



111國中教育會考 英語科分析及建議

報告人

仁和國中 張美珍

目錄



111英語會考題型分布



本市英語會考試題分析



學校之資源與支援



英語輔導團之資源與協助



英語線上資源及學習平台

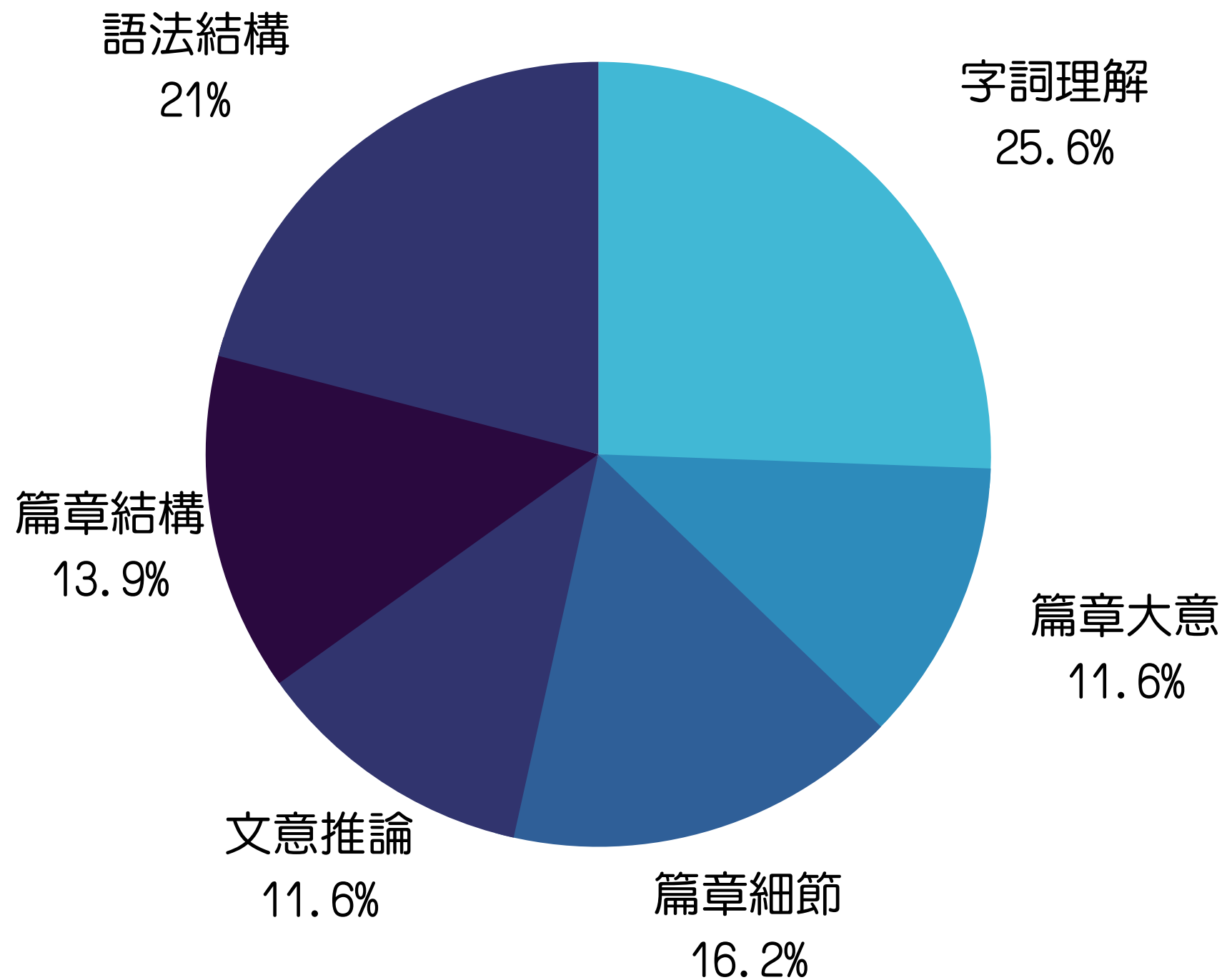


111英語會考題型分布

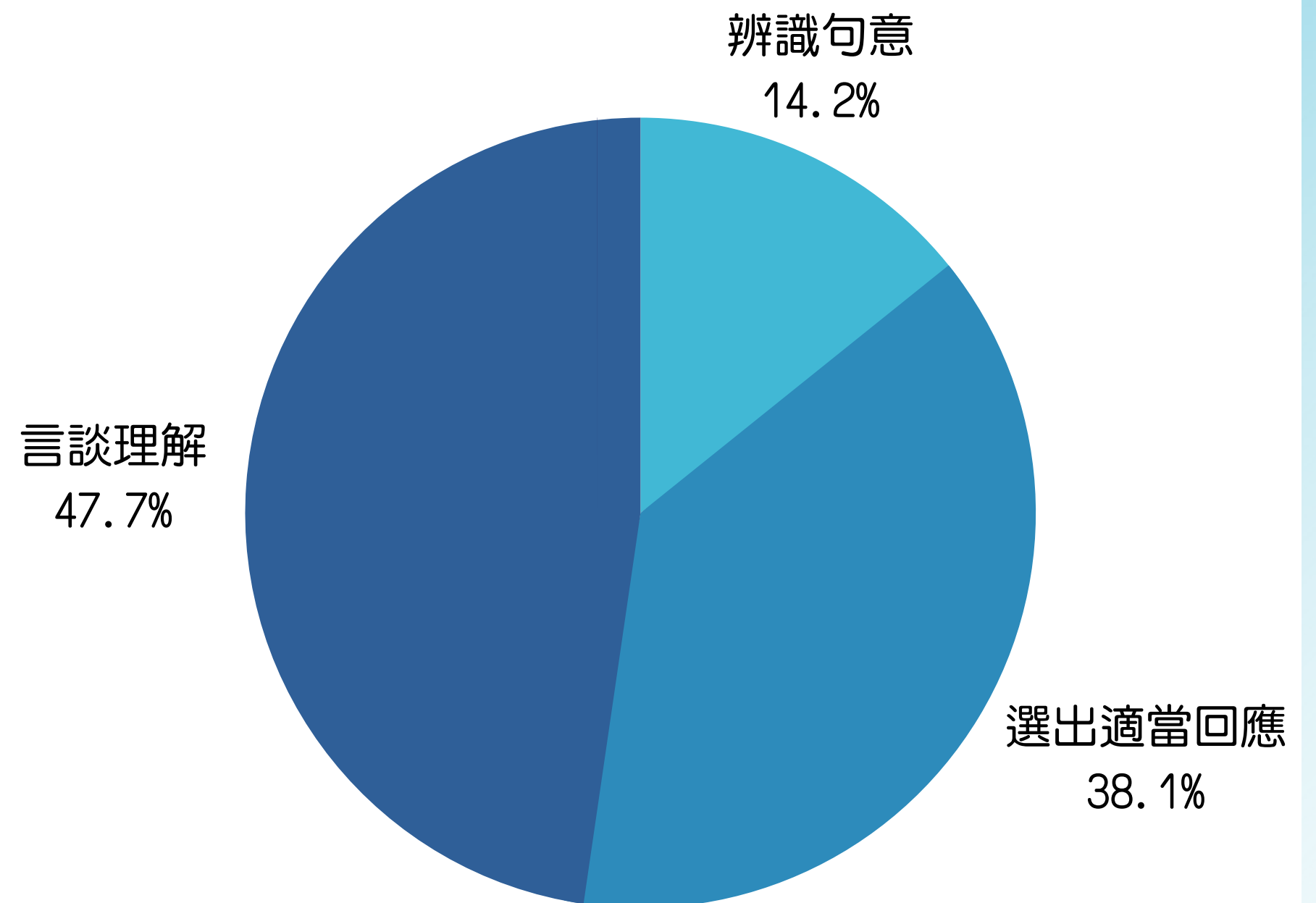


111英語會考題型概略分布

閱讀



聽力



題型分析

單題

- 指出適當的單字及片語：11題
 - 指出正確的文法：9題
-

題組

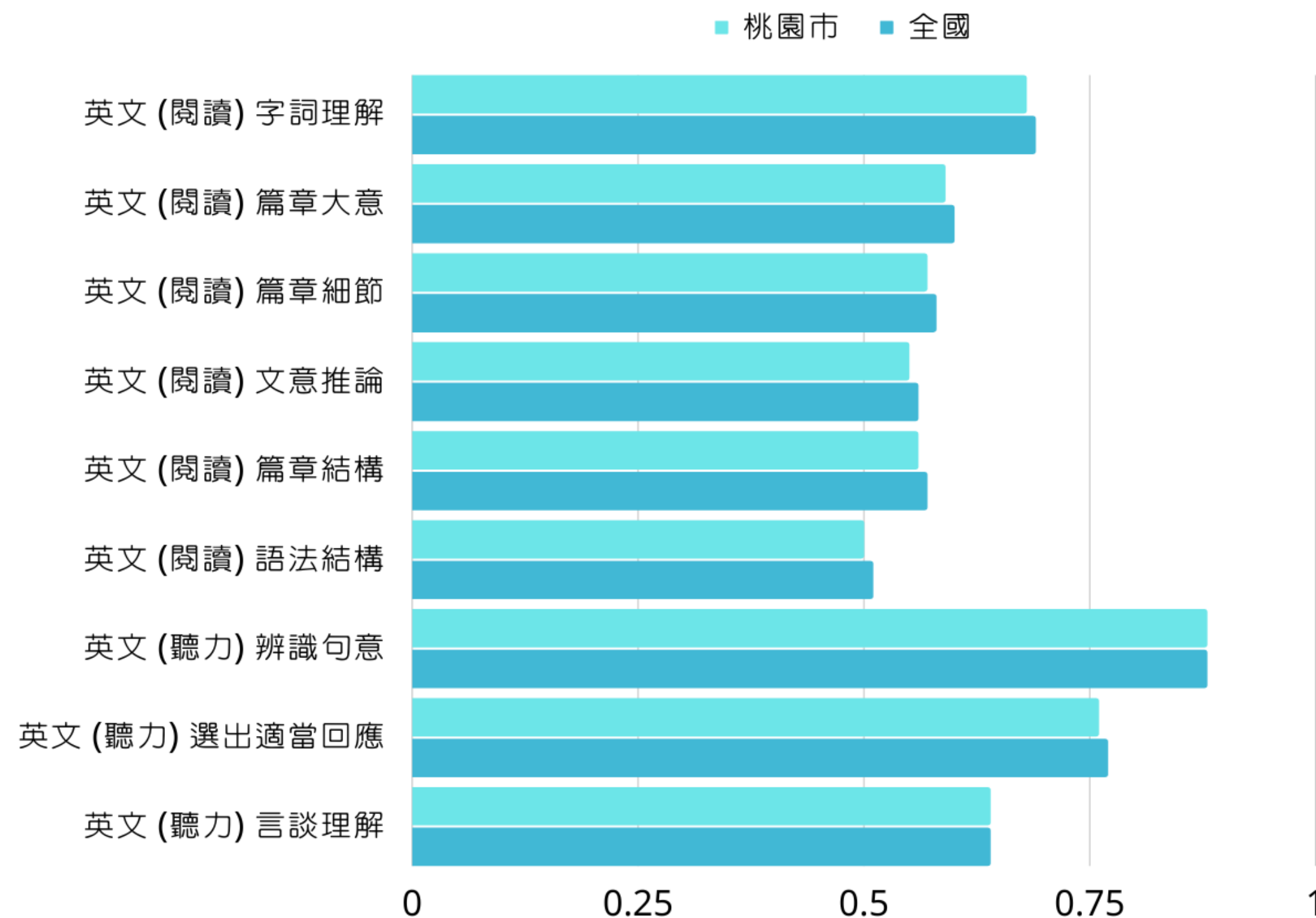
- 知識型文本：5篇
- 資訊圖表：1篇
- 對話：1篇
- 海報：1篇



本市會考英語試題分析



111 英語科會考分項能力通過率



111年會考英語閱讀試題各項能力通過率分析

英語(閱讀) 分項能力	111 桃園市	111 全國	111年差異 (I)	110年差異 (II)	109年差異 (III)	I - II	I - III
字詞理解	0.68	0.69	-0.01	-0.02	-0.01	0.01	0
篇章大意	0.59	0.6	-0.01	-0.02	-0.01	0.01	0
篇章細節	0.57	0.58	-0.01	-0.01	-0.01	0	0
文意推論	0.55	0.56	-0.01	-0.02	-0.01	0.01	0
篇章結構	0.56	0.57	-0.01	-0.01	-0.01	0	0
語法結構	0.5	0.51	-0.01	-0.02	-0.01	0.01	0

111年會考英語聽力試題各項能力通過率分析

英語(聽力) 分項能力	111 桃園市	111 全國	111年差異 (I)	110年差異 (II)	109年差異 (III)	I - II	I - III
辨識句意	0.88	0.88	0	0	--	0	--
選出適當回應	0.76	0.77	-0.01	-0.01	--	0	--
言談理解	0.64	0.64	0	-0.01	--	0.01	--

111年桃園英語科會考**整體能力**成績分析(單位：%)

英語能力	待加強	基礎	精熟
桃園市	29.03	51.22	19.75
全國	27.86	50.4	21.74
111年差距	+1.17	+0.82	-1.99
110年差距	-1.93	+0.27	+1.66
109年差距	-2.08	+0.4	+1.66

111年桃園英語科會考閱讀成績分析(單位：%)

英語	待加強	基礎	精熟
桃園市109年	28.38	47.79	23.82
桃園市110年	26.04	50.45	23.51
桃園市111年	23.62	53.36	23.02
111年與110年差距	-2.42	+2.91	-0.49

111年桃園英語科會考聽力成績分析(單位：%)

英語	待加強	基礎
桃園市109年	---	---
桃園市110年	30.97	69.03
桃園市111年	32.32	67.68
111年與110年差距	+1.35	-1.35

What can we do in classes?



Vocabulary



Reading



Grammar



Listening

What can we do in classes?



Vocabulary

What can we do in classes (vocabulary)?



用英文教英文

L2 Vocabulary Builder (Part II: Dialogue P20)

- Underline the key word of each definition and fill in the correct word and category:
English Definition



Theme Words A

Underline the clues(線索), and write each word next to its meaning. P.87

city	bank	hospital	bookstore	post office
movie theater	department store	restaurant	temple	bus stop

- _____ a store that sells books
- _____ a building that is a place of worship(禮拜儀式)
- _____ a building where movies are played
- _____ a place that keeps and lends money
- _____ a big town with many buildings and people
- _____ a place where people can buy and eat a meal
- _____ a place to buy stamps and mail letters and packages(包裹)
- _____ a place where a bus stops to pick people up or drop people off
- _____ a large store that sells many kinds of goods in different parts of the building
- _____ a place where doctors and nurses take care of people who are sick or hurt

use for hitting
lled

gs

at has a

Word

Category

quality

(n.)

()

()

()

()

()

()

()

()

What can we do in classes (vocabulary)?



Collocation



Vocabulary-learning strategy (Collocations Part 1)

What is a collocation? A collocation is two or more **words that often go together**. These combinations just sound “right” to native English speakers, who use them all the time. Let’s look at some examples:

Natural English	Unnatural English
the fast train / fast food	a quick train / quick food
a quick shower / a quick meal	a fast shower / a fast meal

Let’s look at some more example. When we use the word “**cake**”, we often use it with some adjectives, such as *fruit, chocolate, birthday, Christmas, wedding...* to make adjective-noun collocations. We also use some verbs, such as eat, have, bake, make, decorate, cut... to make verb-noun collocations. Collocations are important because they make our language sound natural.

- **Match** Work with your group and match the nouns with the correct verb(s) so that they sound natural together.

a taxi	the housework	the dishes	a sandwich	fun of sb	notes
a wish	the homework	a good time	a difference	dinner	a test

<i>do</i>	<i>have</i>	<i>make</i>	<i>take</i>
■ <i>do the housework</i>	■	■	■
■	■	■	■
■	■	■	■
■	■	■	■
■	■	■	■

What can we do in classes?



Grammar

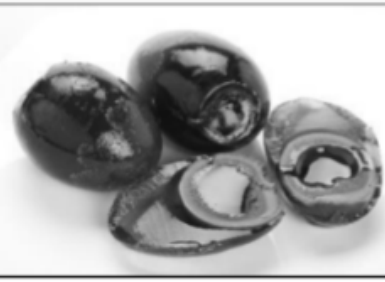


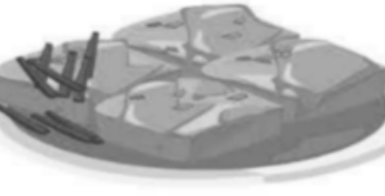


What can we do in classes (Grammar)?

情境化文法練習

How long ...? (Pr6)

	Tooto	Daisy	Hannah :D
have you kept this hair style?	5 yrs	3 m	1 yrs
have you lived in Dashi?	10 yrs	14 yrs	14 yrs
have you worn this pair of sneakers?	9 m	2 yrs	8 m
			2 yrs

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.

Sentence Pattern			
Q: How do you think about			
A: I think that (name of the food) (be/連續) (adj). (Sign the name).			
the pictures of the food			
How Your Friend feels?	...the century egg _____	...the egg plant _____	... the durian _____
Signature			
the pictures of the food			
How Your Friend feels?	... the stinky tofu _____	... the coriander _____	...the green pepper _____
Signature			

✓ or X
✓
✓
✓
✓
✓
✓

What can we do in classes?

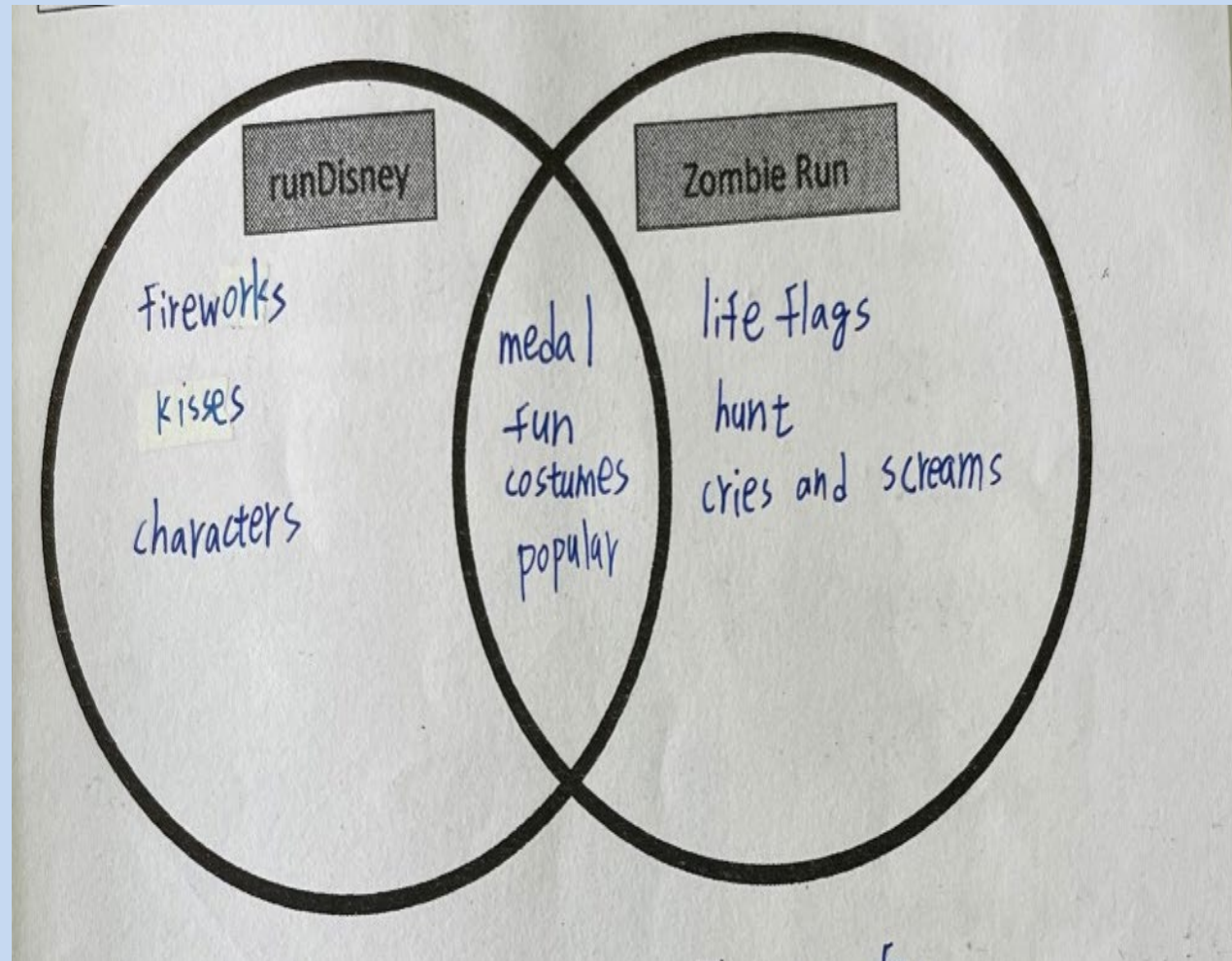


Reading

What can we do in classes (Reading)?

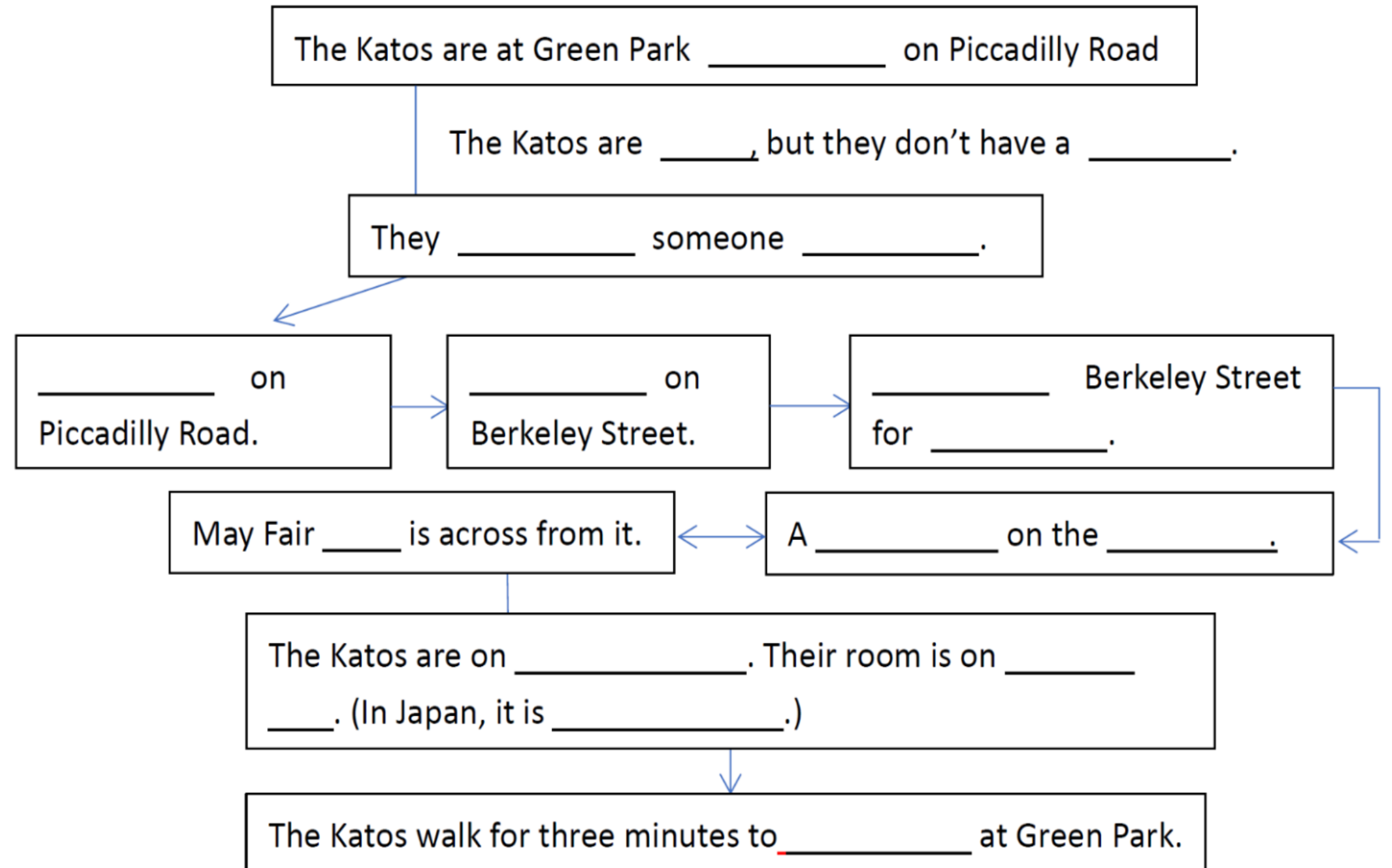


心智圖抓主旨



Reading Mind Map

After you read the article, finish the mind map.



What can we do in classes (Reading)?



學生針對文本提問

Group: 4
Group Members: 李冠廷 陳冠廷 劉品言

KWL Chart

Topic: _____

Know What do you think you already know about the topic?	Wonder What do you want to know about the topic? What do you need to know about the topic?	Learned After you read, write down what you learned.
<p>It is big. ✓</p> <p>I know moai have a lot of different shape. And some moai have a cap. ✓</p> <p>Moai's nose is very big Moai's ears are very big</p>	<p>How is moai built? ✓</p> <p>How people think about moai? ✓</p> <p>Why moai on the Easter Island? Why moai have a cap. Why moai don't have feet. → good GS</p>	<p>They were made by people of Rapa Nui. People think moai can watch over and protect them. ✓</p> <p>Because they live on the Easter Island.</p>

Group: _____
Group Members: _____

KWL Chart

Topic: _____

Know What do you think you already know about the topic?	Wonder What do you want to know about the topic? Write down 2 questions for 5W1H and 1 open-ended question.	Learned After you read, write down what you learned.

What can we do in classes (Reading)?



作者目的訓練

Let's build up reading skills (II): Purpose(目的) of the writer

Persuasive
說服性

To get you to do something or to make you believe what they are saying.

Informative
知識性

To give you information about a topic

Entertain
娛樂性

To tell you a story that you will



Author's Purpose (II) All authors have a reason or a purpose for writing. The details and information they write show their purpose. Ask yourself, "What does the author want me to learn or think after I read their writing?"

Find out the author's purpose by asking questions

Read the reading **P.95-96** again. Try to ask these questions below. Does it have the clues? If yes, please put a check in the check box and write down the evidence from the text.

Purpose	Clues(線索)	Evidence (證據)
To Persuade (說服)	<input type="checkbox"/> Was the author trying to change my mind?	
	<input type="checkbox"/> Was the author trying to make me do something?	
To Inform (告知)	<input type="checkbox"/> Was the author sharing information?	
	<input type="checkbox"/> Was the author showing how to do something?	
To Entertain (娛樂)	<input type="checkbox"/> Was the author trying to make you laugh?	
	<input type="checkbox"/> Was the author allowing you to relax and enjoy the story?	

Find out the author's purpose

What can we do in classes (Reading)?



段落總結訓練

The Moai on Easter Island	
(a)	1. _____ Island also called Rapu Nui. 2. The Island is not easy to _____ because it is _____ miles away from Chile.
(b)	Quantity (數量) : There are around 1,000 moai <u>dotting</u> the island. Why: Some people _____ that they were built to honor the islanders' _____ or other _____ people. What: They can _____ and _____ them.
(c)	Pros (好處) : The moai _____ around 100,000 people Cons (壞處) : (1) Some tourists do not show _____ to Rapu Nui. (2) They have _____ on the statues, even _____ them.
(d)	(1) Everyone need to understand that they are _____. (2) It is important to respect the _____.
Fill in (a) ~ (b) with the words: Solution / About the Moai / About Traveling there / About the Island	

What can we do in classes (Reading)?

轉折詞整理



Transition Words Part 1

When writing, we use transition words to connect one idea to the next. They make the readers to understand the writing more easily. We use transitions for different purpose. Here are some examples.

➡ **Read and match** Work with your group and match the purposes and the transition words.

Purpose		Transition Words
To show order / time	* *	as, like, the same (as), similar to, more..., most...
To show the place	* *	however, but, on the other hand, sometimes...
To give a reason	* *	always, never, in fact, especially, without a doubt(懷疑)...
To compare(比較)	* *	after, before, suddenly, first, next, then, finally, when, while...
To contrast(對比)	* *	above, between, by, in the..., near, here, there...
To emphasize(強調)	* *	so, because, (in order) to, in fact...

What can we do in classes (Reading)?



閱讀由大方向main idea切入，再進行細節提問



讓閱讀回歸閱讀本身，減少解析文法



用英文解釋英文，讓學生積極針對文本提問

What can we do in classes?



Listening

What can we do in classes (Listening)?



預測題目

第 14 題

- (A) A writer.
- (B) A shop clerk.
- (C) A TV reporter.



聽寫筆記

第 16 題

- (A) It is not good.
- (B) It is as good as before.
- (C) It is better than he hoped.

教師教學 綜整建議

Part 1: 文法教學

除了練習文法的形式，一定要有**情境**讓學生理解文法、語詞或是句子在溝通時的使用時機，同時讓學生開口誦唸完整的句子；講解時應避免直接給中文翻譯就認為學會理解，宜使用提問的方式讓學生嘗試說明其選用理由，以判斷其迷思或盲點。

Part 2: 連接詞及轉折詞

礙於教科書編寫者能力及1200單字限制，建議教師當文本出現連結詞或轉折語多舉幾個例句，讓學生熟悉字義、用法及使用時機。

教師教學 綜整建議

Part 3: 篇章結構

為連接高中英語教學，篇章教學已列入12年課綱，建議教師帶領文本閱讀時，可將篇章結構帶入教學，目前教科書也都有**組織思考圖**帶領學生理解主題句、結尾句、支持論點及轉折語氣詞的概念，教師務必透過引導及討論的方式讓學生理解，倘直接翻譯或提供答案，恐無法提升學習成效。

Part 4: 指涉字

教學時注重培養從上下文辨認符合文意的語詞、文句、句法連貫之能力，教師可設計從文本當中說或寫出互相符應之字句，引導出指涉字串的學習活動。

Part 5: 長篇聽力

課堂中教師亦應該於進行聽力練習時，指導學生如何將聽到的內容**做摘要或筆記**。



學校之資源與支援



學校之資源與支援

協助及督促熟悉12年國教 總綱及英語領綱

積極配合輔導團辦理之工作圈及到校輔導，並鼓勵教師參與輔導團各項增能研習。

落實學習扶助及檢核成效

採取課中抽離方式開設補救教學專班。

鼓勵英語領域成立學習社群

- 落實教師備、觀、議課
- 鼓勵教師跨領域共備、教學

協助教師參與優良教學示例及試題甄選

- 「優良教學示例」結合公開授課及全英教學，提升教師教學力
- 「優良試題甄選」促進教師應用所學，強化該校學生會考通過率低於0.25的試題類型

學校之資源與支援

從學生會考通過率對應教學的建議及檢討

凡通過率低於0.25的會考試題，校內均須針對該題檢討是否教學效能不彰，並依其評量指標，提出可行有效的教學方法。

嘗試設計素養導向試題

- 參加輔導團辦理之工作圈，並嘗試參加素養導向試題競賽。
- 命題將逐漸朝向綜整與基本能力素養而非片斷的記憶性知識，強調新課綱素養及跨領域之精神。

試前訂定評量規準

透過教學評量工具，老師可檢視自身教學目標(學習內容/學習表現)，同時也讓學生知道自我精進的目標。

試後檢視試卷信度、效度及難度

段考後可利用領域教學研究會，分析段考試題，了解學生尚未釐清的概念。



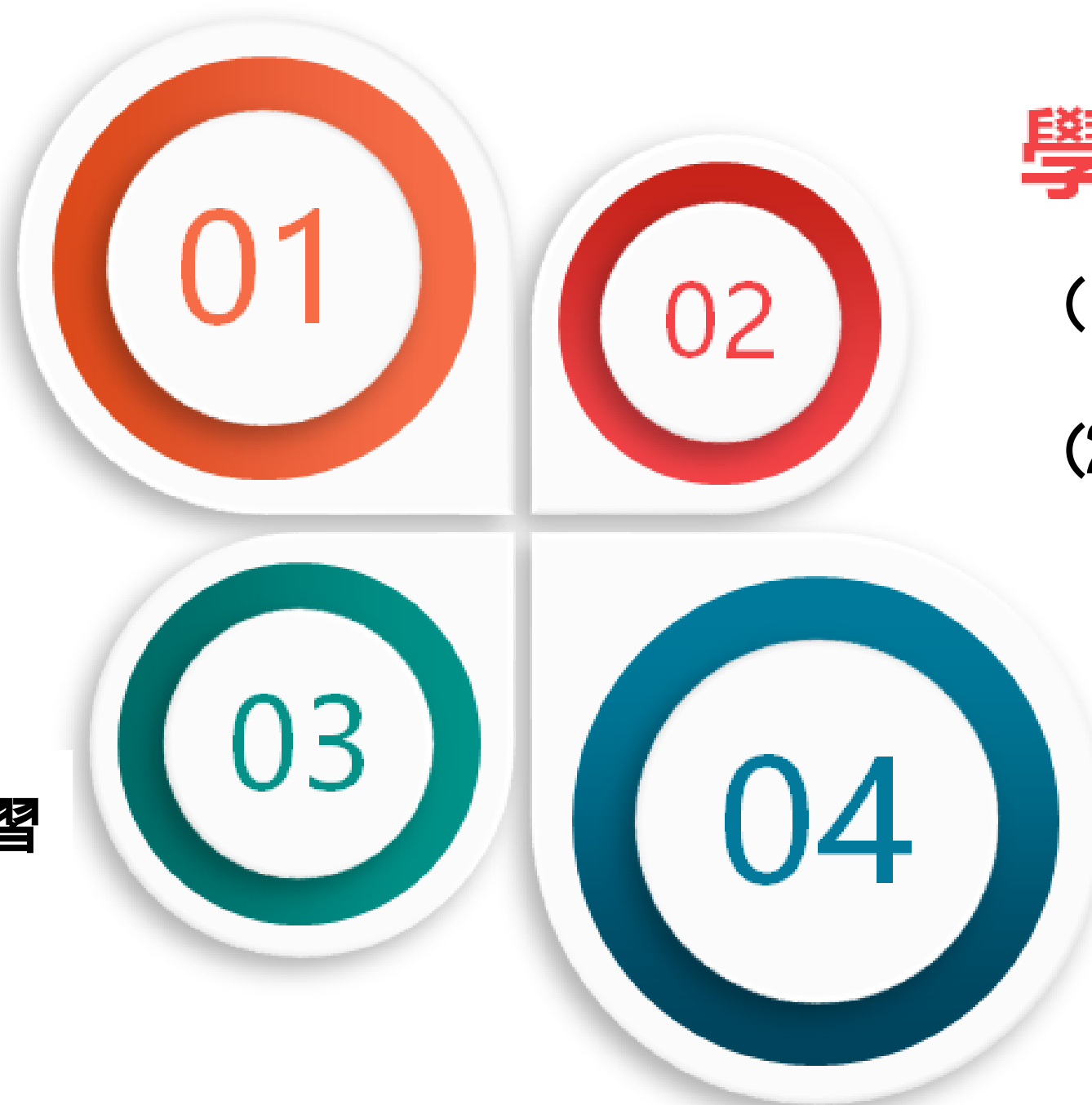
英語輔導團之資源與協助



英語輔導團之資源與協助

到校輔導

- (1) 提出申請之學校
- (2) 英語科待加強比例偏高之學校



學習社群

- (1) 入校陪伴備課
- (2) 專題研討增能

領域召集人研習

- (1) 課程專業成長及有效教學策略研習
- (2) 社群的備課、觀課與議課規劃

國中工作圈

- (1) 「全英語授課」強化教學，增強學生聽說讀寫能力
- (2) 「素養導向評量設計」符合應會考趨勢並鼓勵教師參與「優良試題甄選」



英語線上資源及學習平台



英語線上資源及學習平台

桃園市國中英語學習網

奠基單字基礎
單字量超級比一比



01

桃園智學吧

教師共備資源共享
學生學習資源連結



02

桃園市政府教育局中教科 官方YOUTUBE頻道

會考迷思釐清
核心概念解析



03

教育部國中學習資源網

CIRN

線上英語文題庫



04

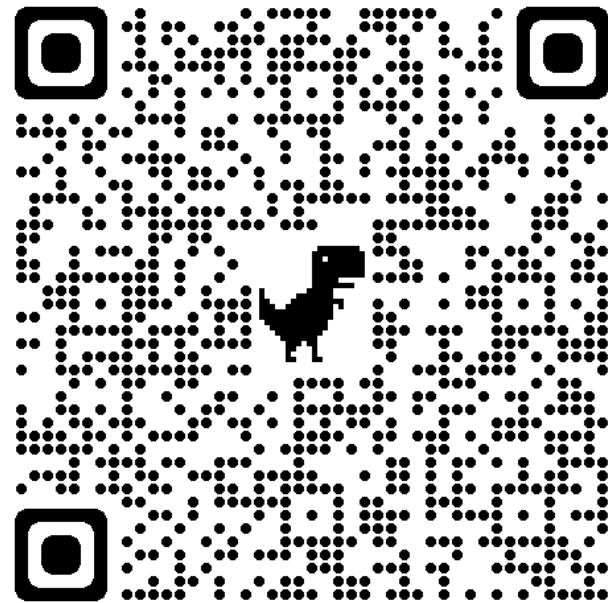
COOL ENGLISH酷英網

培養學生自主學習
輔助教師課內教學



05

英語線上資源及學習平台



111年國中教育會考試題解析

更詳細的英語教學建議

請觀賞、按讚、並分享😊

Youtube頻道：桃園市政府教育局國中教育科官方帳號

片名：111年會考分析與教學建議 - 英語科



Thank you for listening



Credit:

- 以上教學建議由英語輔導團共同產出
- 學習單資料由楊明國中曾琦芳老師和仁和國中張太乙老師提供

