





## 命題理念說明


命題理念簡述	這份評量的命題理念主要依據十二年國教課程綱要總目標「培養核心素養」以及其課程目標「培養以英語文進行邏輯思考、分析、整合與創新的能力」，其中閱讀題組為段考範圍單元主題「人權教育」與「防災教育」課外延伸知識的展現，而引導式翻譯題型設計是嘗試將學生所習得的課內知識「可可果童工」應用在生活裡，透過國際書信短文來解決問題並陶冶主動關心世界的友善態度，培養國際觀，命題重心在設計符合學生生活經驗與日常情境的多元文本(genre)，表現語言生活化的功能，期許學生透過此份試題強化核心素養，關注到學習與生活的緊密關聯性，產生加深加廣的學習，進而達到全人發展，同時得以精進英語閱讀策略並強化文字理解與分析能力。本評量預期使用到的閱讀策略如下：略讀(skimming)、掃讀(scanning)、掌握關鍵字(keywords)、經驗連結(contextualization)、推論(inference)、猜字意(guessing from context)、做筆記(note taking)、反思(reflection)、分析和綜合(analyzing & synthesizing)、視覺化(visualizing)、比較(comparison)。
命題原則	<input checked="" type="checkbox"/> 原創性 (註明參考資料出處，並經適當改寫) <input checked="" type="checkbox"/> 公平性 (試題中無歧視或針對某些群體而設計的內容) <input checked="" type="checkbox"/> 適切性 (每題只針對單一能力指標評量、取材符合學生生活經驗) <input checked="" type="checkbox"/> 題幹 (題幹為完整問句、以否定句陳述的問題有強調否定用字) <input checked="" type="checkbox"/> 選項 (各選項出現的機率大致相等、選項盡可能依字數長短排列)
切合核心素養	<p>此份評量設計主要培養核心素養三面九向中的「A1 身心素質與自我精進」與「A2 系統思考與解決問題」能力，期許學生不只專注在語言字句的學習，更需培養思辨力、資訊統整力、邏輯思考力和判斷力，具備現代公民應具備的基本素養：</p> <p><b>英-J-A1</b> 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。</p> <p><b>英-J-A2</b> 具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。</p>
符合學習內容	<p>Ac-IV-4 國中階段所學字詞(能聽、讀、說、寫最基本的 1,200 字詞)。</p> <p>Ad-IV-1 國中階段所學的文法句型。</p> <p>◎Ae-IV-2 常見的圖表。</p> <p>*Ae-IV-5 不同體裁、不同主題之簡易文章。</p> <p>Ae-IV-6 簡易故事的背景、人物、事件和結局。</p> <p>*◎Ae-IV-7 敘述者的觀點、態度、及寫作目的。</p> <p>*Ae-IV-8 簡易故事及短文的大意。</p> <p>C-IV-4 基本的世界觀。</p> <p>D-IV-1 依綜合資訊作合理猜測。</p> <p>D-IV-2 二至三項訊息的比較、歸類、排序的方法。</p> <p>D-IV-3 訊息因果關係的釐清。</p>
預期學習表現	<p>3-IV-4 能看懂簡易的圖表。</p> <p>3-IV-11 能藉圖畫、標題、書名等作合理的猜測。</p> <p>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。</p> <p>9-IV-1 能綜合相關資訊作合理的猜測。</p> <p>9-IV-2 能把二至三項訊息加以比較、歸類、排序。</p> <p>9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。</p>

## 題組試題深入分析

題組 33~35	Below are Amelia's notes in science class.	
	<div><div><div>◆ has different names for different places: cyclone → in the South Pacific Ocean typhoon → in the Northwest Pacific Ocean</div><div><div>happen over warm ocean</div><div>an eye in the center</div><div>summer and fall</div><div>bring lots of rain and floods</div><div>last for 12 hours to a month</div><div>predictable</div><div><b>HURRICANE</b></div><div>【in the Northeast Pacific Ocean】</div></div></div><div><div>Cloud</div><div>AIR AIR AIR</div><div>warm ocean</div></div></div> <div><div>◆ sometimes called: twister</div><div>happen over lands or ocean</div><div>spring and summer</div><div>lift cars into the air, break houses down</div><div>last for no longer than 10 minutes</div><div>unpredictable</div><div><b>TORNADO</b></div><div>【common in America】</div></div>	<div><div>funnel-shaped</div><div>cold air</div><div>hot air</div></div>
	情境範疇 取材說明	
	融入跨領域議題，以學生自然科課堂筆記與地理填圖隨堂測驗為情境，將課內談及的颱風主題，延伸至課外學習知識：認識颶風與龍捲風，並加以比較與歸納。	
第 33 題	<div>The picture is the test about hurricanes from Amelia's teacher. Which of the following may be correct?</div> <div></div> <div><div>(A) typhoon、cyclone、hurricane</div><div>(B) typhoon、hurricane、cyclone</div><div>(C) hurricane、cyclone、typhoon</div><div>(D) hurricane、typhoon、cyclone</div></div>	
解答	B	
學習內容	◎Ae-IV-2 常見的圖表。	
學習表現	<div>訊息擷取能力3-IV-4 能看懂簡易的圖表。</div> <div>文轉圖能力9-IV-2 能把二至三項訊息加以比較、歸類、排序。</div>	
閱讀策略	略讀 skimming、做筆記 note taking、視覺化 visualizing	
第 34 題	What is “ <u>funnel-shaped</u> ”?	
	<div><div>(A)</div><div>(B)</div><div>(C)</div><div>(D)</div></div>	
解答	D	
學習內容	D-IV-1 依綜合資訊作合理猜測。	
學習表現	<div>邏輯思考3-IV-4 能看懂簡易的圖表。</div> <div>判斷與創造力3-IV-11 能藉圖畫、標題、書名等作合理的猜測。</div>	
閱讀策略	猜字意 guessing from context、視覺化 visualizing	


第 35 題	Based on Amelia's notes, which is <b>NOT</b> true? (A) Tornadoes can last for less time than hurricanes. (B) Both hurricanes and tornadoes can happen in summer. (C) People can know earlier about the time for the coming of hurricanes and tornadoes. (D) Forming hurricanes needs warm ocean air, but tornadoes need both hot and cold air.	
解答	C	
學習內容	D-IV-2 二至三項訊息的比較、歸類、排序的方法。	
學習表現	邏輯思考 判斷與創造力	9-IV-2 能把二至三項訊息加以比較、歸類、排序。
閱讀策略	掃讀 scanning、分析和綜合 analyzing & synthesizing、比較 comparison	

題組 36~38	<div>  <p>She is a young woman from Pakistan. She was born on July 12, 1997. When the Taliban took down her country, they stopped girls from going to school. She spoke out against it and fought for girls' rights to education. Because of this, they tried to kill her. They shot her in the head when she was on the school bus. Luckily, she didn't die. After that, she moved to England. In 2013, she wrote a book "I Am Malala" to talk about her own experiences. She is the youngest Nobel Peace Prize winner; she won it in 2014 at the age of 17.</p> <p> Pakistan 巴基斯坦、was born 出生、Taliban 塔利班、against 反對、education 教育、shot 射殺</p> <p><b>Malala Yousafzai</b></p> </div> <div>  <p>He was born on January 15, 1929, in America. He lived during a time when people treated black people terribly. He decided to fight for equal rights of African-American people. The police put him in jail many times for that. However, he never gave up. He made a famous speech in 1963: "I Have a Dream" to show that everyone should be equal. In 1964, he won the Nobel Peace Prize for ending <u>segregation</u> and making the world more peaceful. Still, some people hated him and shot him in 1968. His life ended at the age of 39.</p> <p><b>Martin Luther King Jr.</b></p> <p> equal 平等的、jail 監獄、speech 演講、peaceful 和平的</p> </div>	
情境範疇 取材說明	延伸課文故事「動物農莊」與「可可果孩童」人權議題，以公民課堂補充講義為情境，呈現兩篇短篇故事簡介人權主義代表人物兼諾貝爾和平獎得主——馬拉和馬丁路德，並加以比較與歸納。	
第 36 題	What is true about " <u>segregation</u> "? (A) Blacks' schools are as nice as whites'. (B) Blacks and whites can use the same restroom. (C) Blacks need to give their seats to whites on the bus. (D) Blacks and whites can play games and have fun together.	
解答	C	
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-1 依綜合資訊作合理猜測。	
學習表現	邏輯思考 判斷與創造力	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。 9-IV-1 能綜合相關資訊作合理的猜測。
閱讀策略	略讀 skimming、猜字意 guessing from context、推論 inference	

第 37 題	Which may be in the book about Malala? (A) “All people could be brothers and sisters.” (B) “My dad said he didn’t want us to be friends.” (C) “Let this be the last time that we see a girl out of school.” (D) “How could someone treat me differently just because of the color of my skin?”	
解答	C	
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-1 依綜合資訊作合理猜測。	
學習表現	邏輯思考 判斷與創造力	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。 9-IV-1 能綜合相關資訊作合理的猜測。
閱讀策略	略讀 skimming、掌握關鍵字 keywords、推論 inference	
第 38 題	Cody has to finish his report on Malala and Martin Luther King Jr. Which CAN’T he write in “Both”? (A) They never gave up. (B) They died at a young age. (C) They spoke for human rights. (D) They won the Nobel Peace Prize.	
解答	B	
學習內容	D-IV-2 二至三項訊息的比較、歸類、排序的方法。	
學習表現	邏輯思考 判斷與創造力	9-IV-2 能把二至三項訊息加以比較、歸類、排序。
閱讀策略	掃讀 scanning、分析和綜合 analyzing & synthesizing、比較 comparison	
題組 39~40	 <p>gonna 將會(going to 的縮寫)、insurance agent 保險代理人 &lt;Source: Calvin and Hobbes by Bill Watterson for November 04, 2021&gt;</p>	
情境範疇 取材說明	融入英語漫畫文本，選擇貼近學生日常情境的題材，反思人權教育中霸凌事件與兒童權利，加廣生活經驗，提升思考層次與推理能力，讀出弦外之音。	
第 39 題	Which is correct about “ <u>rat on</u> ”? (A) Sakura likes to dress like her sister and even copies the way she talks. (B) Zac shared his secret only with Jamie, and she didn’t tell anybody about it. (C) Cody’s best friend, Yuki, told the teacher that he brought comic books to school. (D) Mr. Sato says to his boss “you look handsome” and buys him a cup of coffee every morning.	
解答	C	



學習內容	*Ae-IV-5 不同體裁、不同主題之簡易文章。 * <sup>◎</sup> Ae-IV-7 敘述者的觀點、態度、及寫作目的。 D-IV-1 依綜合資訊作合理猜測。 D-IV-3 訊息因果關係的釐清。		
學習表現	邏輯思考 判斷與創造力	3-IV-11 能藉圖畫、標題、書名等作合理的猜測。 3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。	
閱讀策略	猜字意 guessing from context、推論 inference、反思 reflection		
第 40 題	What can we learn from the comics? (A) The man felt scared because someone reported him to the police. (B) The little boy felt nervous that the man would learn about the truth. (C) The man is honest because he remembered to give money back to the little boy. (D) The little boy lent twenty-five cents to the man and would give them to his insurance agent.		
解答	<b>B</b>		
學習內容	*Ae-IV-5 不同體裁、不同主題之簡易文章。 * <sup>◎</sup> Ae-IV-7 敘述者的觀點、態度、及寫作目的。 D-IV-1 依綜合資訊作合理猜測。 D-IV-3 訊息因果關係的釐清。		
學習表現	邏輯思考 判斷與創造力	3-IV-11 能藉圖畫、標題、書名等作合理的猜測。 3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。 9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。	
閱讀策略	經驗連結 contextualization、推論 inference、反思 reflection、分析和綜合 analyzing & synthesizing		

 army 軍隊、bomb 炸彈、prize 獎勵、bravery 勇敢、medal 獎牌、professional 專業的、slope 斜坡

取材說明	連結學生學習經驗，加深加廣課文學習主題「搜救犬」，以線上報告 Teenagers' News Corner 為情境，融入相關新聞題材(取自於學生聆聽的 ICRT LUNCHBOX 英語學習廣播節目文章)，學習釐清文本訊息間的關係進行合理的推論與猜測。	
第 41 題	(A) He helps rescuers sell cheese. (B) He chases away sea birds for people. (C) He saves drowning people and animals. (D) He works with the rescue teams in Ukraine now.	
解答	<b>D</b> 解析：下一句提到 Patron 穿著軍背心、穿梭在瓦礫堆中、每天搜尋炸彈蹤跡、拯救許多人，如果完成任務，救難人員還會給牠食物當作獎勵。綜觀上述資訊，可推測「牠現在和救難隊一起工作」。	
第 42 題	(A) Cheese is his favorite food. (B) He likes to play with a ball. (C) Sleeping is important for him. (D) He always eats eight meals a day.	
解答	<b>A</b> 解析：下一句 it 是線索，救難人員會餵牠吃食物當獎勵，只有(A) cheese 是食物且可用 it 取代。	
第 43 題	(A) out of the water (B) from snake bites (C) out of the big fires (D) from the terrible earthquake	
解答	<b>C</b> 解析：後文 the fire was quite big 是線索，把無尾熊「從大火中」救出來。	
第 44 題	(A) comb his hair (B) wear special shoes (C) brush his teeth (D) put on a white T-shirt	
解答	<b>B</b> 解析：線索為前文 the big fires made the ground very hot 和後文 to protect his feet。猛烈的火勢使得地表溫度很高，所以搜救犬 Bear 需要「穿特殊的鞋」來保護牠的腳。	
第 45 題	(A) went sailing over the sea (B) were swimming in the pool (C) went hiking in the mountains (D) were having dinner in a restaurant	
解答	<b>C</b> 解析：下一句 He fell over when climbing down the slope. 可得知是在進行登山健行活動。	
學習內容	*Ae-IV-8 簡易故事及短文的大意。 D-IV-1 依綜合資訊作合理猜測。 D-IV-3 訊息因果關係的釐清。	
學習表現	邏輯思考 判斷與創造力	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。 9-IV-1 能綜合相關資訊作合理的猜測。 9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。
閱讀策略	掃讀 scanning、掌握關鍵字 keywords、推論 inference	

## 參考資料來源彙整

題組 33~35	<ul style="list-style-type: none"> <li>● What's a Hurricane?   Weather Science   SciShow Kids <a href="https://youtu.be/xKubdY2mHXc">https://youtu.be/xKubdY2mHXc</a></li> <li>● What is a Tornado?   Weather Science   SciShow Kids <a href="https://youtu.be/-s3UwOq1P1E">https://youtu.be/-s3UwOq1P1E</a></li> </ul>
題組 36~38	<ul style="list-style-type: none"> <li>● Women's History: Malala Yousafzai the girl shot by the Taliban (Educational Videos) <a href="https://youtu.be/48pFoAObv_w">https://youtu.be/48pFoAObv_w</a></li> <li>● <i>I Am Martin Luther King Jr</i> by Brad Meltzer  Books Read Aloud  StoryTimeWithMsMelange <a href="https://youtu.be/_xajQz49mRU">https://youtu.be/_xajQz49mRU</a></li> </ul>
題組 39~40	<ul style="list-style-type: none"> <li>● <i>Calvin and Hobbes</i> by Bill Watterson for November 04, 2021 <a href="https://www.gocomics.com/calvinandhobbes/2021/11/04">https://www.gocomics.com/calvinandhobbes/2021/11/04</a></li> </ul>
題組 41~45	<ul style="list-style-type: none"> <li>● “Ukrainian Dog Uses His Nose To Find 90 Russian Bombs” <a href="https://blog.theanimalrescuesite.greatergood.com/ukraine-bomb-dog-patron/">https://blog.theanimalrescuesite.greatergood.com/ukraine-bomb-dog-patron/</a></li> <li>● “Hero Dog Saves Koalas from Bushfires”   ICRT News for Kids, Jan. 7, 2022 <a href="https://www.icrt.com.tw/news_lunchbox.php?&amp;mlevel1=7&amp;mlevel2=96&amp;searchDate=2022-01-07">https://www.icrt.com.tw/news_lunchbox.php?&amp;mlevel1=7&amp;mlevel2=96&amp;searchDate=2022-01-07</a></li> <li>● “Dog Saves Climber in Croatia Mountains”   ICRT News Bites, Jan. 14, 2022 <a href="https://www.icrt.com.tw/news_lunchbox.php?&amp;mlevel1=7&amp;mlevel2=96&amp;searchDate=2022-01-14">https://www.icrt.com.tw/news_lunchbox.php?&amp;mlevel1=7&amp;mlevel2=96&amp;searchDate=2022-01-14</a></li> </ul>

## 圖片來源

<ol style="list-style-type: none"> <li>1. 世界地圖 <a href="http://www.51pptmoban.com/sucal/4295.html">http://www.51pptmoban.com/sucal/4295.html</a></li> <li>2. Malala <a href="https://www.pinterest.com/pin/412994228305470496/">https://www.pinterest.com/pin/412994228305470496/</a></li> <li>3. Martin Luther King Jr. <a href="https://www.pngwing.com/en/free-png-iesrj">https://www.pngwing.com/en/free-png-iesrj</a></li> </ol>
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