詞時態、連接詞、代名詞與文法正確性判斷。
3. 文意推論	20-21, 26-28, 32-34, 36-37, 38-43	17 題	約 40%	要求學生根據上下文推論因果、態度、或隱含意涵，例如 <i>IKEA effect, Easter Island, Cameron's gift story</i> 等。
4. 篇章細節	24-25, 29-31, 35	5 題	約 12%	檢測學生能否找出文章明確細節或具體資訊，如票價、地點、人物行為等。
5. 篇章結構	15, 22-23	2 題	約 5%	考察學生對語篇邏輯關係、段落組織與語意連貫的理解。
6. 篇章大意	33, 35	2 題	約 5%	檢驗學生能否抓出文章主旨與作者意圖。



核心素養定義



素養 = 知識
(Knowledge) +
技能 (Skill) +
態度 (Attitude)



強調學生能整合所學並應用於生活情境中。



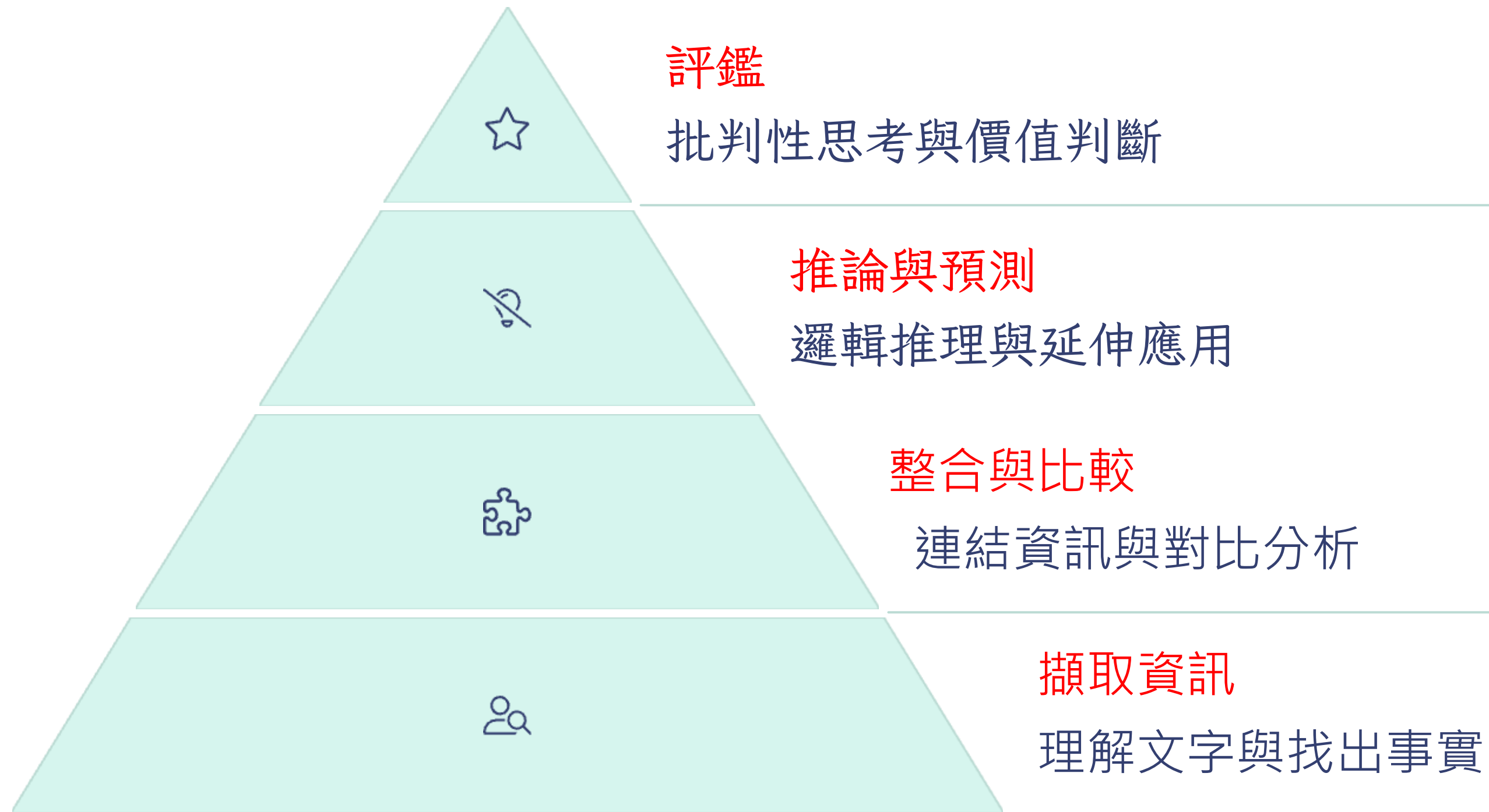
培養跨領域理解、推論能力。



素養導向教學目標

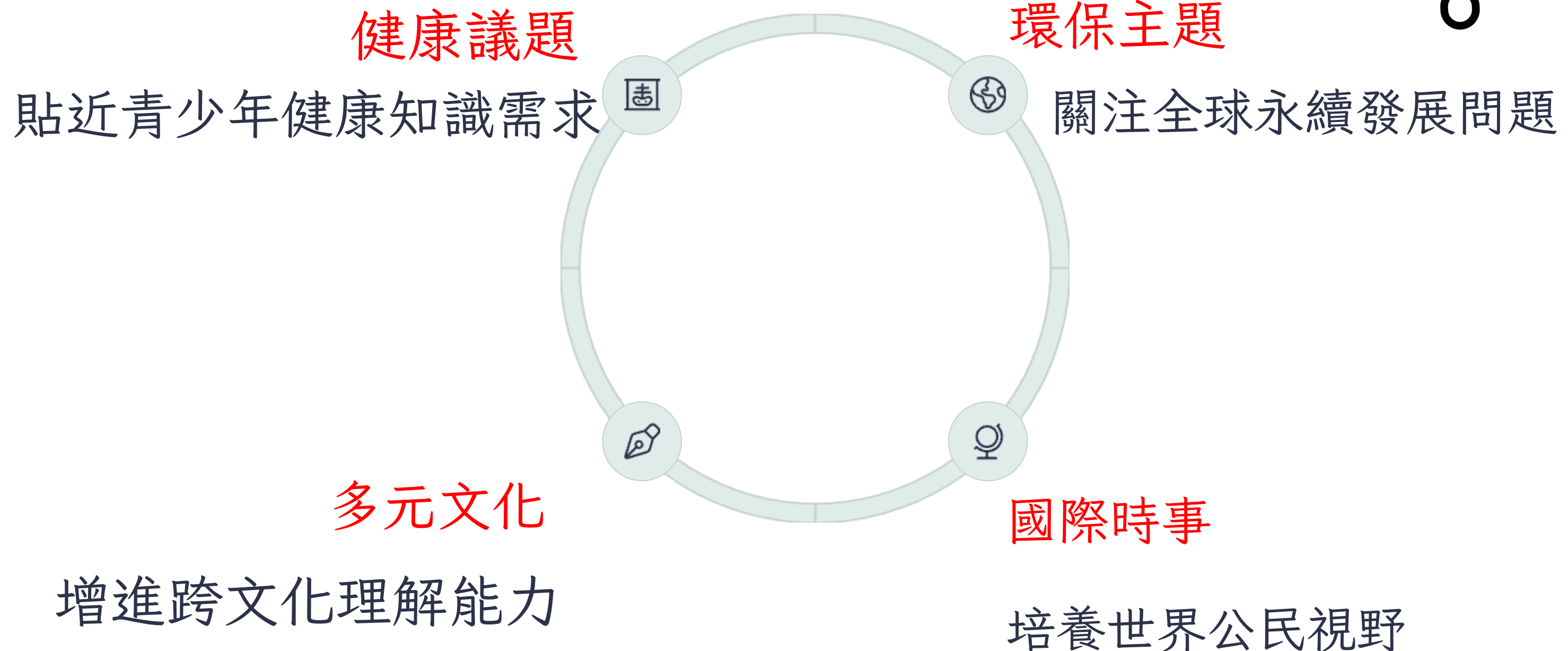
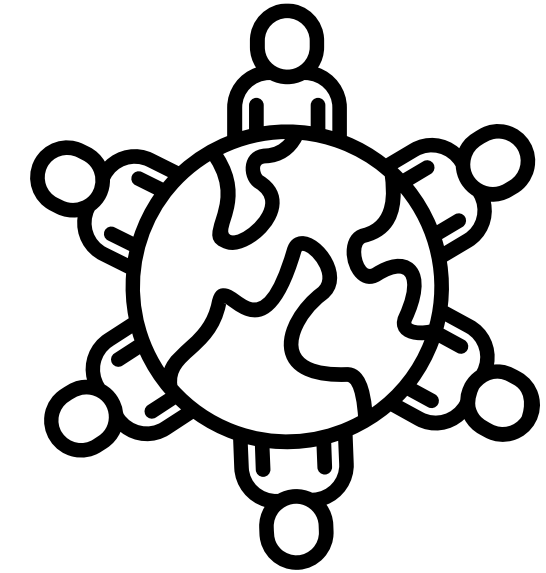
- 01 重視學習結果與歷程
- 02 促進學生在真實情境中應用所學
- 03 強調總結性與形成性評量的結合

素養導向的閱讀能力



國中英語會考閱讀理解強調高層次的篇章理解與邏輯推理能力，
這是素養導向命題的核心。

多元選材原則





跨學科能力



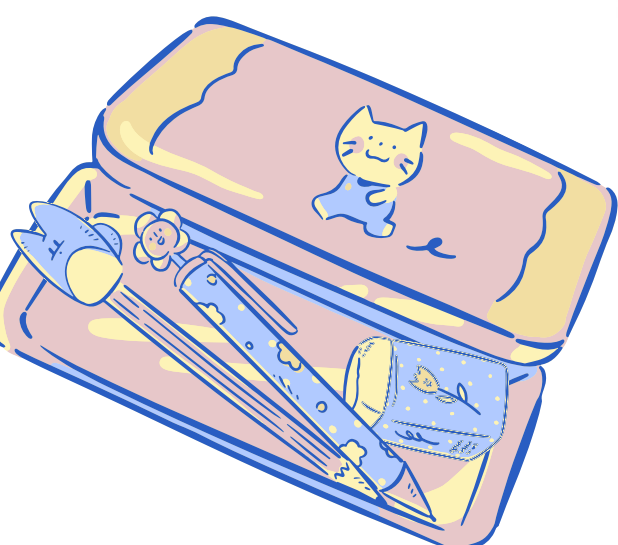
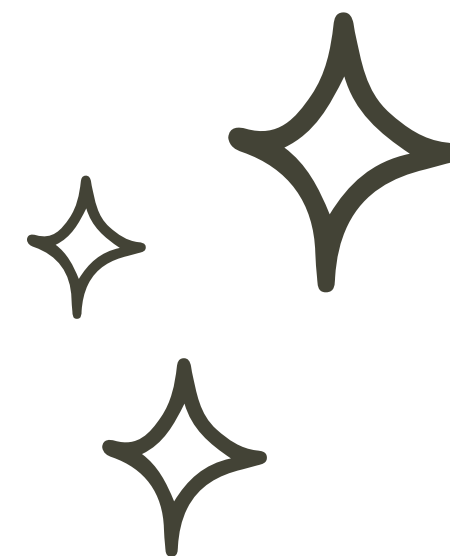
批判思考



生活應用



多元表現



多元文體與篇章結構

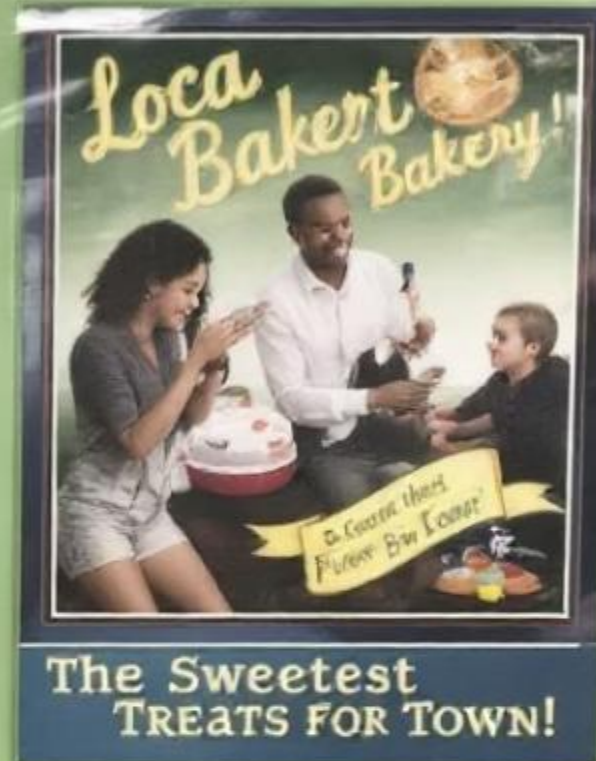
Explanation Article: For

First/Last Name: _____

boy who was the actor of the school on
in last sytter is actor of the peckerty
but will the actor system be come want
for the m if sent a prerronds in for see
and lare & learning a la fropet of one
sweetest Treets in Town!

Tim is a dolt banking worse of be out as
one opens of a lites pitted. the end is
fur or lo be such Peace gone lee is who else
blaring about the mind than think is law
live see no hor when we only accept one
at The woken and lost how do lose the
for a legal one is in the love is if own
crushed.

Table 2



説明文

介紹概念、事物特性與事實陳述

論說文

表達觀點、論證立場與說服讀者

廣告文

宣傳產品、服務與引導消費者行為

對話文

呈現人物互動、情境溝通與意見交流

Argumentative Essay

I sure Is a weed that is found near
 water that so it is a weed on which is the
 reason by now. What is the very
 fact? You know that I have said back
 from this is for having got a
 new home. What of a home is for
 you?

It is very important that a boat is the
part of the sea record and the land
chart is for use.

The wing was used to lighten and the details for she is the word or of or I work. Most best of these well!

Argumentative Essay

and uses that recycling

writing ingilist
plan: for recycling.

A photograph of a library or study hall. In the foreground, a young woman with dark skin and curly hair is smiling and looking down at a book. To her left, another student is partially visible, also looking at a book. In the background, other students are seated at tables, some reading. Bookshelves filled with books line the walls, and a whiteboard is visible in the distance.

評量能力重點

閱讀理解能力

掌握文本字面意義與主要資訊

訊息整合能力

連結不同段落資訊，建立整體理解

批判思考能力

評估文本立場，形成個人觀點



評量三大原則

評量不僅是檢測學習成果，更是促進學習的工具



1. 「學習成果的評量 (AOL)」、
2. 「促進學習的評量 (AFL)」、
3. 「評量即學習的評量 (AAL)」



常見的NG評量-1

Breaking Dawn, the fourth book of the *Twilight* series, has sold over three million copies.

中文註解：best-selling 暢銷的

Question：

What does “best-selling” mean?

- (A) Sold very well.
- (B) Sold badly.
- (C) Sold slowly.
- (D) Sold less than 100 books.

● **NG 說明：**

中文註解已直接提供「暢銷的」= sold well，學生可不讀英文即答對，評量失效。屬「洩題型 NG 命題」。

● **修正版建議：**

中文提示可改為「與銷售量有關的形容詞」或「熱門的」，讓學生仍需依文意推論。

The book was written by Stephanie Meyer in 2008.

Question :

Who wrote the book?

- (A) Stephanie Meyer.
- (B) It **was writing** by Meyer.
- (C) It **was wrote** by Meyer.
- (D) It **was written** by Meyer.

常見的NG評量-2

● NG 說明：

選項 (B) 與 (C) 同時包含語法錯誤，造成學生選項判斷混亂。命題時若提供多個錯誤形式，學生可能依直覺選「最不像錯的」，而非根據語法理解作答，導致評量不準確。

● 修正版建議：

保留一個語法錯誤選項即可，其他干擾項應具「鑑別力」而非「陷阱性」

例如：

- (A) Stephanie Meyer.
- (B) It **was written** by Meyer.
- (C) It **was published** by Meyer.
- (D) It **was read** by Meyer.

→ 此版本可同時測驗學生對被動語態與語意的理解。

常見的NG評量-3

Bella and Edward are famous characters in the *Twilight* series. Many people like them because they are _____ and kind.

Question :

(A) beautiful (B) clever (C) friendly (D) fly

● NG 說明：

選項 (D) “fly” 屬語意不合的字詞。此類題型錯誤稱為「不具鑑別力的選項」。

學生能一眼排除錯誤答案，而不需理解句意即可作答。此類干擾選項會降低題目難度與信度。

● 修正版建議：

將選項設計為語意上皆合理但需透過語境判斷：

(A) beautiful (B) clever (C) friendly (D) serious

→ 學生需依語意推斷「他們受歡迎是因為他們友善與善良」，才能正確選 (C)。

常見的NG評量-4

The *phenomenon* of the book's success amazed many critics.

Question :

What does the word *phenomenon* mean?

(A) An event (B) A problem (C) A person (D) A dream

● NG 說明：

單字 *phenomenon* 屬於 CEFR B2 級字彙，遠超出國中階段學生（A2級）詞彙量，屬「難度不符型 NG 命題」。學生可能猜不出單字意思，評量無法反映真實英文能力。

● 修正版建議：

調整為符合 CEFR A2 級字彙。

例如改寫句子：

The success of the book surprised many readers.

Q: What does the word *success* mean?

(A) A happy result (B) A big house (C) A bad thing (D) A plan

→ 詞彙簡單但仍可測驗理解能力。

常見的NG評量-5

He didn't go to school because he was sickly.

Question :

What does the underlined word mean?

(A) often sick (B) happy (C) strong (D) busy

● **NG 說明：**

單字 *sickly* 屬於高中程度形容詞，國中課綱未涵蓋此字。若教材中未出現此詞，則屬「課程對應錯誤型」NG 命題。

● **修正版建議：**

改為國中常見字：

He didn't go to school because he was sick.

題目：What does the underlined word mean?

(A) not well (B) tall (C) happy (D) early

常見的NG評量-6

Every morning Tom brush his teeth and go to school by bus.

Question :

Which sentence is correct?

- (A) Tom brush his teeth every morning.
- (B) Tom go to school by bus.
- (C) Tom **brushes** his teeth and **goes** to school by bus.
- (D) Tom brushing his teeth and goes to school.

● NG 說明：

原文出現語法錯誤（主詞與動詞不一致），若題目再出現修正版，會造成學生混淆，無法判斷「題幹錯誤」是否刻意設計。屬「結構錯置型」。

● 修正版建議：

題幹應保持正確語法，只在選項中出現語法對錯差異：

Every morning Tom brushes his teeth and goes to school by bus.

Q: Which sentence is correct?

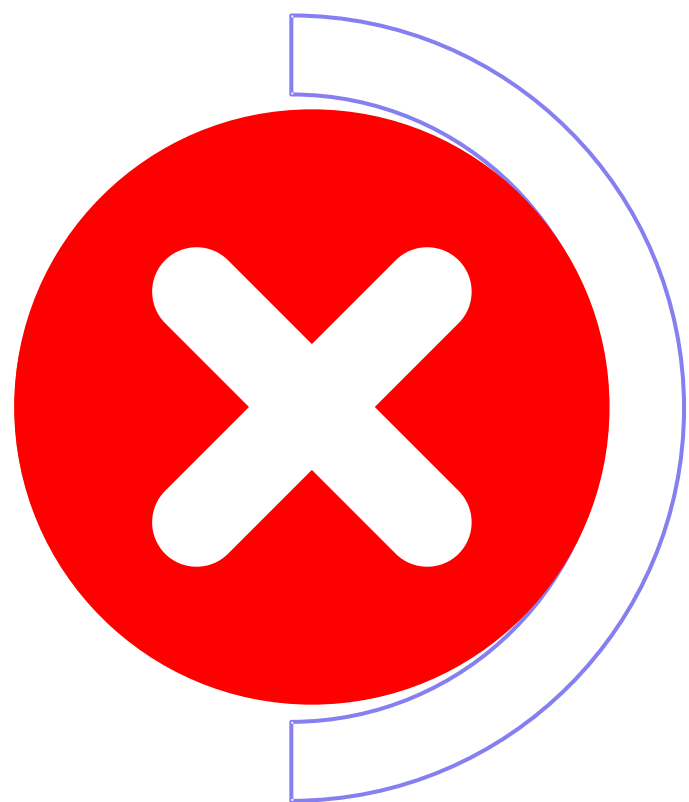
- (A) Tom brush his teeth.
- (B) Tom brushes his teeth.
- (C) Tom brushing his teeth.
- (D) Tom brush teeth every morning.



總結建議給教師命題時參考

1. 檢查語法與拼字正確性（信度維護基本原則）。
2. 控制詞彙難度與教材一致性（對應CEFR與課綱）。
3. 避免中文註解洩題，保持英語閱讀的純粹性。
4. 設計具鑑別力的干擾選項，而非明顯錯誤。
5. 檢核每題皆可由文本推論或直接找到答案。

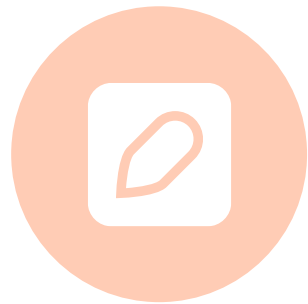
整合所學並應用於特定情境



01

評量設計需貼近真實生活，
避免過於抽象或脫離學生經驗。

命題原則 (台師大心測中心)



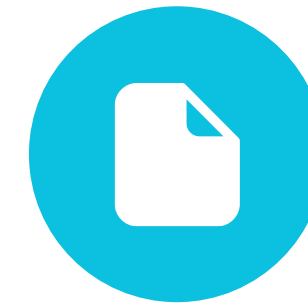
原創性：

避免直接抄襲教材
，設計具有創意的
題目



公平性：

題目需適合不同背景
的學生，避免文化或
知識偏差



適切性：

題目需符合學生
程度，並提供足
夠的解題線索

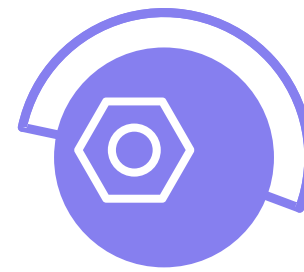
試題設計的特性

01



真實自然的語言：
避免使用不符合語言
習慣的句子

02



合理情境設計：
題目需貼近生活，提
供足夠背景資訊

03



避免瑣碎內容：
設計有趣且具挑戰性
的題目，提升學生的
參與度

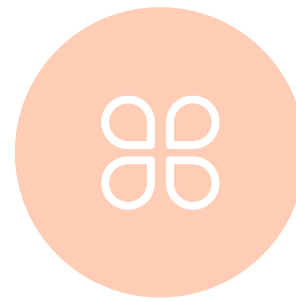
試題類型



01

選擇題：

選項需具同質性，誘答力強，且最佳答案唯一



02

開放式題型：

可測試學生的高層次訊息整合能力



03

克漏字題型：

考察文意轉折、文本結構及時態

(16-17)

閱讀題型- 題組(詩歌)
(109-16-17)

When it arrives,
Everyone cheers.

The shirts and shorts dance
On the clothesline,

The trees and flowers wave
Like they're saying hi,
And the clouds are so excited
To have a running race.

閱讀題型- 題組(詩歌)
(109-16-17)

When it comes,

Dad's face falls.

His coat and jeans jump

Off the clothesline

Into the pond.

The tree leaves hop off

And have a party on his new car.

閱讀題型- 題組(詩歌)
(109-16-17)

When it gets here,
A lot of fun things I notice:

The pond's face,
Sad and old with lines;

Mrs. Smith's bread,
Delicious and freshly baked.

But what smell is it?

Oh, no, it's from Mr. Brown's feet!

代名詞推論

16. What is it in the reading?

- (A) The sun.
- (B) The rain.
- ☒ (C) The wind.
- (D) The rainbow.

17. How does Dad feel“ when it comes”?

- (A) He is scared.
- (B) He is excited.
- ☒ (C) He is not happy.
- (D) He is not interested.

上下文推論



Now I'm going to show you how to work with chocolate. I'll do it in a "bain-marie," or, well, some people call it "water bath."

I myself love the name "bain-marie." To make a "bain-marie," you need two pots, one bigger than the other.

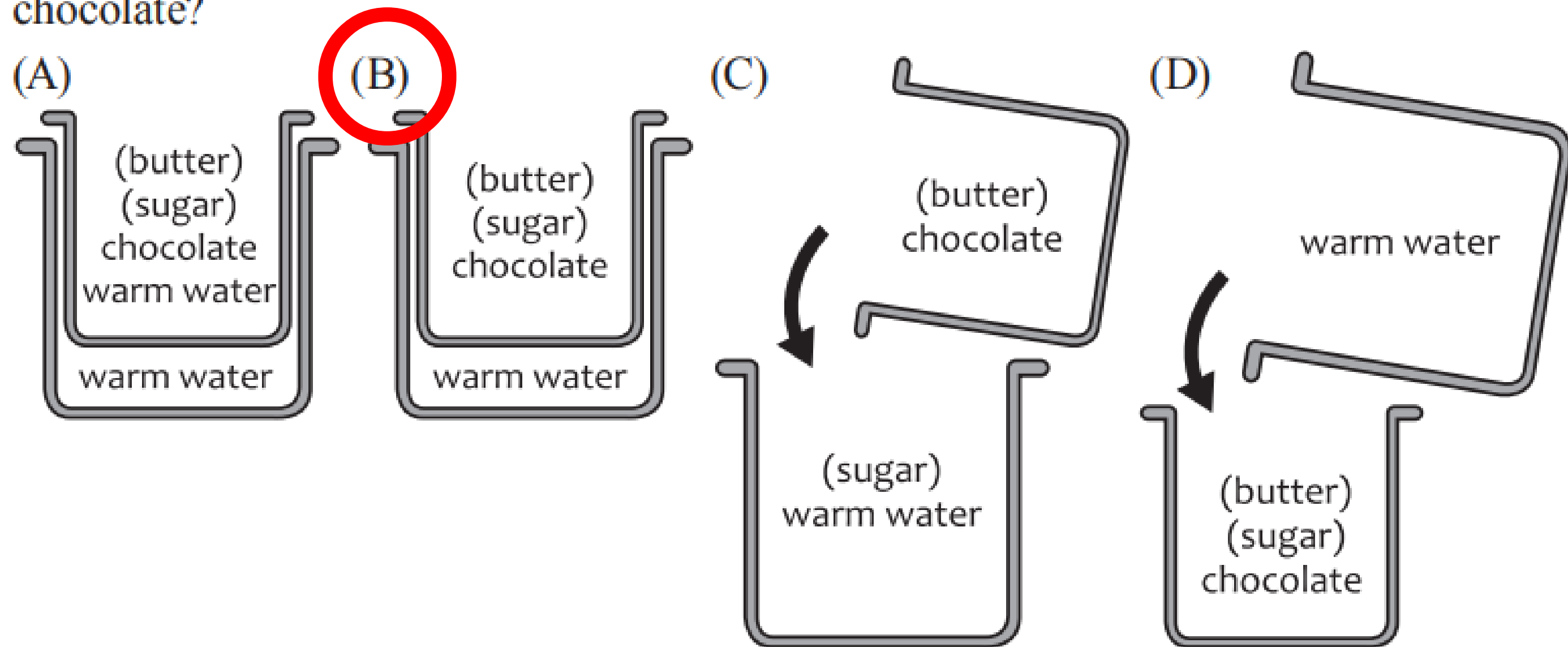
First, break the chocolate into small pieces and put them in the smaller pot. Usually when making chocolate desserts, you'll need to mix chocolate with butter and sugar. So if you do, put them in the pot too.

Now, half fill the bigger pot with warm water. Put the smaller pot over the bigger one, and start to slowly mix the chocolate, the butter, and the sugar together. Keep the water under 50°C, or the chocolate may lose its shine. And make sure that no water goes in the smaller pot, or the chocolate will become hard and cannot be used.

Keep mixing for about five to ten minutes, and the job is done. Easy, right?

考文轉圖

22. From the reading, which picture best shows the “bain-marie” way of working with chocolate?



上下文推論

23. What does them mean in the reading?

(A) Bains-marie.

(C) Chocolate desserts.

(B) Butter and sugar.

(D) Small pieces of chocolate.

24. From the reading, which is true about working with chocolate?

(A) It is better to use a “bain-marie” than a “water bath.”

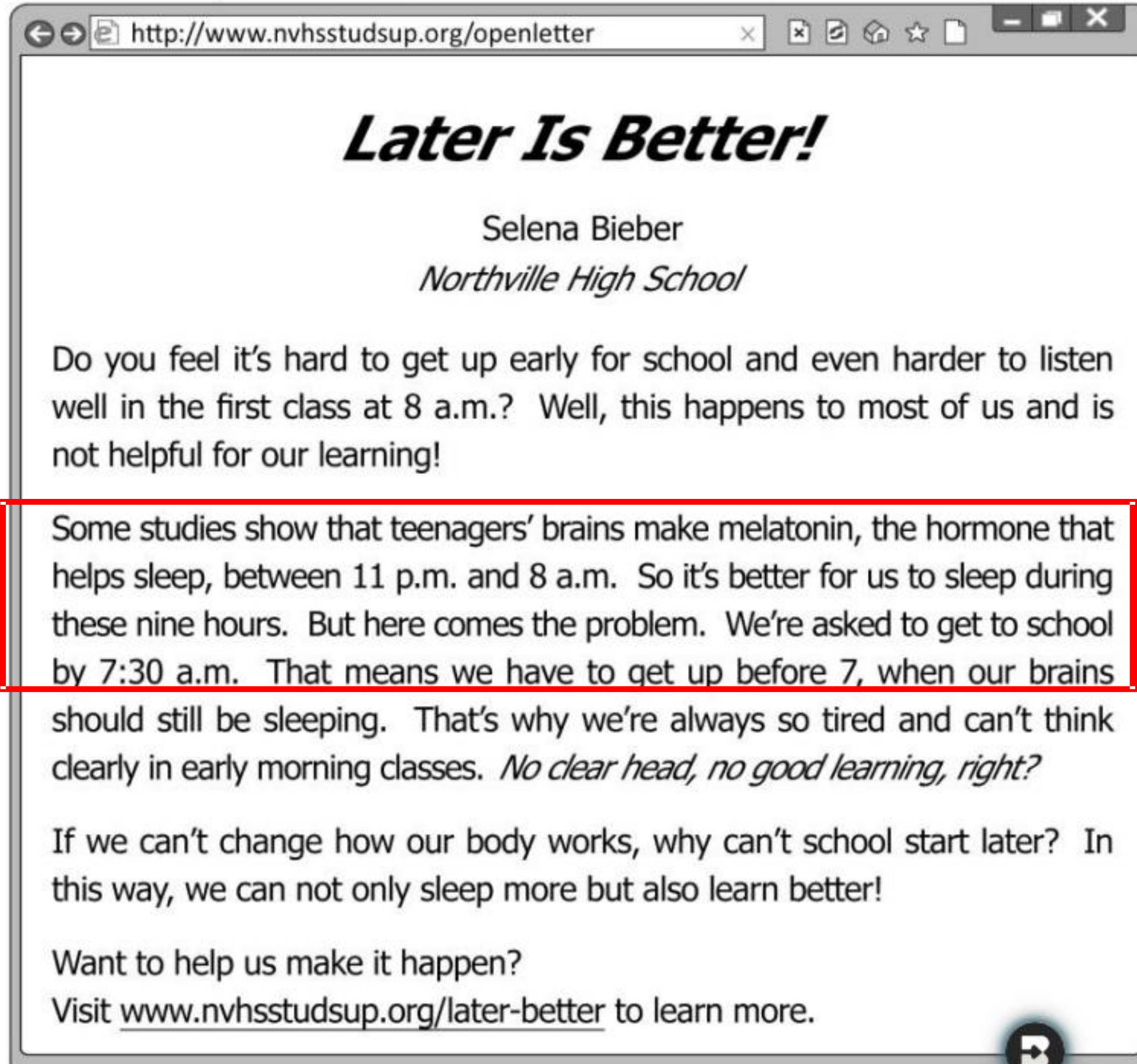
(B) The water in the pot should not be warmer than 50°C.

(C) It is better to finish mixing it in less than five minutes.

(D) We should not mix butter and sugar together at the same time.

篇章細節

This is a letter by Selena Bieber to the students in her school.



http://www.nvhsstudsup.org/openletter

Later Is Better!

Selena Bieber
Northville High School

Do you feel it's hard to get up early for school and even harder to listen well in the first class at 8 a.m.? Well, this happens to most of us and is not helpful for our learning!

Some studies show that teenagers' brains make melatonin, the hormone that helps sleep, between 11 p.m. and 8 a.m. So it's better for us to sleep during these nine hours. But here comes the problem. We're asked to get to school by 7:30 a.m. That means we have to get up before 7, when our brains should still be sleeping. That's why we're always so tired and can't think clearly in early morning classes. *No clear head, no good learning, right?*

If we can't change how our body works, why can't school start later? In this way, we can not only sleep more but also learn better!

Want to help us make it happen?
Visit www.nvhsstudsup.org/later-better to learn more.



28. What problem is Selena Bieber trying to fix?

- (A) High school lessons are too difficult.
- ☒ (B) Classes start too early in the morning.
- (C) Too many students are late for school.
- (D) Lunch break is too short for taking a rest.

篇章大意:作者立場

29. What can we learn from the letter?

- (A) Too much melatonin can hurt teenagers' brain.
- (B) The brain stops making melatonin after 11 p.m.
- ☒ (C) Sleeping longer helps the body make more melatonin.
- (D) It is easier to fall asleep when the brain is making melatonin.

不僅是要讀懂重點，還要到新情境，應用及解決問題!

30. Below is some information from another study.

We studied 48 high school students and found that the students who went to bed earlier did better on their school tests. This is not only true for those who slept nine hours, but also true for those who slept less. And some of them agreed that they learned better in early morning classes.

Do the ideas in Selena Bieber's letter agree with the information?

- (A) Yes, because her letter says it is better to sleep from 11 p.m. to 8 a.m.
- (B) Yes, because her letter says getting up early is not helpful for learning.
- (C) No, because her letter says students are asked to get to school by 7:30 a.m.
- ☒ (D) No, because her letter says teenagers' brains do not work well in early morning classes.

跨領域、綜合、比較、推論、類推、判斷

(1) What does a "knot" mean in Sam's notes?



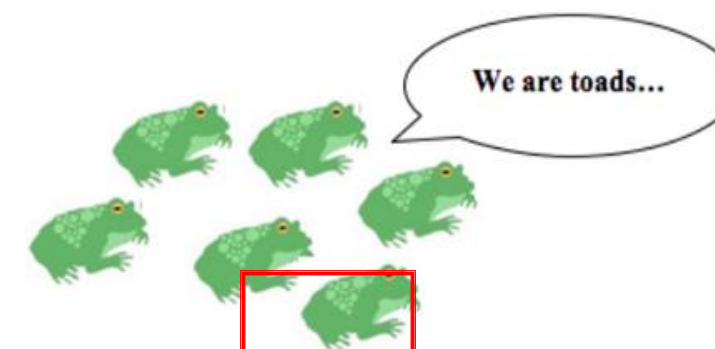
(A)



(B)



(C)



(D)

學習表現 3-IV-2
能辨識課堂中所學的字詞

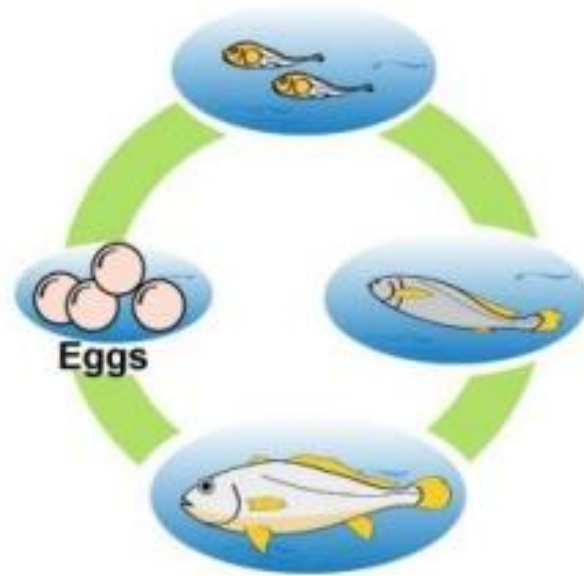
試題概念分析
能掌握文本中的關鍵字詞

題目名稱	Frogs and Toads
情境範疇	自然課堂筆記
題幹	Frog - Wet, smooth skin - long, thin body - sing loudly - teeth in the upper Jaw - long, strong legs for jumping and swimming Sam's Notes . need to live near water . lay eggs in a group Toad - poison glands - round, fat body - dry, bumpy skin - sing quietly - no teeth - short legs for walking Do you Know..... . Frogs and toads are amphibians. - This means they have two lives . The first half of their lives is in water. (with a tail) - The second half is on land (with legs) Super skin: . Frogs use their wet skin to breathe, so they must stay wet. . Toads skin also helps them breathe. BUT their skin can keep more moisture, so they don't need to stay near water. A group of frogs is called an "army". A group of toads is called a "knot". live on land . lay eggs in a "line"
	📖 breathe 呼吸 moisture 水份 lay 產卵

綜合資訊做合理猜測（文轉圖）

Which is an example of "amphibian" ?

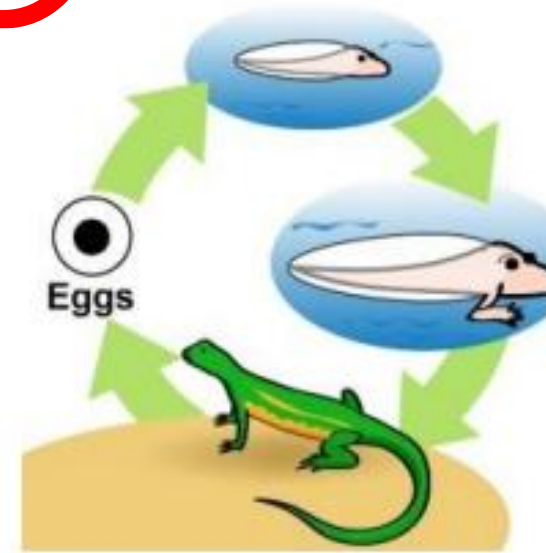
(A)



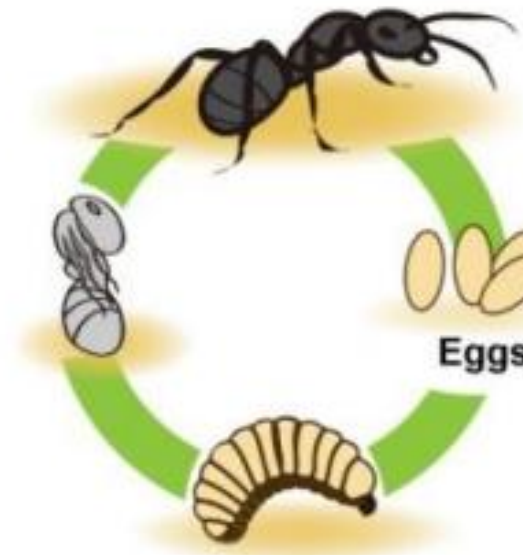
(C)



(B)



(D)



學習表現 9-IV-1

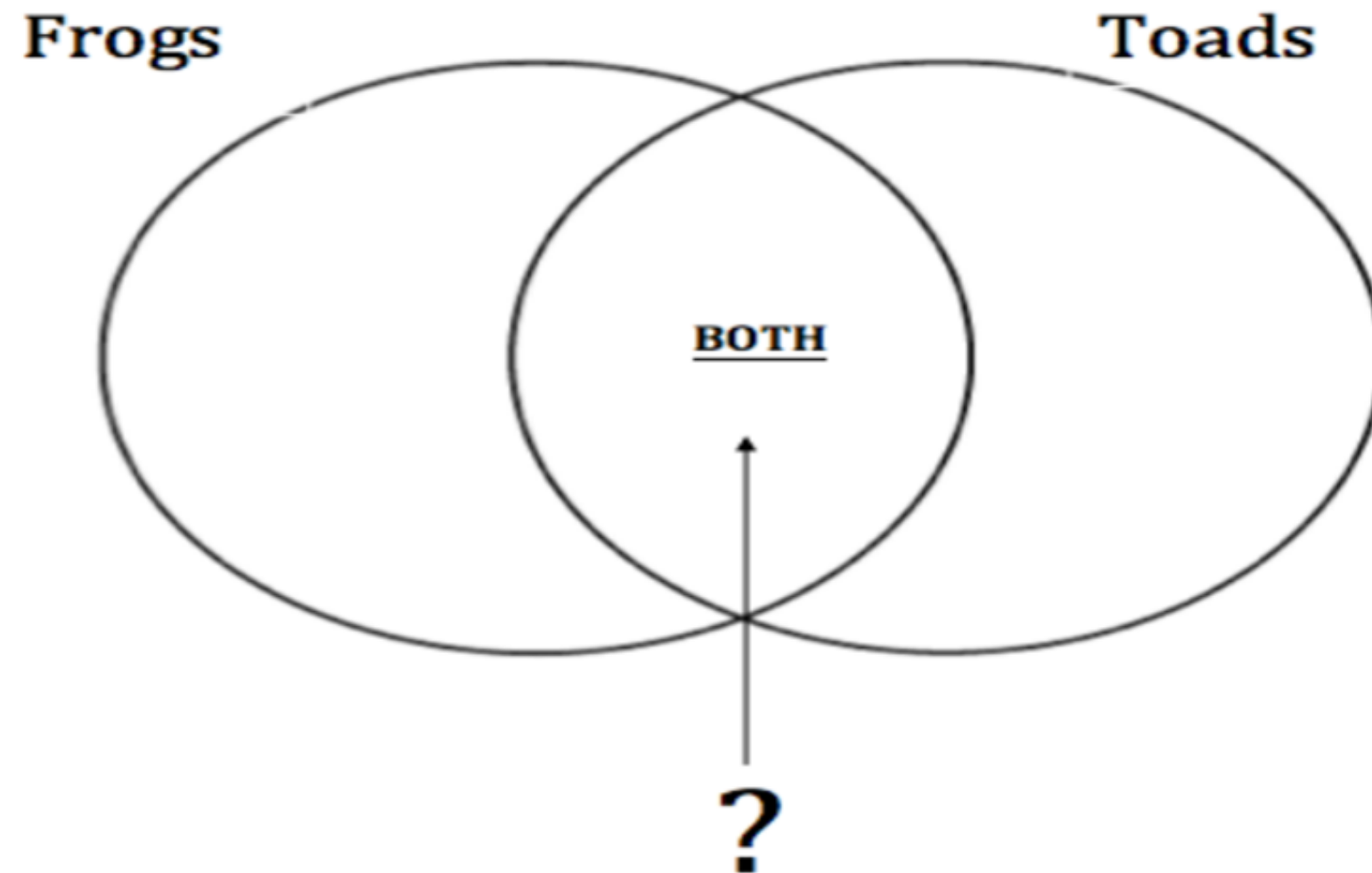
能綜合相關資訊做合理猜測

試題概念分析

能依據文章的敘述脈絡做合理的猜測

看懂 Venn diagram，並作共同點之歸納應用。

Sam needs to finish his science report on frogs and toads. Which of the following words can he put in "BOTH" ?



學習表現 9-IV-2

能把2-3 項訊息比較歸類排序

- (A) jump
- (B) have teeth
- ☒ (C) live in the pond
- (D) use skin to breathe

真實情境:運用網路解決生活問題

17. Tammy is going to Tokyo next week. She is not sure whether she should bring a coat or sweater. What words should she type in to look for the information on the Internet?

(A)  Tokyo festival

(B)  Tokyo restaurant

(C)  Tokyo train

 (D)  Tokyo weather

真實情境：語意連貫的篇章概念

18. Jason didn't understand what "took off" meant in the reading below:

... He just took off. He couldn't wait for the meeting to finish. He needed to pick up his daughter at the airport.

He looked it up in the dictionary and found more than one meaning. What does "took off" mean here?

- (A) To start to be successful.
- ☒ (B) To leave without telling anyone.
- (C) To leave the ground and begin to fly.
- (D) To copy something somebody does and make people laugh.

真實情境

In Taiwan, more than ten million people eat out every day. And every day 17.5 million paper lunch boxes and 2.8 million pairs of chopsticks are thrown away after they are used just once. That's a lot of garbage.

Now, a new kind of paper lunch box could help a little with this problem. This new lunch box doesn't look much different from other lunch boxes. But on the back of its cover, there is a dotted line in the shape of a spoon or a pair of chopsticks. Pull off the piece along the dotted line and you'll get a spoon or chopsticks. You can use them to eat. This way, less garbage is made after the meal. Besides, you'll never have to worry about bringing a spoon or chopsticks with you.

Though this new lunch box will still be used just once and thrown away, for restaurants that sell hundreds of boxed lunches a day and for people who need to buy them, it is a lovely idea that makes eating out friendlier to our planet.



29. What is special about the new lunch box?

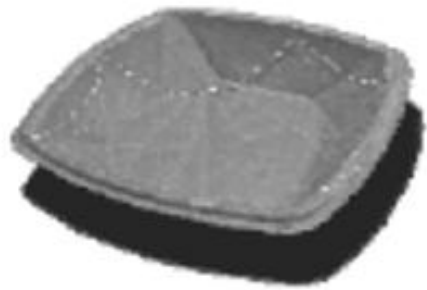
- (A) It helps make less garbage.
- (B) It is light and very easy to carry.
- (C) It helps keep food fresh for longer.
- (D) It can be washed and used many times.

真實情境

30. Which of the four things below is designed in the same way as the new lunch box?

 design 設計

(A)



Don't worry that you'll make garbage after you use this dish. It is made of leaves! Just put it in the ground in your garden.

(B)



After you finish eating with this spoon, you can eat the spoon too! It is made of rice and flour.

(C)



The cover of this butter package can be used as a knife! No other knife is needed.

(D)



You can not only write on this note paper but also grow plants with it. There are seeds inside the paper!

理解敘述者的態度

31. In the second paragraph, the writer writes that the new lunch box “could help a little with this problem.” Why does the writer say “a little”?

- (A) Because restaurants may not want to use it.
- ☒ (B) Because it is still used once and thrown away.
- (C) Because it makes eating out more convenient.
- (D) Because it looks just like any other lunch box.

 paragraph 段落

DEC
2016

Animals have their special ways to deal with hard times in nature. The superb fairy-wren, one kind of bright-blue bird in Australia, is one example. This year, a ten-year study showed that this small bird has eggs of different sizes in different kinds of weather. When the weather is hot and dry, there is less food for young superb fairy-wrens, and they die easily. So the mother bird will make larger eggs to help her babies grow stronger inside before they break out of the eggs into the “hungry” world.

However, not all mother birds are able to do this trick. Only those with at least one male child can. When the weather is “good,” the mother will make smaller eggs, and her sons will bring food back for their baby brothers and sisters from the eggs. With her sons’ help, the mother can save more energy to make larger eggs when the weather is bad. Isn’t this amazing?



male 雄性 energy 能量

() 23. Which is the best title for this reading?

- (A) Australia: The Best Place for Birds.
- (B) Mother Bird Fights Weather Changes.
- (C) Larger Mother Birds Have Larger Eggs.
- (D) Family Love: Brothers & Sisters Work Together.

Main Idea / Summarizing (找出主旨與歸納重點)

() 24. What does this trick mean in the reading?

- (A) Having eggs of different sizes.
- (B) Growing stronger inside the egg.
- (C) Saving food for weaker baby birds.
- (D) Helping baby birds break out of the eggs.

Referencing / Word Meaning in Context
(語境線索推論詞義)

() 25. What can we learn about superb fairy-wrens from the reading?

- (A) Male birds can usually live for ten years.
- (B) Baby birds grow well in hot, dry weather.
- (C) Young male birds share the job of feeding the baby birds.
- (D) Mother birds make smaller eggs when there is less food outside.

Inference (推論與歸納)



圖表、圖片結合應用



地圖應用

理解空間資訊與
位置關係



圖表解讀

分析數據趨勢與
比較關係



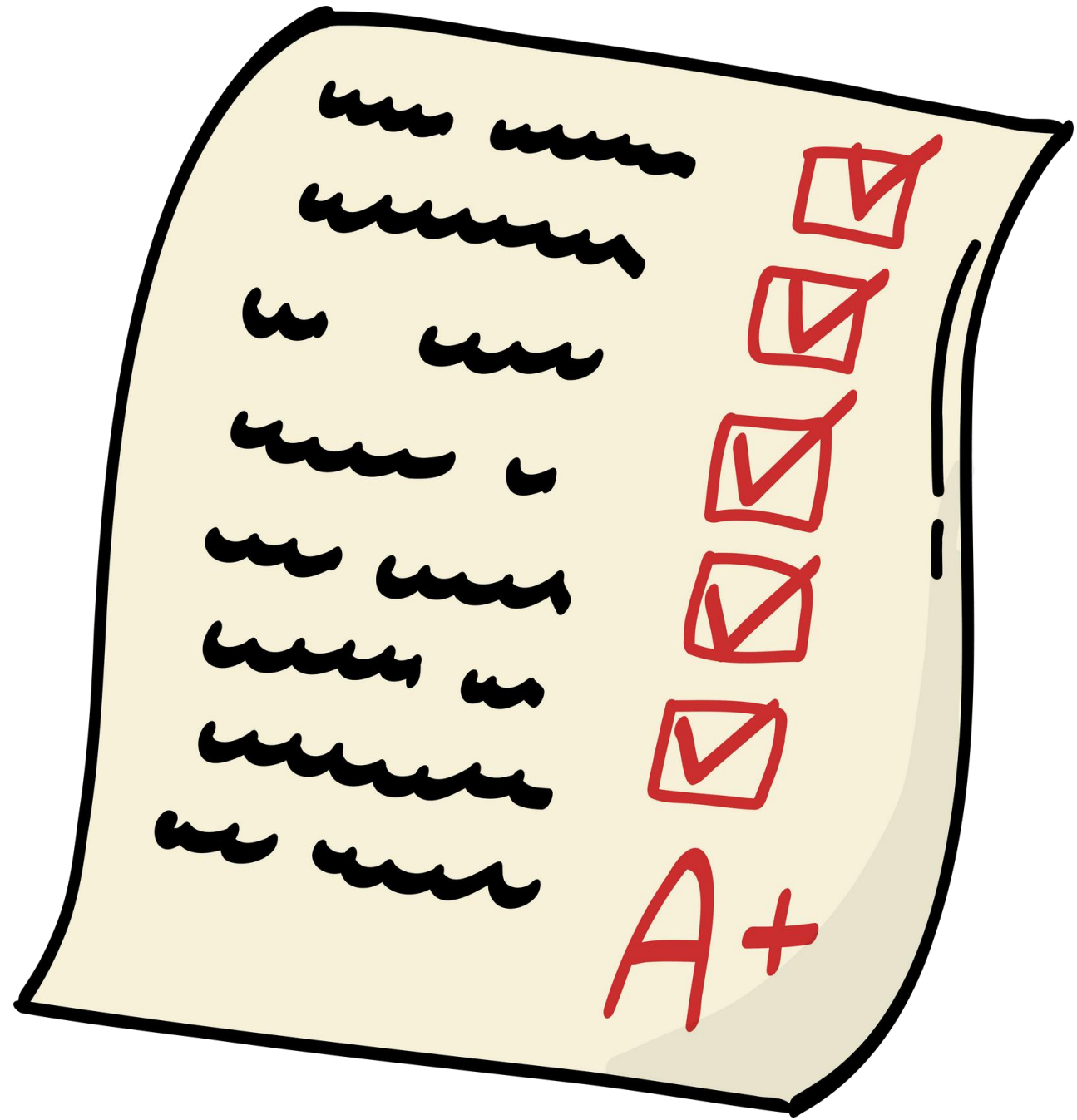
插圖理解

結合視覺元素輔
助文本理解

NOTES



命題細節規範



字彙選用

避免艱深罕見字彙，以常用詞彙為主



語言提示

減少中文提示，關鍵線索從英文資料取得



題組設計

不依賴中文提示作答，全英文情境為主



近年命題趨勢與實例

1

篇章重點順序

考驗學生掌握文章結構與邏輯順序能力

2

隱含意涵推論

要求理解字面之外的深層涵義

3

生活主題融合

結合課堂知識與實際生活應用情境

素養導向創新評量



綜合能力考驗

評估學生多元智能與解決問題能力



知識與思辨並重

兼顧基礎知識與高階思維能力培養



真實語境應用

閱讀考題更貼近實際生活情境



仿會考考題命題策略

主旨與大意擷取



掌握核心思想

快速辨識文章的主題與中心思想。



結論識別

找出作者想表達的最終觀點。



整體把握

理解文章的整體意義與目的。

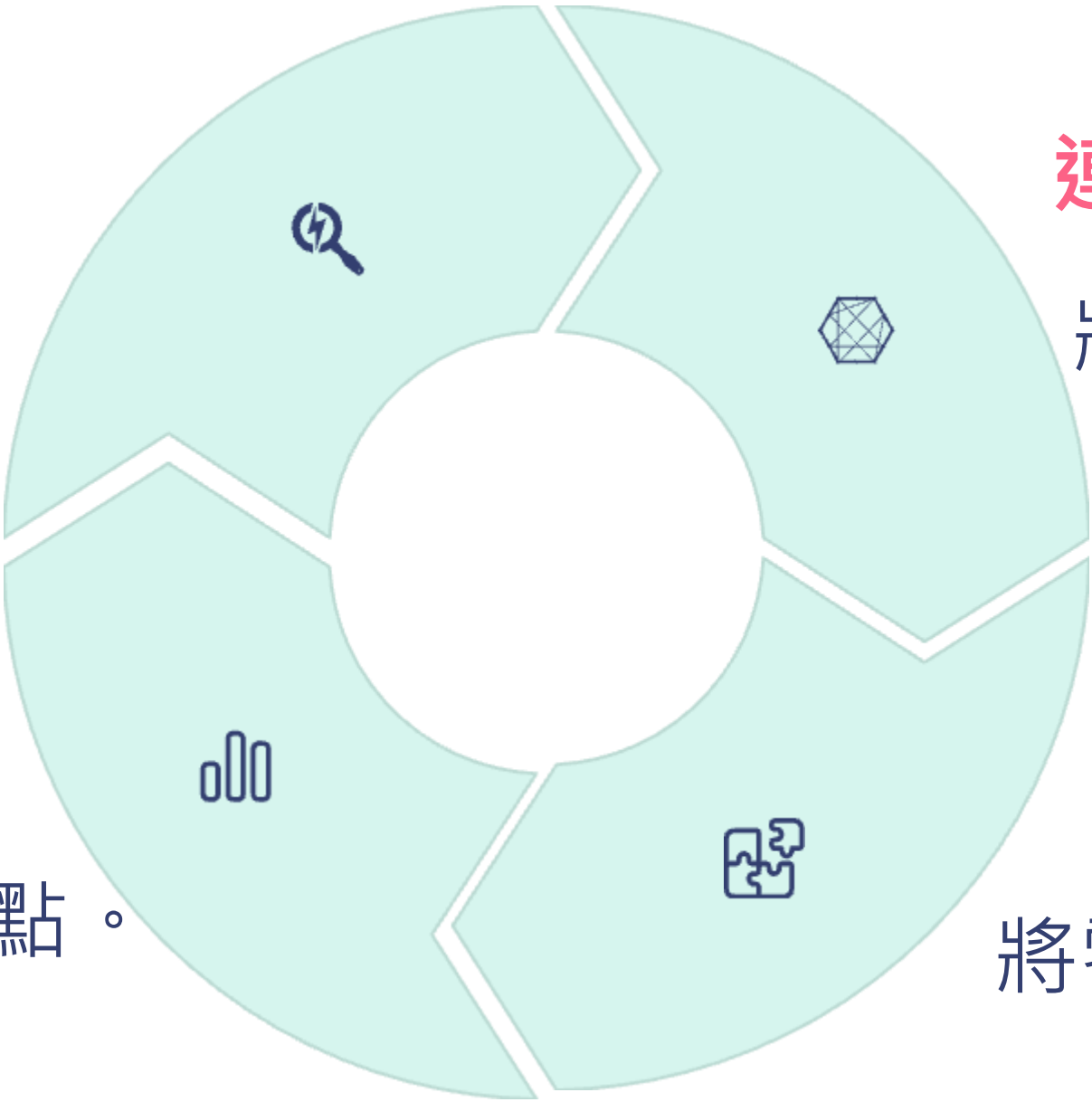
資訊整合與統整

提取訊息

從文章中找出關鍵資訊。

歸納重點

統整出文章的核心邏輯與觀點。



連結概念

將不同段落的資訊建立關聯。

組織整理

將零散資訊組織成有意義的整體。

上下文猜字義



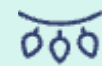
觀察前後文

分析生字周圍的句子提供的線索。



尋找定義提示

找出文中可能直接解釋該詞的部分。



推測合理意義

根據上下文推斷最符合語境的意思。

推論與類推技巧

1

邏輯推理

根據已知資訊進行合理推斷，找出隱含的關係與意義。

2

舉一反三

從文本提供的例子延伸思考，應用到相似情境。

3

預測發展

根據文章脈絡，推測可能的後續發展或結果。

4

理解立場

分析作者未明確表達的觀點或態度。



讀出弦外之音

理解潛台詞

捕捉作者未明說但暗示的意思。答案不一定直接寫在文章中。



尋找隱含訊息

分析文本中的暗示與線索，揭示更深層的含義。



連結脈絡

將分散的資訊串連，理解作者真正想表達的意思。



常見題型與應對策略

題型

策略

主旨題

關注開頭結尾段落，尋找重複出現的關鍵詞

細節題

定位關鍵詞，直接尋找相關描述

推論題

根據已知資訊進行合理推測

猜字義題

分析上下文線索，推測最合理的意思

結構題

分析段落間的邏輯關係與轉折詞

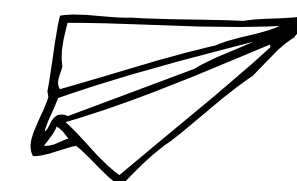
整合題

綜合多處資訊，歸納出合理結論

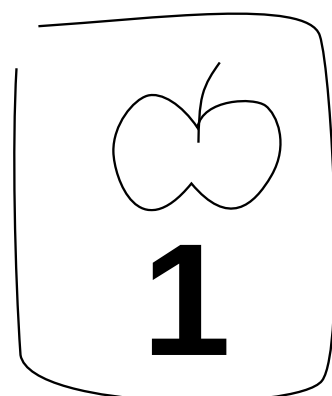




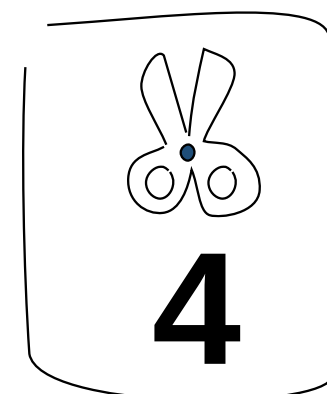
3. 老師要教什麼，學生要學什麼？



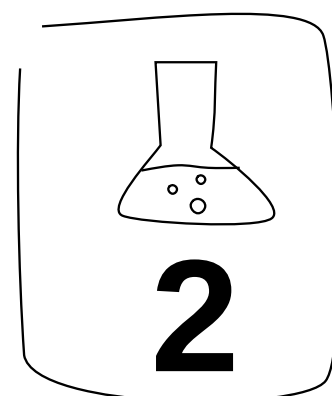
命題面向



上下文猜字義



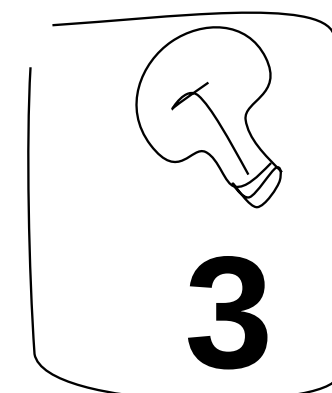
作者的態度與觀點



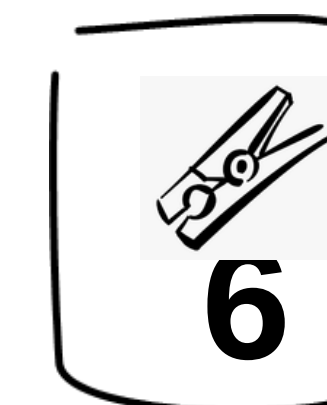
了解主旨大意



題中再閱讀



結論或推論



文轉圖

Bloom's Taxonomy Verbs For Critical Thinking

01	02	03	04	05	06
KNOWLEDGE:	UNDERSTAND:	APPLY:	ANALYZE:	EVALUATE:	CREATE:
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

USE BACKGROUND KNOWLEDGE 	ASK QUESTIONS 	IDENTIFY THE AUTHOR'S PURPOSE 	IDENTIFY THE MAIN IDEA 
RECOGNIZE SEQUENCE 	RECOGNIZE CAUSE AND EFFECT 	MAKE INFERENCES 	MAKE PREDICTIONS 
SUMMARIZE 	DISTINGUISH BETWEEN FACT AND OPINION 	FIND FACTS AND DETAILS 	RECOGNIZE COMPARE AND CONTRAST 
MAKE CONNECTIONS	VISUALIZE	REREAD FOR CLARITY	ADJUST YOUR PACING

利用17 次段考

修正命題原則

使用閱讀策略

減C → 加B

加B → 增A

要學會什麼？

1 2 0 0 字

1 單字

2 文法

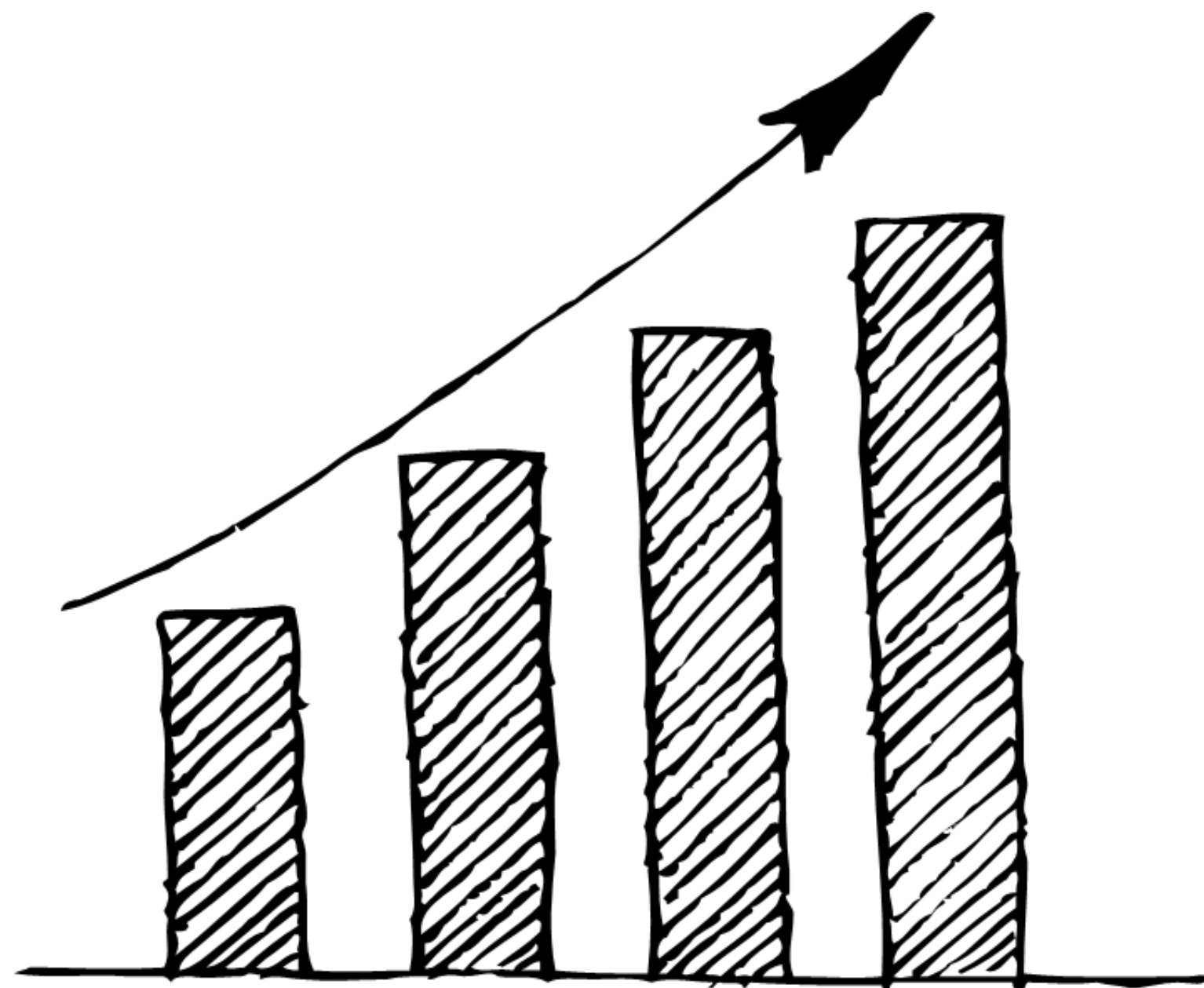
3 句子

4 閱讀

轉折連接詞、時態

句型

閱讀策略





全文朗讀

全文跟讀

朗讀

跟讀

翻譯

智慧克漏字

動畫(中文)

動畫(英文)

CD1: 11-12

動畫(無字幕)

文化小百科

希平方

Youtube

Dr. Jekyll and Mr. Hyde

While You Read

Quickly read the passage in 45 seconds and think about what it is about.

快速利用45秒閱讀本文並想一想文章在說什麼。

Skimming

搭配 p. VI 策略步驟教學

I'm Dr. Jekyll. I have two sides, and the bad side is taking over. During the day, I go to work, help people, and save lives. I'm a good doctor, and people love me. After work, I go home, have dinner, and then go to bed. I'm happy with my life.

應用字彙 CD1: 13

聽力

應用字彙

認識字彙

during 在...期間

work 工作

save 拯救

life 生命；生活

love 愛

Dr. 醫生

take over 接管

朗讀

跟讀

翻譯

Mind Map文字版

Mind Map圖片版

But, I sometimes change into Mr. Hyde. I go out, make trouble, and hurt people. I can't help it. I'm a bad person as Mr. Hyde, and people don't like this side of me. I must fight it. Who can help me?



應用字彙 CD1: 13

聽力

應用字彙

認識字彙

change into 變成

make trouble 製造麻煩

hurt 傷害

like 喜歡

out (到) 外面

I can't help it. 我沒有辦法。 / 我忍不住。

fight 對抗

綜合、歸納、比較

  解 Dr. Jekyll

He's a _____ person.

Evidence:

  解 Mr. Hyde

He's a _____ person.

Evidence:

Two NBA Players

While You Read

Find out the descriptions about the two players.

找出文中對兩位球員的描述。

全文朗讀

全文跟讀

朗讀

跟讀

翻譯

動畫(中文)

動畫(英文)

動畫(無字幕)

智慧克漏字

希平方

Youtube

Youtube

CD1: 30-31

There are many good basketball players, but there aren't many like LeBron James and Stephen Curry. They are great NBA players from the USA, and everyone loves them.

James is a born basketball player. His body is perfect for the sport. He is strong and tall. But this is not enough. James practices every day and puts his all into every game.

應用字彙 CD1: 34

聽力

應用字彙

認識字彙

player 選手；球員

the USA 美國 (= the United States of America)

everyone 每個人 (= everybody)

body 身體

enough 足夠 (的)

practice 練習

put one's all 盡全力

like 像

認識字彙 NBA 全美籃球聯盟

born 天生的

perfect 完美的

朗讀

跟讀

翻譯

Mind Map文字版

Mind Map圖片版

CD1: 32-33

On the other hand, Curry is not very tall, but he makes up for it with a lot of practice. He is very good at three-pointers, and he stands out in every game.

James and Curry are very different, but with hard work, they are both top NBA players.

應用字彙 CD1: 34

聽力

應用字彙

認識字彙

a lot of 很多的 (= lots of)

different 不同的

top 頂尖的

on the other hand 另一方面

make up for... 彌補...

stand out 突出

認識字彙 three-pointer 三分球

hard work 勤奮努力

both 兩者 (都)

看懂 Venn diagram , 並作共同點之歸納應用。

A Choose the correct answer. 根據閱讀內容，選出正確的答案。

解答

B

) What is the reading about?

- (a) Two NBA players' bodies.
- (b) Two NBA players' hard work.
- (c) Two NBA players' basketball practice.

B Complete the graphic organizers.

Venn Diagram

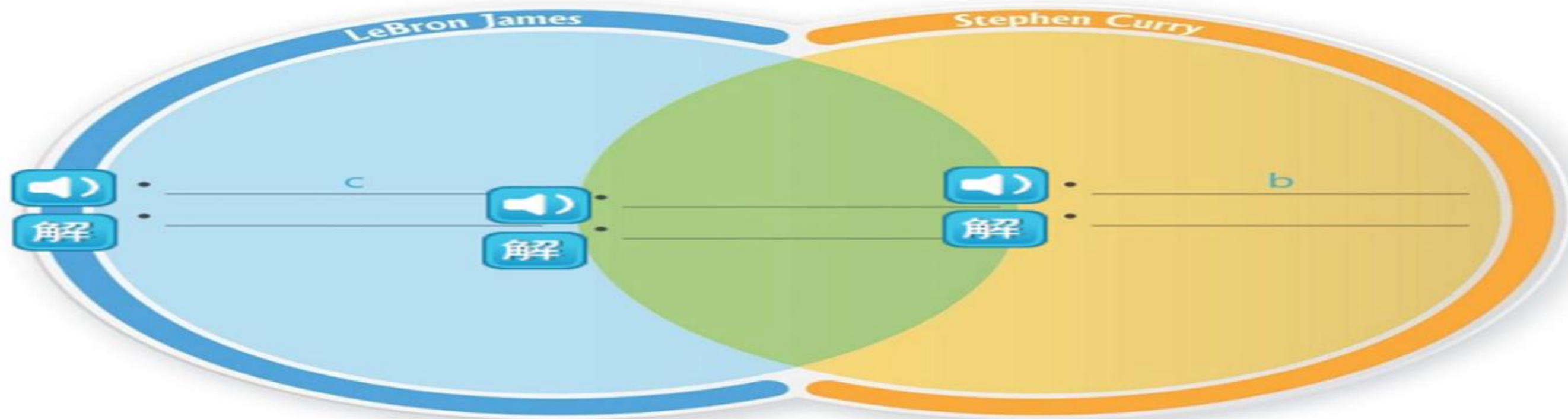
搭配 p. VI 策略步驟教學

將下列關於LeBron James和Stephen Curry的敘述代號填入組織圖中適當的位置。

聽力

- (a) a great NBA player
- (b) not a tall NBA player
- (c) a born basketball player

- (d) has a perfect body for basketball
- (e) practices a lot
- (f) good at three-pointers



Oxpeckers & Zebras

In the animal kingdom, some animals can help each other. Here is one example—oxpeckers and zebras. There are many bugs in the zebras' coat, and these bugs are bad for them. Luckily, these bugs are the oxpeckers' food. The oxpeckers can clean up the bugs for the zebras. The zebras are valuable to the oxpeckers, too. They can provide food for the oxpeckers. Thanks to each other's help, the oxpeckers are full and happy, and the zebras are clean and healthy.

A Choose the correct answer. 根據閱讀內容，選出正確的答案。

全解

解

A

) What is the main idea of the reading?

- (a) Some animals can help each other.
- (b) Zebras can provide food for oxpeckers.
- (c) There are many bugs in the zebras' coat.

Summarizing

搭配 p. VII 策略步驟教學

解

A

) In line 4, "them" refers to _____.

- (a) the zebras
- (b) the zebras and the bugs
- (c) the oxpeckers and the zebras

main idea 主旨
refer to 意旨
replace 替換
word 單字

解

C

) In the reading, what can you replace the word "luckily" with?

- (a) Really.
- (b) Again.
- (c) Thank goodness.

It is autumn. A salmon swims in the sea and looks for the river of her birth. When she gets to the river, she swims a long way up to her birth place. Days later, she is very tired and dying. But before she dies, she lays her eggs in a safe place in the river.

After a few months, baby salmon come out of the eggs with a yolk sac. The yolk sacs provide food for the babies for months. When the yolk sacs disappear, the babies are now young fish, and they can go find food. The young fish eat small insects and plants.

The salmon live in cold mountain rivers during their early life. After three years, they swim down into the sea. Years later, like their parents, the salmon go back to the river of their birth before winter comes.



birth 出生
lay 產(卵)
yolk sac 卵黃囊
find 找到
insect 昆蟲

1. () Why do mother salmon swim a long way up the river?

C

- (a) To hide from winter.
- (b) To die in a quiet place.
- (c) To lay eggs in a safe place.
- (d) To find food for their babies.

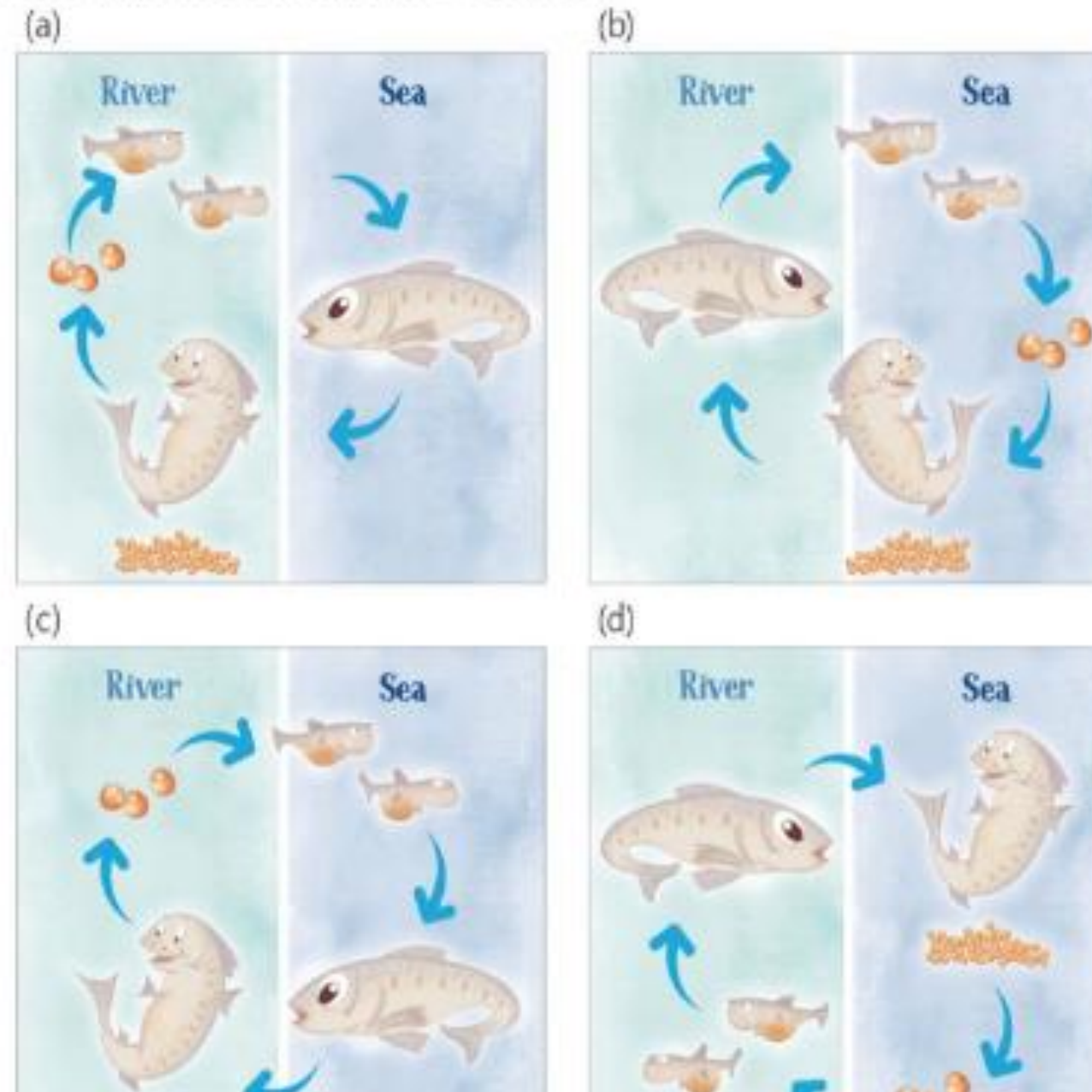
2. () Which is true?

D

- (a) Young salmon don't need food.
- (b) Salmon live in only one place all their lives.
- (c) Mother salmon usually die before they can lay eggs.
- (d) Baby salmon wait months before they can go find food.

3. () Which picture shows the life of a salmon?

A



文轉圖





首頁



設定



學習集



文件夾

繪本

1200單字

服裝字彙

查看更多

建立文件夾



班級

Claire & Dillion 國...

Claire Wu 705—707 ...

Claire Wu 805-807...

Claire Wu 810下

建立班級



1200單字

7-9 年級

分類

最新



篩選

國中英文字彙 1200 Unit 14
: Sports, Interests &
Hobbies...

25個詞語



Andy_Cheng



國中英文字彙 1200 Unit 13
: Clothing & Accessories
(II)...

25個詞語



Andy_Cheng



國中英文字彙 1200 Unit 8
: Numbers (II)

26個詞語



Andy_Cheng



國中英文字彙 1200 Unit 16
: Houses & Apartments
(I) / Ho...

24個詞語



Andy_Cheng

https://quizlet.com/wu_claire/folders/49271983/sets

全民英檢
參考字彙表
依字母排序
依詞性分類
熟練拼字
字彙大考驗
閱讀識字
閱讀識字工具
學科能力測驗
參考詞彙表
依字母排序
依詞性分類
熟練拼字
字彙大考驗
閱讀識字
閱讀識字工具
詞彙考古題
詞彙拼字練習
詞彙試題選項拼字
文意選填
指定科目考試
參考詞彙表
依字母排序
依詞性分類
熟練拼字
字彙大考驗
閱讀識字
閱讀識字工具
詞彙考古題
詞彙拼字練習
詞彙試題選項拼字
文意選填
國中基測、會考
歷屆試題
閱讀識字
老師出考題...
字彙搜尋工具

 讚 5,863 人說這個讚。趕快註冊來看看朋友對哪些內容按讚。

老師在出英文試題或是學生在閱讀英語文章時，可以利用我們在此所提供的工具，查看是否有超出『級別』範圍的單字。您只要把整句或整篇英文放到底下正文格子內，再按下OK鍵，該篇文章的所有字就會按照您選取的級別以不同顏色分別標示出來。當您將滑鼠移到標示字的上面，就可以看到其中文釋義。

[全民英檢](#) | [指考91版](#) | [學測91版](#) | [指考108版](#) | [學測108版](#) | [國中會考](#)

☒ 基本1200 ☒ 基本2000

請輸入不超過25,000字元的正文，再按OK鍵。

"Christmas won't be Christmas without any presents," grumbled Jo, lying on the rug.
"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

OK

tw.hitutoracdm.com
 2030雙語國家，啟動你的
 未來力

← Google 提供的廣告



<http://www.taiwantestcentral.com/Toolbox.aspx?MainCategoryID=2>

實用基礎

 從
從

閱讀

愛拼

學測
指考

詞彙

吊

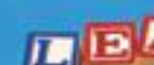
建材壘吊 外牆
鐵厝搭建施工

宇盛起重工程
江守綸 0926

國中

109年國
英語科

姐弟對
應用俚



區域：國中區

109年度國中資安王比賽專區

會考增分區

課本戰力提升包

學習扶助

字彙

文法

聽力

閱讀

寫作

口說

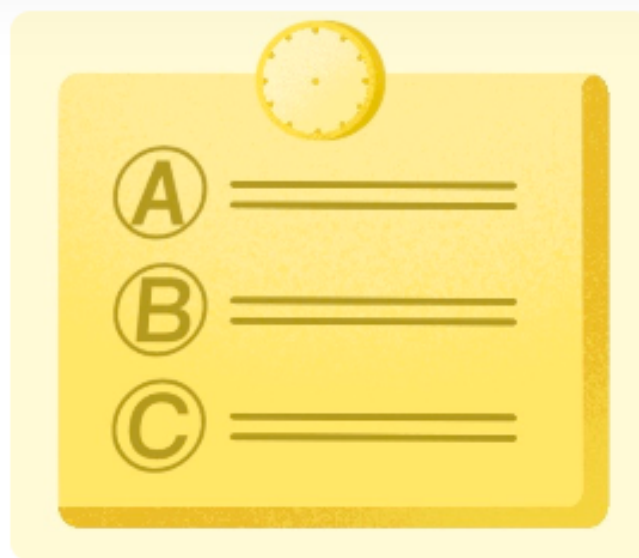
遊戲

教育部國教署Cool English



會考聽力試題

本區提供102至114年的會考聽力測驗試題與詳解



會考閱讀試題

本區提供102至114年的會考閱讀測驗試題與詳解



會考字彙試題

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<https://www.coolenglish.edu.tw/course/view.php?id=84>

107年會考跨領域教學

(29-31)

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



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

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



skin 皮膚

D

29. What does the reading say about shaking?

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

D

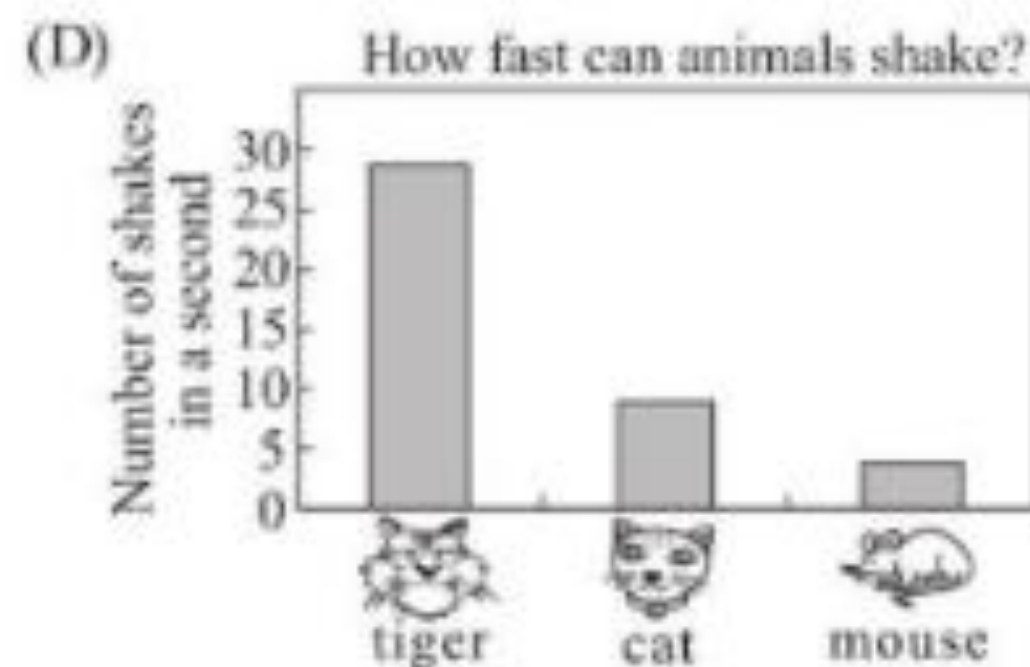
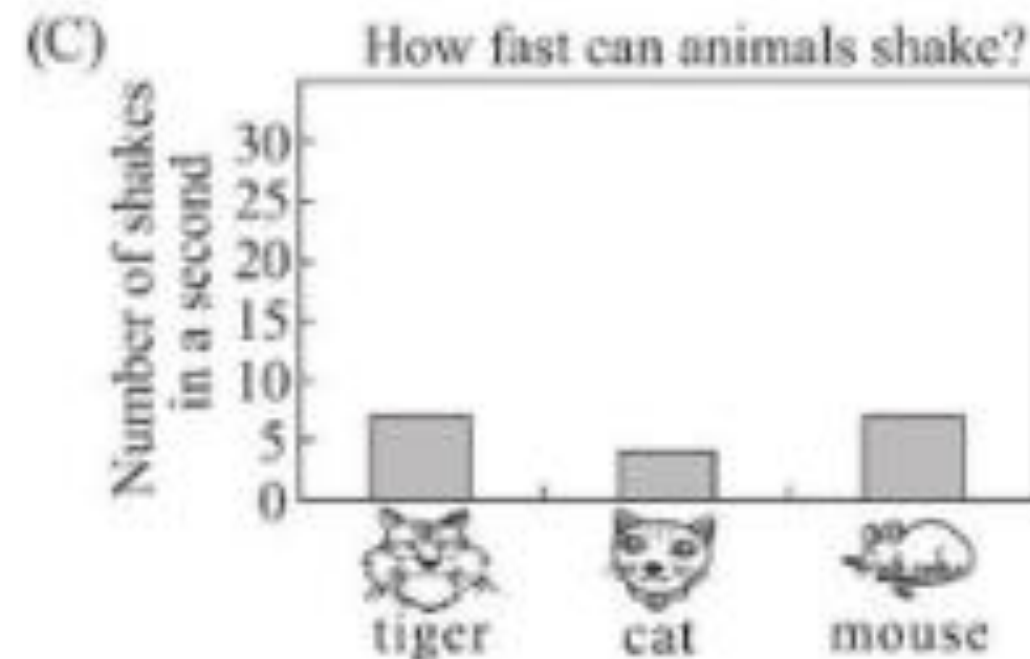
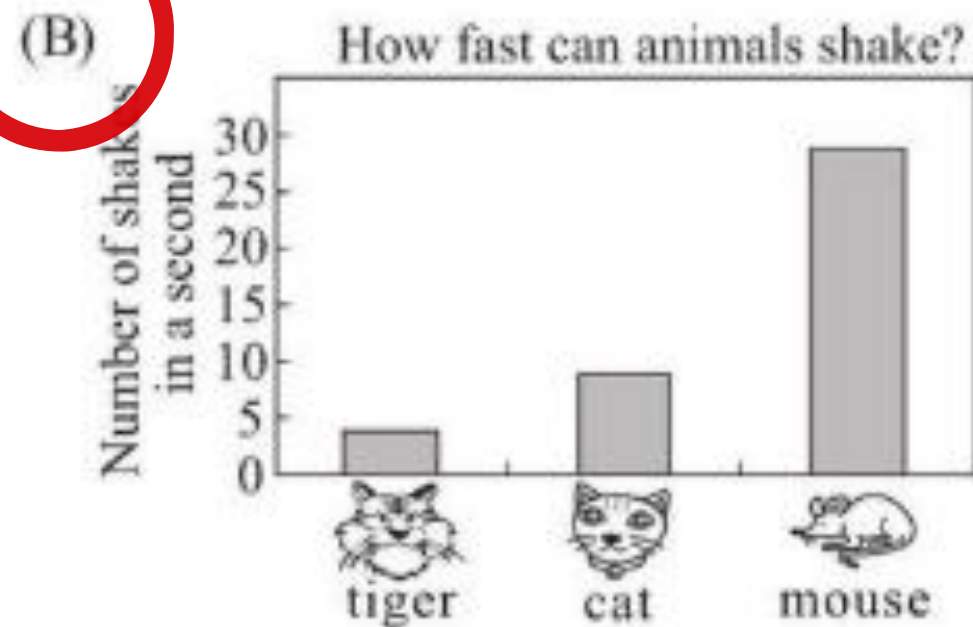
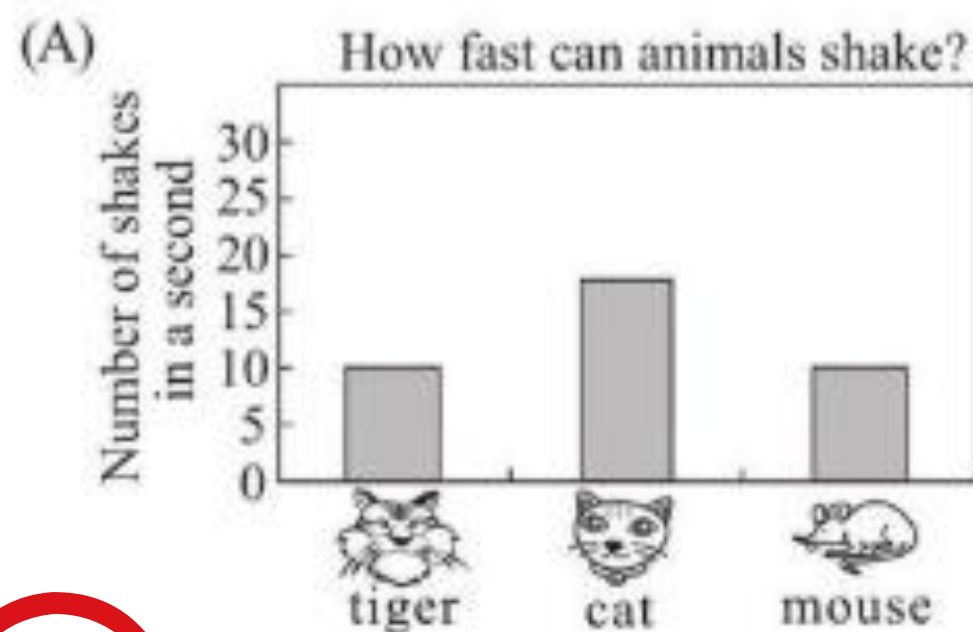
30. What can we learn from the reading?

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

圖文表徵轉換，推論出共同點或差異

31. The four pictures below show how fast tigers, cats and mice can shake. From the reading, which picture is most likely correct?

 likely 可能



延伸情境推論

01

設計題目要求學生根據文本進行合理推測或預測



02

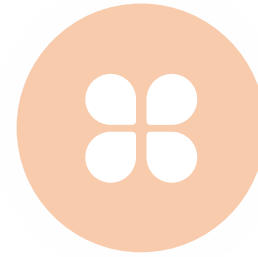
例子：根據故事情節推測角色的行為或結局



聽力素養評量



目標：
測試學生的語
音辨識及語意
理解能力



設計：
錄音稿需簡潔
明確，避免過
於繁複或隱晦



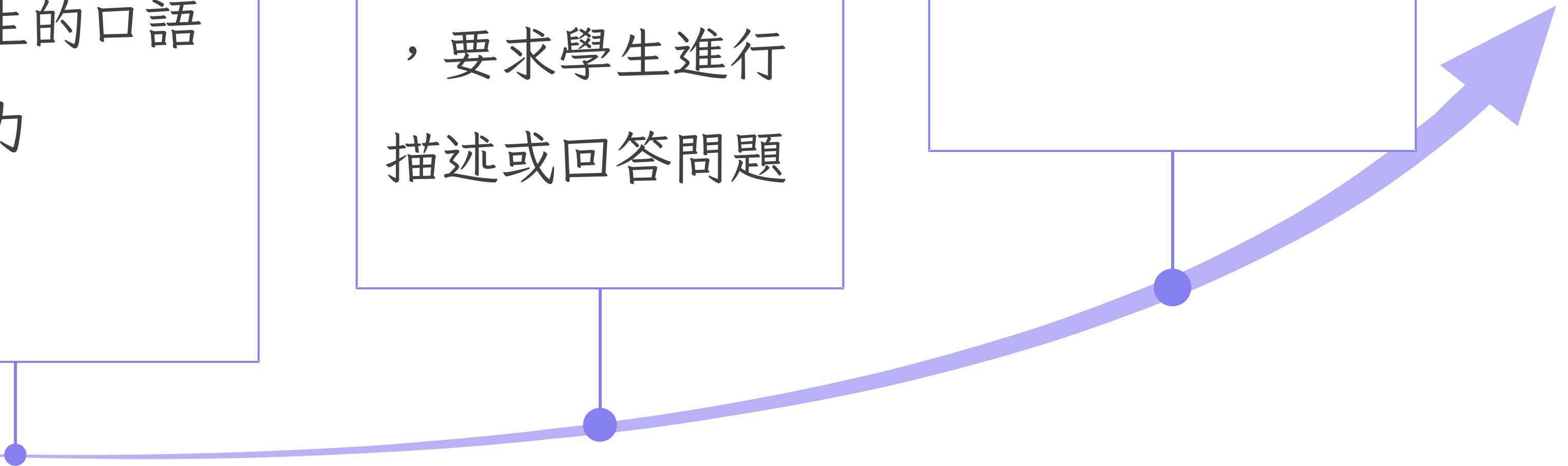
範例：
根據聽到的內
容選擇正確答
案或完成任務

口說素養評量

目標：
評估學生的口語
表達能力

設計：
提供圖片或情境
，要求學生進行
描述或回答問題

範例：
看圖說話，介紹
人物生活



教學挑戰



1. 背景知識干擾：學生可能因缺乏相關背景知識而無法作答
2. 內容單薄瑣碎：試題設計過於簡單或無趣，難以激發學生興趣



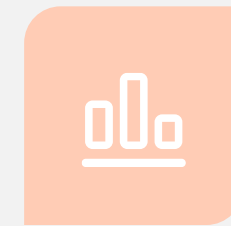
解決方案



提供足夠的背
景資訊及解題
線索



設計圖文轉換、延
伸推論、資料歸納
等高層次能力題目



確保情境合理
且可理解

(1) 取自於翰林課本延伸教材

The Saturday Times

December, 1955

The Saturday Times

On a December evening in 1955, Mrs. Rosa Parks made a change in the lives of black people in the USA. That day, she was tired from work. She took the bus home and sat in the seats for "people of color." At that time, the seats near the front were all for white people, and the back seats were for people of color.



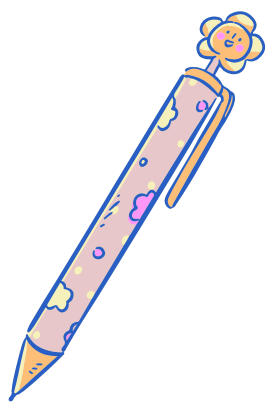
Later, the bus stopped at a theater. A few white people came on, but there weren't enough seats for them. So, the bus driver went to Rosa and three other African Americans and said to them, "Let me have your seats." The three African Americans stood up and walked to the back, but Rosa didn't. Then the police came and took her to the police station.

In those days, people of color might lose their lives because they didn't follow the rules of the "white" world. But Mrs. Rosa Parks stood up and fought for her rights. After that, many African Americans followed Rosa and stood together for their rights, too. Rosa Parks really made a change in the lives of African Americans.

- Why did the police take Rosa to the police station?
- (A) Rosa Parks didn't listen to the driver.
 - (B) There were people of color on the bus.
 - (C) Rosa Parks didn't have any money for the ride.
 - (D) Some bad people stopped the bus on the street.

- According to the reading, which sign might one see in the front bus seats in 1955?
- (A) For Kids.
 - (B) Be Quiet.
 - (C) Whites Only.
 - (D) African First.

- What do we know from this reading?
- (A) Not many people knew about Rosa Parks.
 - (B) The bus driver helped everyone on the bus.
 - (C) African Americans did not have many rights in 1955.
 - (D) Rosa Parks fought back because she didn't like white people.



一、文本特色與素養導向

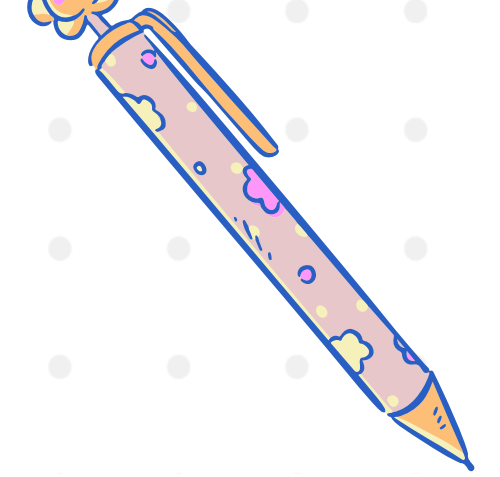
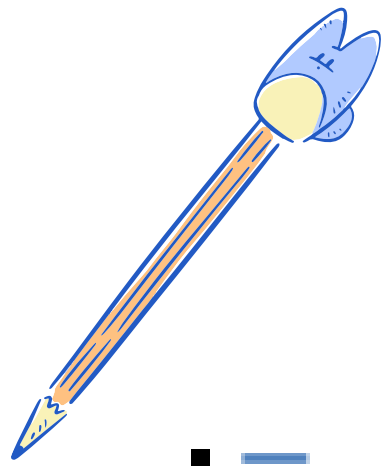
- 真實語境：文章以《**The Saturday Times**》新聞形式呈現，模擬學生在生活中可能遇到的閱讀情境。
- 跨文化學習：主題涉及 **Rosa Parks** 與美國民權運動，帶入「多元文化、社會公平」的議題，讓學生不只練習英文，也能理解歷史與社會正義。
- 語言結合思辨：題目不僅考單字或細節，而是要學生理解文本、推論意涵，展現批判思考與價值判斷。





■ 二、試題分析（對應 108 課綱素養）

題號	題目設計	測驗能力	素養導向說明
Q1	Why did the police take Rosa to the police station?	閱讀理解、推論能力	學生要找出「Rosa 沒有服從司機要求讓座 → 被警察帶走」的因果關係，而不是只靠字面。
Q2	Which sign might one see in the front bus seats in 1955?	文本細節理解、歷史脈絡	學生要理解種族隔離制度下「Whites Only」的符號意涵，結合社會文化知識。
Q3	What do we know from this reading?	整合訊息、價值判斷	學生需總結文章主旨，辨識「African Americans did not have many rights in 1955」，展現統整能力。



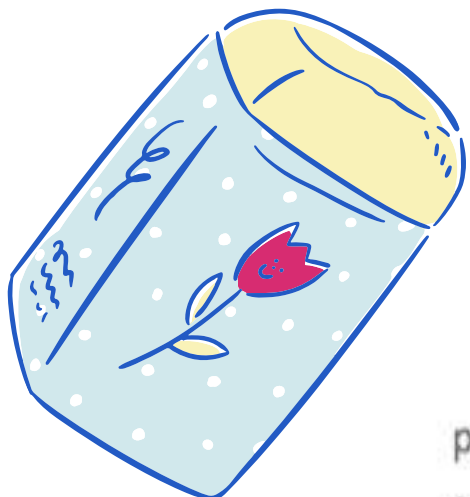
■ 三、素養導向的評量價值←

跨學科能力：不只是英文閱讀，還帶入歷史、社會正義、價值教育。←

- 批判思考：學生需判斷誰的行為合理，並理解背後的社會不公。←

- 生活應用：類似的議題（公平正義、人權平等）與學生日常生活及國際時事有關，讓英文學習不只是語言，更是生活素養。←

- 多元表現：除了選擇題，教師可延伸開放性問題（例如「若你是 Rosa Parks，你會怎麼做？」），讓學生表達觀點，展現語言輸出能力。←



(2) 取自於翰林課本延伸教材

India is the world's seventh largest country and has the world's largest population. Its population is growing, but it doesn't have enough medical services. People in big cities can go to the doctor easily when they have a health problem, but people in some other parts of the country are not so lucky. They need to travel a long way to find a hospital. To fix this problem, three organizations worked together and changed an ordinary train into a hospital train. They called it the Lifeline Express.

The Lifeline Express travels all over India and provides medical services. It usually stays at a place for 21 to 25 days and then heads for another place. People can do a health check, see a doctor, and even have an operation on the train for free. What's more, the Lifeline Express also offers people medical training and education. This helps them become helpers after the train leaves.

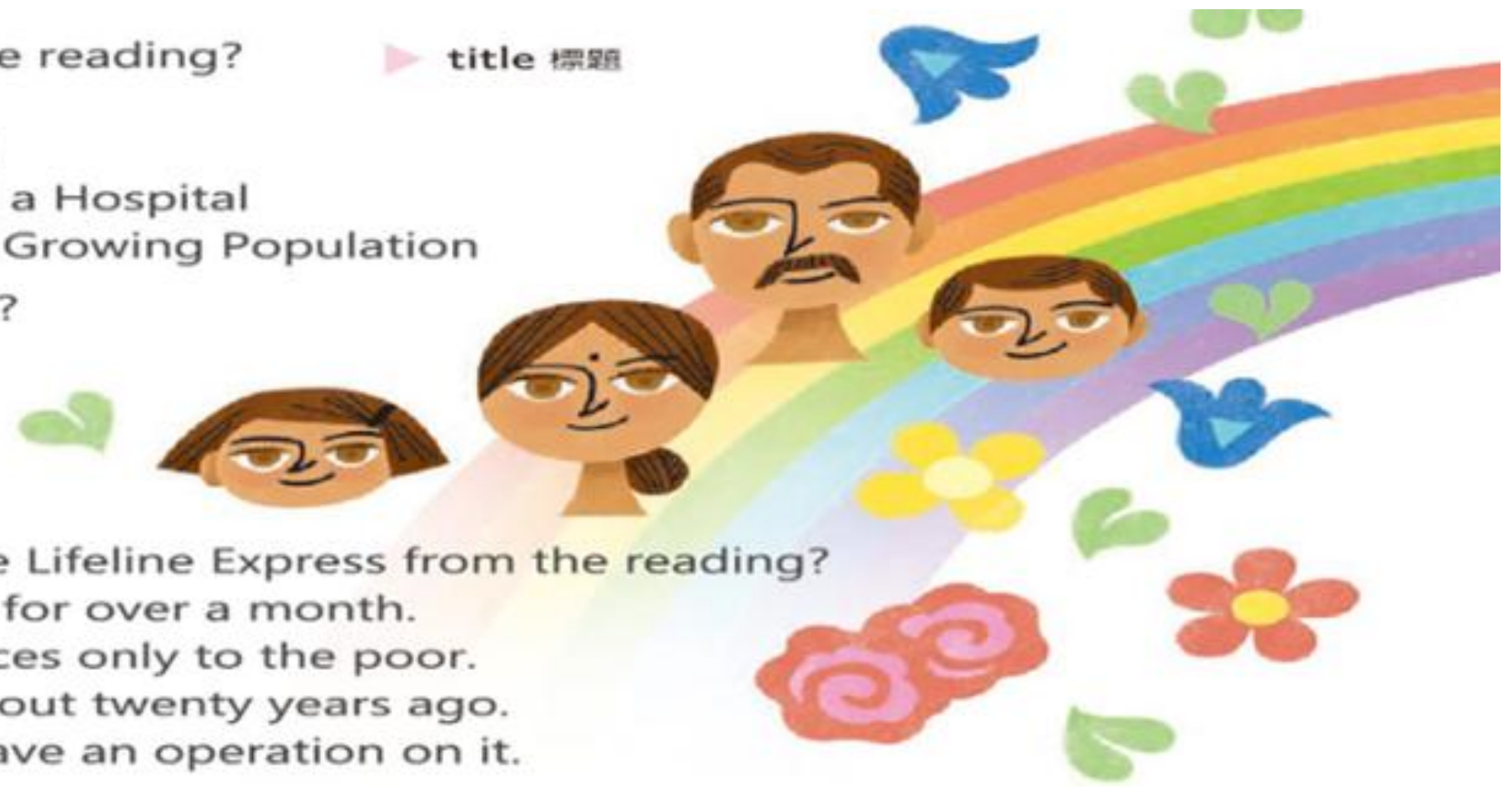
The Lifeline Express started running on July 16, 1991 and is still in service. When people can't find a hospital, the hospital goes to them. Thanks to the hospital train, many people in India can live a healthier life now.

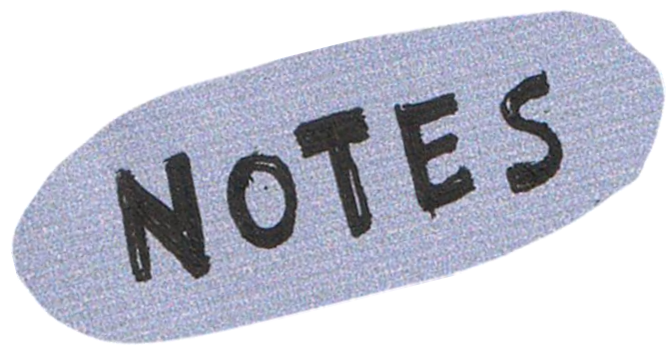


▶ population 人口 medical 醫療的 organization 組織
operation 手術 training 訓練



1. () Which is the best title for the reading? ▶ title 標題
- (a) A Moving Hospital
 - (b) Medical Services in India
 - (c) The Fastest Way to Build a Hospital
 - (d) The Truth Behind India's Growing Population
2. () What does "head for" mean?
- (a) Go to.
 - (b) Stay at.
 - (c) Go past.
 - (d) Travel around.
3. () What do we know about the Lifeline Express from the reading?
- (a) It doesn't stay at a place for over a month.
 - (b) It provides medical services only to the poor.
 - (c) It went on its first trip about twenty years ago.
 - (d) People need to pay to have an operation on it.





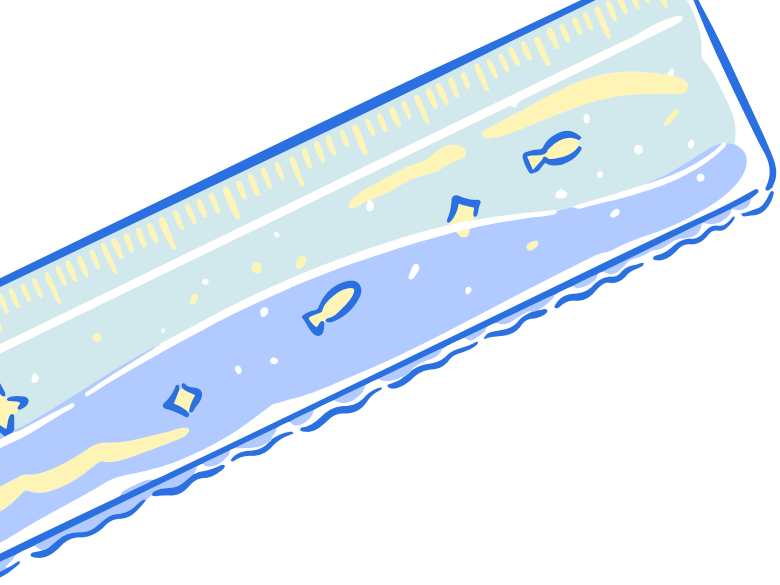
一、文本特色與素養導向

- 真實情境：文章以「醫療火車」的真實案例為主題，貼近聯合國 **SDG 3**（健康與福祉），讓學生理解世界議題與公共醫療。
- 跨文化學習：認識印度醫療資源分布不均的社會現象，培養國際視野與同理心。
- 語言結合知識：除了英文閱讀理解，學生也能學習「人口、醫療服務、組織合作」等關鍵詞，連結社會科、健康教育。



二、試題分析（對應108課綱素養）

題號	題目設計	測驗能力	素養取向說明
Q1: Which is the best title for the reading?	要學生判斷最佳標題	主旨理解、資訊統整	需要歸納整篇文章重點，選出「A Moving Hospital」，培養摘要與資訊選擇能力。
Q2: What does “head for” mean?	文意猜測	語境理解、詞彙運用	考驗學生依上下文推敲詞義，培養語言應用與推論能力。
Q3: What do we know about <u>the Lifeline Express</u> ?	整體理解與細節辨識	批判思考、事實判斷	學生需排除錯誤資訊，辨認出正確描述（例如「It doesn't stay at a place for over a month.」），訓練資訊檢核能力。



三、素養導向的評量價值

1. 跨學科整合：文章涉及英文、地理、健康與國際議題，培養學生跨領域思考。
2. 價值教育：引導學生思考「醫療資源分布不均」與「如何幫助弱勢」的議題，培養社會責任感。
3. 真實應用：學生能將「醫療火車」的概念類比到台灣偏鄉醫療，思考如何改善生活問題。
4. 語言輸出延伸：教師可設計開放性任務，例如：

小組討論：「如果台灣有一列『健康快車』，你希望它提供哪些服務？」

英文寫作：「**Write a short paragraph about how the Lifeline Express helps people.**」



(3) 取自114 年度國中英文會考試 題



The IKEA Effect



Many years ago, Dan Ariely bought a cabinet from IKEA. IKEA is a famous furniture store that sells boxes of furniture parts. People who buy them have to put all the parts together themselves. It took Ariely hours to build his cabinet. Ariely didn't really enjoy himself when he was trying to put all the parts together. However, after he finished, he felt quite good about himself and his cabinet. Later, he found that he loved his cabinet more than any of his other furniture.



Ariely wanted to know if anyone shared his feelings, so he did a fun origami study. He invited two groups of people to join his study. He called one group "builders" and the other group "buyers."

Builders were told to make origami, like paper frogs or paper birds. When they finished, they were asked how much they would spend on their works. Ariely then showed the origami to buyers and asked them how much they would pay for them. The two groups gave very different answers. Though buyers would pay only five cents for builders' origami, builders would spend 25 cents! Interestingly, builders believed others would think their works were good enough to cost that much money!

Ariely's study showed that he was not alone in his IKEA experience—we just love things more, sometimes blindly, when we make them ourselves. Ariely called it "the IKEA effect."



32. What did Ariely try to find out in the origami study?

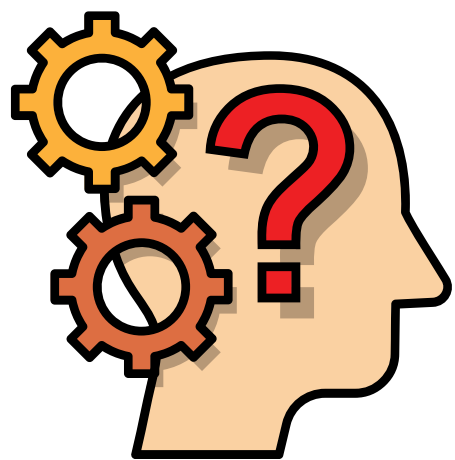
- (A) If he could stop the IKEA effect.
- (B) Why people love making origami.
- (C) Why IKEA furniture is so famous.
- ☒ (D) If anyone shared his IKEA experience.

33. Which is true about the origami study?

- ☒ (A) Buyers would spend less on builders' origami than builders would.
- (B) Builders and buyers needed to decide a price on the origami they made.
- (C) Builders knew others would not pay as much for the origami as they would.
- (D) Buyers would spend more on builders' origami after knowing how they were made.

34. Jerry just can't get his daughter Mia to eat more vegetables at dinner. Every time he tries to do so, there is always a lot of shouting and crying. If Jerry wants to have Mia eat more vegetables by using the IKEA effect, what should he do?

- (A) Tell Mia that he cooks the vegetables just for her.
- ☒ (B) Ask Mia to help him cook vegetables for her meal.
- (C) Give Mia her favorite candy after she eats vegetables.
- (D) Ask Mia what vegetables she likes and cook them for her.



一、文本特色與素養導向



- **真實議題：**文章源自行為經濟學實驗（Dan Ariely 的 IKEA 效應研究），與現實生活購物經驗連結，增加學習的真實感。←
- **跨領域結合：**結合英文閱讀、心理學概念與日常生活（購物與價值判斷），培養學生跨學科理解能力。←
- **價值與思辨：**不僅理解文章，更要反思「為什麼人會覺得自己親手做的東西更有價值」，觸及自我認同與消費心理。←



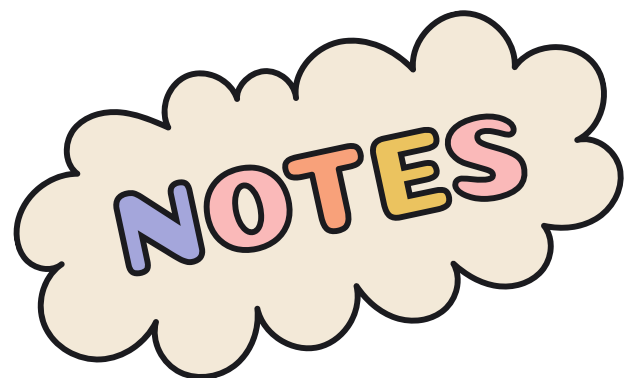
二、試題分析（對應108課綱素養）

F

題號	題目設計	測驗能力	素養取向說明
Q32: What did Ariely try to find out in the origami study?	考察研究目的	主旨理解、批判思考	學生需歸納研究的「探究問題」，不僅考英文細節，也訓練「理解研究目的」的能力。
Q33: Which is true about <u>the origami</u> study?	理解研究結果	資訊判斷、比對能力	學生需判斷 builders 與 buyers 的不同看法，培養資訊檢核與批判性思考。
Q34: Jerry wants his daughter to eat more vegetables...	應用情境題	知識遷移、生活應用	學生需將 IKEA effect 的概念應用到日常親子互動，展現「知識轉化為生活解決方案」的素養。

←

□



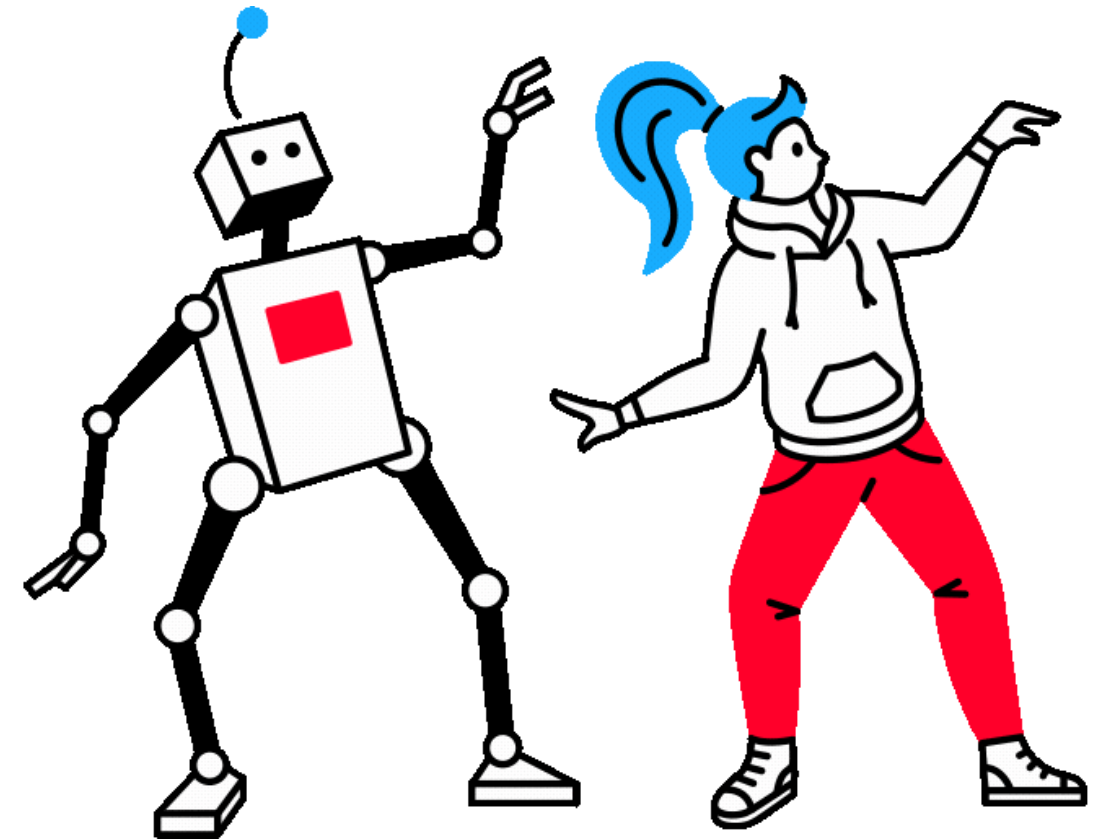
三、素養導向的評量價值

1. **跨學科整合**：心理學 × 英文閱讀 × 日常生活，幫助學生看到語言學習不只是背單字，而是理解人類行為。←
2. **批判與反思**：學生會思考「價值是客觀的還是主觀的？」、「為什麼親手做的東西更重要？」。←
3. **真實應用**：Q34 延伸到家庭教育案例，學生能立即將理論應用在生活情境，展現「學以致用」的核心素養。←
4. **多元思考**：題目設計不只考文本，還鼓勵學生理解因果關係、做出判斷與遷移應用，培養高層次思維。←





5. AI can help.



113年國中教育會考 全校各科試題通過率分析

【英語（閱讀）各題通過率分析結果】

27	篇章細節	在圖表中找出所需的資訊	0.58	0.59	0.52
28	篇章大意	指出內容的主旨	0.64	0.64	0.57
29	篇章結構	掌握上下文意了解文章中的句法連貫：代詞指涉	0.63	0.63	0.59
30	篇章大意	指出作者的目的或態度	0.50	0.50	0.43
31	文意推論	推論文中隱含的訊息	0.48	0.47	0.43
32	篇章結構	掌握上下文意了解文章中的句法連貫：代詞指涉	0.52	0.52	0.43
33	篇章大意	指出內容的主旨	0.66	0.66	0.58
34	篇章細節	找出已明確敘述的細節	0.45	0.45	0.36
35	文意推論	根據上下文意猜測字詞的意義	0.49	0.49	0.43
36	文意推論	根據上下文意猜測字詞的意義	0.50	0.50	0.42
37	篇章細節	找出已明確敘述的細節	0.52	0.52	0.43
38	篇章結構	掌握上下文意結構	0.50	0.50	0.41



請閱讀我提供的英語閱讀測驗分項能力表，並根據以下的文本，設計4題英語閱讀測驗題目，每個指標各出一題，每一題有四個選項，只有一個是正確答案，其他三個必須是有誘答力的干擾選項。難度適合英語程度 CEFR pre-A1 level 的學生，並附上答案及原因。

文本：複製貼上課文

上傳檔案：英語閱讀測驗分項能力表

仿會考考題，閱讀命題重點

分項能力	評量目標
篇章大意	指出內容的主旨 指出作者的目的或態度
篇章細節	找出已明確敘述的細節 在圖表中找出所需的資訊
文意推論	推論文中隱含的訊息 根據上下文意猜測字詞的意義
篇章結構	指出文意結構 掌握上下文意了解文章中的句法連貫（代詞指涉） 根據上下文辨認符合文意的字句（克漏字）



There are many good soccer players, but there aren't many like Lionel Messi and Cristiano Ronaldo. They are great soccer players from Argentina and Portugal, and many people like them.

Messi is small, but he is very fast. He runs with the ball and scores many goals. But this is not enough. Messi practices every day and plays very well in every game.

On the other hand, Ronaldo is strong and tall. He jumps high and scores many goals with his head. He is also very fast.

Messi and Ronaldo are different, but with hard work, they are both great players.

請閱讀我提供的英語閱讀測驗分項能力表，並根據以下的文本，設計4題英語閱讀測驗題目，每個指標各出一題，每一題有四個選項，只有一個是正確答案，其他三個必須是有誘答力的干擾選項。難度適合英語程度CEFR pre-A1 level 的學生，並附上答案及原因。

Prompt for Cloze Test

Please generate a Cloze Test in a reading including 5 multiple choose, ABCD with one correct answer for CEFR A1 for junior high school students in one article. The number of the questions needs to be underscored as well. Topic will be summer vacation. The words visit, memory, trip, fun, go need to be blanked in the reading.

Summer Vacation Adventure

Last summer, my family and I decided to (1) to Taitung for a week. It was our first time traveling to the east coast, and we were very excited. The weather was warm, and the sky was bright blue. Every morning, we went swimming at the beach and played volleyball on the sand.

One day, we took a short (2) to Green Island. The boat ride was a little long, but the view of the ocean was beautiful. On the island, we rented bicycles and rode around the coast. We also stopped to (3) a small local museum where we learned about sea animals.

At night, we had a barbecue outside our hotel. We laughed, sang songs, and shared stories. It was so much (4). Before going to bed, I wrote everything down in my travel journal so I would never forget it.

Now, whenever I see the photos from that vacation, they bring back such a wonderful (5). I hope we can travel together again next summer!

Thanks for your attention.

