花蓮縣109年度
基本學力檢核診斷分析與教學策略運用增能研習

109年12月15日(二) 13:30-16:30

臺中市立豐陽國民中學　連郁文

109年基本學力檢核
國中英語科試題及成果報告

https://drive.google.com/drive/folders/191R69Xv0rAkywj UadI9EEuxj2uE3z3Tr?usp=sharing

縣市學生學習能力檢測－測驗背景

- **試題研發**：國立臺中教育大學測驗統計與適性學習研究中心
- **施測對象**：１至８年級學生（含特殊生）
- **施測科目**：國、英、數、自然
- **施測目的**：
  1. 統一研發試題，降低各縣市命題壓力和成本。
  2. 協助教師瞭解學生學習概況及待加強之內容向度。
  3. 協助學校輔導及教育局教育政策研擬之參考。

參與縣市與人數

七年級		八年級	
桃園市	20,070	雲林縣	6,161
雲林縣	5,973	嘉義市	2,289
屏東縣	5,515	花蓮縣	2,752
花蓮縣	2,660	金門縣	597
金門縣	623	總計	11,799
總計	34,841		

試題題型－聽力（15題）

1. **常用單句**：能聽懂簡易常用之單句。
2. **日常對答**：能回應簡易日常生活對話。
3. **生活對話與日常信息**：能理解生活對話或日常信息的內容。
4. **信息推論**：能根據生活對話或日常信息的內容做出簡單推論。

	年級	總平均	聽力			
			常用單句	日常對答	信息推論	生活對話與日常信息
花蓮縣	7	0.53	0.568	0.622	0.424	0.595
總參與縣市	**7**	**0.59**	**0.634**	**0.689**	**0.492**	**0.652**
花蓮縣	8	0.49	0.615	0.542	0.476	0.520
總參與縣市	**8**	**0.53**	**0.637**	**0.572**	**0.527**	**0.561**

試題題型 – 閱讀（25題）

1. **情境字彙**：能依據情境或文化背景使用正確或合適的字詞。

2. **情境文法與句型**：能依據情境和文意使用正確的文法句型或合適的表達語。

3. **綜合能力**：能根據上下文意、情境、篇章結構和文法知識，使用正確字詞以完成文本。

4. **理解篇章主旨或細節**：能正確使用閱讀技巧理解文本主要信息、搜尋細節信息或推斷字義。

5. **推論篇章脈絡**：能依據文本內容做出合理推論。

6. **非連續文本理解或推論**：能理解常見之圖、表、海報、公告、廣告等內容或根據內容做出推論。

	年級	總平均	閱讀					
			情境字彙	情境文法與句型	短文推論及圖文轉換	綜合能力	理解篇章主旨或細節	非連續文本理解或推論
花蓮縣	7	0.53	0.584	0.480	0.562	0.482	0.308	0.502
總參與縣市	**7**	**0.59**	**0.648**	**0.524**	**0.639**	**0.547**	**0.349**	**0.556**
花蓮縣	8	0.49	0.493	0.61	0.442	0.448	0.411	0.444
總參與縣市	**8**	**0.53**	**0.558**	**0.656**	**0.466**	**0.498**	**0.463**	**0.511**

試題分析名詞解釋

表 4-1 試題分析名詞解釋

高分組	參與測驗有效樣本總分排名前 27%之學生。
低分組	參與測驗有效樣本總分排名後 27%之學生。
選答率	參與測驗有效樣本於此試題選答各選項之比率。
通過率	參與測驗有效樣本之試題答對率。
鑑別度	高分組試題答對率–低分組試題答對率（註）。

註：鑑別度分析標準 0.40 以上：代表試題品質非常優秀；0.30～0.39：試題品質優良；0.20～

0.29：試題品質尚可，但通常需要修訂；0.19 以下：試題需修改或刪除。

七年級試題

聽力20題；閱讀20題

Jason is having an online meeting at 10:00 in the morning.

1.

① 10:00 AM   ② 10:00 AM   ③ 10:00 PM   ④ 10:00 PM

目標：**常用單句題**，
　　　聽出 online meeting 及 in the morning

題號	鑑別度(花蓮)	通過率(花蓮)	答案
1	0.35	0.45	2

(一)錯誤類型的可能原因
1. 不熟悉online meeting。
2. 分辨 in the morning 為 AM 或 PM 有困難。

(二)核心概念與本題的教學重點
1. 聽力時，須理解日常生活用語與時間表示方式。
2. 回到本題：
    1) 聽出關鍵字：Jason is having an **online meeting** at 10:00 in the **morning.**
    2) 分辨選項 online meeting 與上午 10 點之圖片。

I don't like to go to night markets because there are usually too many people there.

7.

① I also go to night markets twice a week.

② Really? I like to go to night markets too.

③ Great! Let's go to the night market now.

④ You're right. I don't like to go to night markets either.

目的：**日常對答題**，聽懂並理解問句，選出最符合辭句回應

題號	鑑別度(花蓮)	通過率(花蓮)	答案
7	0.74	0.46	4

(一)錯誤類型的可能原因
1. 不理解I don't like to go to night markets because there are usually too many people there. 。
2. 無法選出正確回應的辭句。
3. 17%的學生選擇錯誤選項②，顯現對於分辨 too 與 either 有困難。

(二)核心概念與本題的教學重點
1. 聽出關鍵字： I **don't** like to go to **night markets** because there are usually **too many** people there.
2. 本題不是問句提問，判斷句意為否定＋原因，再選出適當回應句。
3. 分辨題目選項You are right. I don't like to go to night markets, either.也同為「不喜歡去夜市」之意。

14. 🔊

① Take piano lessons.

② Join sports clubs.

③ Learn Japanese.

④ Clean up the beaches.

目的：**信息推論題**，測驗是否能理解對話內容

題號	鑑別度(花蓮)	通過率(花蓮)	答案
14	0.52	0.32	4

B: Summer vacation is coming. What do you plan to do?

G: I plan to take piano lessons and learn Japanese. What about you?

B: I usually join the Green Club in our school.

G: What is the club for?

B: We do many things to help to save the Earth.

G: Great. Can I join you?

B: Of course.

Question: What may the boy do during summer vacation?

(一)錯誤類型的可能原因
1. 針對對話內容的語意理解困難。
2. 不熟悉對話中辭句。
3. 無法從對話內容save the Earth推論和選項④clean up the beaches相同目標。
4. 直接選有Green Club 詞彙 club的選項②Join sports clubs 。

(二)核心概念與本題的教學重點
1. 聽關鍵字：Summer vacation、plan to do，理解對話有關暑假計畫。
2. 聽到 join the Green Club、What is the club for?及 We do many things to help to save the Earth.時，理解Green Club 社團活動內容。
3. 聽懂 What may the boy do during summer vacation?。
4. 選出符合save the Earth目標的選項 Clean up the beaches.。

19. 🔊

① Jack's sister.

② Jack's friend.

③ Jack's teacher.

④ Jack's mother.

目標：**信息推論題**，測驗是否能依據錄音中的信息作推論，根據問題選出正確答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
19	0.74	0.47	1

M: Linda, nice to meet you.

W: Nice to meet you, too. My brother always talks about you.

He says you are his favorite teacher.

M: Yeah. Jack is a good student in my class.

Question: Who is Linda?

(一)錯誤類型的可能原因
1. 不熟悉如何依據聽到的訊息推論 。
2. 不清楚信息中人物關係，作答傾向根據最後一句信息作推論而選擇選項③。
3. 無法分辨對話提及的 brother、teacher 和 student 。

(二)核心概念與本題的教學重點
1. 人稱代名詞、人物關係。
2. 回到本題：
   1) 聽到對話人物互相稱呼時，要能聽辨出彼此之間關係。
   2) 熟悉所有格用法：My brother, His teacher, Jack's sister…並根據對話信息作推論。

23. Danny, no photos in the museum. _____ taking pictures.
  ① Don't   ② Stopping   ③ To stop   ④ Stop

目的：**情境文法與句型題**，測驗是否看懂基本句型

題號	鑑別度(花蓮)	通過率(花蓮)	答案
23	0.33	0.30	4

(一)錯誤類型的可能原因
不熟悉祈使句之文法句型。

(二)核心概念與本題的教學重點
1. 學生在閱讀時，必須熟悉祈使句之使用情境及用法。祈使句之文法句型為教學之重點。
2. 回到本題：
   1) 看到句子 Danny, no photos in the museum. ，能理解其意思為「博物館裡禁止拍照」。
   2) 看到選項，能根據祈使句之句型，選出正確的答案。

24. There is a note from Mom on Jessie's bedroom door.

> There is not enough milk at home. Pick up some at the store on the way home after school.

What does Mom want Jessie to do?

① Buy something.
② Drive her home.
③ Go to school.
④ Take the garbage out.

目的：**短文推論及圖文轉換題**，測驗是否能理解題本上的句子及關鍵詞彙。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
24	0.80	0.45	1

(一)錯誤類型的可能原因
不熟悉詞彙，進而無法理解句意或做正確推論。

(二)核心概念與本題的教學重點
1.學生在閱讀時，要能理解辨識出其意涵，並能連貫上下文前後含意。
2.回到本題：
(1)找關鍵字：There is **not enough milk** at home.。
(2)邏輯推論適合選項。

26.

There is only one ___26___.
People live here with love.
There are trees, rivers, and mountains.
Together, we can make a difference!
Let's save water and plant a tree.
Let's make a better home for you and me.

① Sun
② Earth
③ Moon
④ Sky

目的：**情境字彙題**，測驗是否能理解題目之基本詞彙與句型，並根據短文情境選出正確答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
26	0.68	0.47	2

(一)錯誤類型的可能原因
1. 不理解題目句型與詞彙，直接選看得懂的選項。
2. 無法根據短文情境推論空格內容的答案。

(二)核心概念與本題的教學重點
1. 找關鍵字：water、mountains、trees、rivers、home。
2. 理解There is/are 與祈使句型的語意。
3. 回到本題：
    1) 閱讀短文，根據句型與詞彙理解內容重點。
    2) 辨識選項詞彙，並選出正確的回應。

◆(32-34)

Justin: Hey, Judy. Why are you crying? What's wrong?

Judy: I'm watching the videos about the big fire in Australia. Many animals are dead, and people are losing their homes.

Justin: I see, but ___32___.

Judy: It's not true! We can help them in many ways.

Justin: What can we do?

Judy: For example, people around the world can donate money to animal hospitals or fire stations in Australia online. For students like us, we can help them by turning off lights when we are not ___33___ them. Also, we can go to school on foot or by bike.

Justin: I can't agree with you more. Let's ___34___ our family and friends to help save the animals and people in Australia together.

> 📖 dead 死的　donate 捐贈　turn off the lights 關燈

Justin: What can we do?

Judy: For example, people around the world can donate money to animal hospitals or fire stations in Australia online. For students like us, we can help them by turning off lights when we are not ___33___ them. Also, we can go to school on foot or by bike.

33.

① saving
② using
③ making
④ playing

目的：**綜合能力題**，測驗是否了解對話的主要內容，熟悉重要閱讀技巧。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
33	0.57	0.37	2

(一)錯誤類型的可能原因

不熟悉 turning off lights，導致少部分高分組學生無法從選項中using 與 saving 選出正確的答案。

(二)核心概念與本題的教學重點

1. 加強學生閱讀理解之綜合能力，並能連貫短文前後含意。
2. 熟悉生活相關詞彙之字音、字形及字義理解。
3. 回到本題：
   1) 閱讀短文，先理解其內容與重點。
   2) 看到詞彙 turning off lights，要能辨視其意思為「關燈」。
   3) 要能從句子的上下文透過邏輯思考推理，選出正確的回應。

Justin: I can't agree with you more. Let's ___34___ our family and friends to help save the animals and people in Australia together.

34.

① to tell

② telling

③ tells

④ tell

目的：**綜合能力題**，測驗是否了解對話的主要內容，熟悉重要閱讀技巧。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
34	0.50	0.40	4

(一)錯誤類型的可能原因
不熟悉祈使句「 Let's +原形動詞….」之句型。

(二)核心概念與本題的教學重點
熟悉祈使句之句型、使用情境及用法。

TOP NEWS

2020 Taiwan Lantern Festival in Taichung

2020 Taiwan Lantern Festival is on Feb. 8 in Taichung. Many of the colorful lanterns will have the image of a mouse. **It** symbolizes the Year of the Rat.

The idea for the biggest lantern comes from the towering trees all around. There are different areas in the festival: Happy Mice, Art World and Special Garden. There are also 3,000 small tree-lanterns for visitors.

The 1st Taiwan Lantern Festival was in Taipei City. This is Taichung's 3rd time to host the festival.

📖 lantern 燈籠　symbolize 象徵　tower 塔　area 區　host 主辦

2020 Taiwan Lantern Festival in Taichung

2020 Taiwan Lantern Festival is on Feb. 8 in Taichung. Many of the colorful lanterns will have the image of a mouse. **It** symbolizes the Year of the Rat.

35. According to the reading, what does **it** mean in the reading?
   ① The towering tree.
   ② The colorful lantern.
   ③ The image of a mouse.
   ④ The lantern festival.

目的：**理解篇章主旨或細節題**，測驗是否能根據前後文推論出正確答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
35	0.03 / 0.14	0.40 / 0.26	3

(一)錯誤類型的可能原因
1. 無法根據上下文推論 It 代表意思。
2. 無法理解短文意思，答題傾向選上下文提及之相關詞彙。

(二)核心概念與本題的教學重點
1. 人稱代名詞在短文中的用法。
2. 回到本題：
   1) 看到 it 要能知道它代表**單數事物**之指稱。
   2) 根據the Year of the Rat推斷 it 代表前文提到的 the image of a mouse而不是the colorful lanterns。

36. Which is the picture of the towering tree?

①   ②   ③   ④

目的：**理解篇章主旨或細節題**，測驗是否能了解短文的主要內容並熟悉重要的閱讀技巧

題號	鑑別度(花蓮)	通過率(花蓮)	答案
36	0.36	0.31	3

(一)錯誤類型的可能原因
1. 無法根據上下文推論 the towering tree 意思。
2. 無法理解短文意思，答題選擇文章主題 lantern 之圖像。

(二)核心概念與本題的教學重點
1. 形容詞用法。
2. 回到本題：
   1) 看到 the towering tree 要能知道 towering 作為形容詞，形容像高塔般的樹。
   2) 根據the towering tree推斷選項③。

37. Which is true about 2020 Taiwan Lantern Festival?

① It is on February 8 in Taipei City.

② It is the 1ˢᵗ time in Taichung City.

③ It is on January 8.

④ It has three different areas in the festival.

目的：**理解篇章主旨或細節題**，測驗是否能了解短文的主要內容並熟悉重要的閱讀技巧

題號	鑑別度(花蓮)	通過率(花蓮)	答案
37	0.62	0.38	4

(一)錯誤類型的可能原因

無法理解短文意思，答題傾向選擇出現過的詞彙，如：選項① on February 8。

(二)核心概念與本題的教學重點

1. 理解關鍵訊息，日期、序數、There is/are 句型與連結詞。
2. 回到本題：
　　1) 留意出現的時間與地點，如：on **Feb. 8** in **Taichung**、The **1st** Taiwan Lantern Festival was in **Taipei City.** This is **Taichung′s 3rd time** to host the festival.。
　　2) 根據選項的關鍵詞找到短文中出現過的相關字，從選項④ It has three **different areas** in the festival. 找到短文中 There are different **areas** in the festival: Happy Mice, Art World and Special Garden.推斷正確答案為選項④。

八年級試題

聽力15題；閱讀25題
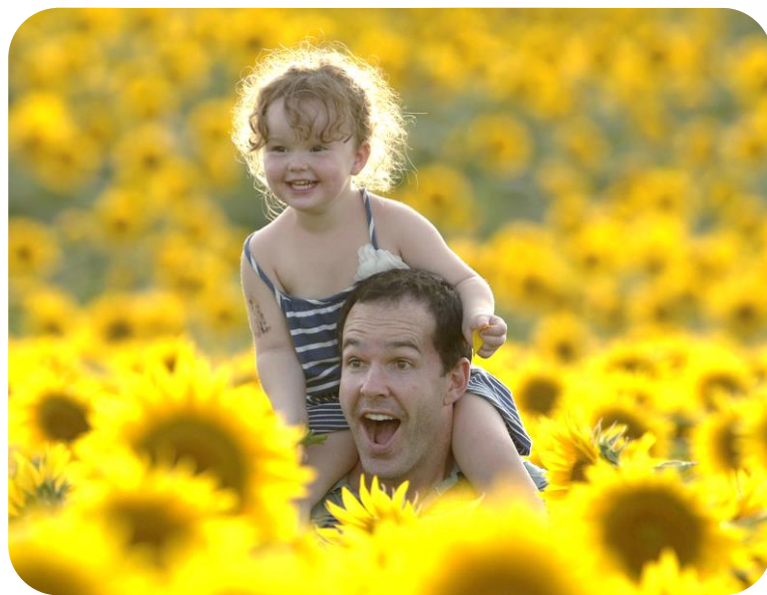
John went sailing with his dog last weekend.

2.
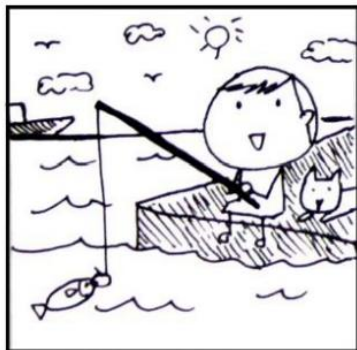
① ② ③ ④
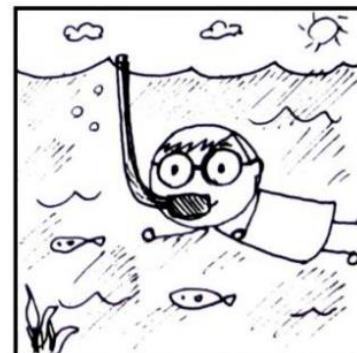
目的：**常用單句題**，測驗是否聽懂英語常用單句，辨識**水域活動**相應之字詞，選出正確圖片。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
2	0.36	0.38	2

(一)錯誤類型的可能原因
對sail 及 surf 的詞彙概念混淆。

(二)核心概念與本題的教學重點
1. 熟悉相似水域活動單字 fishing、sailing、surfing、snorkeling的發音，理解詞彙不同處；進而應用聽力中，聽出關鍵詞彙。
2. 回到本題：
   1) 作答前，先觀察選項，預測題目與水上活動相關。
   2) 找出關鍵字：John went **sailing** with his dog last weekend.。
   3) 分辨表達 sailing 之圖片。

Christmas is only one week away.

5.

① It only takes one week.

② Christmas is my favorite holiday.

③ I spent one week building the house.

④ I can't wait. I hope Santa can bring me gifts.

目的：**日常對答題**，測驗學生是否能從錄音聽出 only one week away 之意。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
5	0.69	0.36	4

(一)錯誤類型的可能原因
1. 對only的使用情境熟悉度不夠。
2. 聽力過程中無法判斷 only one week away 言談之意。

(二)核心概念與本題的教學重點
聽力時，須理解 only 字義，還必須理解其使用情境。在教導 only 字詞時，可多舉例增加情境使用，以利學生增加理解力。

Can I borrow you for a minute? Maybe two or four. I want to tell you something.

6.

① When will you return it to me?

② I'm so sorry. I am busy right now.

③ No problem. I can lend you two or four.

④ Really? I can borrow you some things later.

目的：日常對答題，測驗是否能從錄音中聽懂日常生活對話，並辨識不同語調表達的情緒和態度。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
6	0.62	0.38	2

(一)錯誤類型的可能原因
對於 borrow 和 lend 字義不熟悉。

(二)核心概念與本題的教學重點
教導學生分辨 borrow 和 lend 字義，並與中文用
法做比較，多給予情境做例子，增加學生熟悉度。

10.

① The child has a cute dog called Michael.

② The boy's father is Jenny's friend.

③ The child wears blue shoes and a black T-shirt.

④ The child cannot find his father at a department store.

目的：**生活對話與日常信息題**，測驗是否能從錄音中對話擷取重要訊息。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
10	0.73	0.41	4

W: Good evening everyone, thank you for shopping with us today. This is Jenny at the Lost and Found office. We have a lost child here; he is a 2-year-old boy wearing blue jeans, black shoes, and a black t-shirt with a picture of a cute dog. He is 90cm tall with short hair and he says his father's name is Michael. If you are this child's father, please come to the office to pick up your son.

Question: What do we know from the message?

11.

① A trash can in the kitchen.

② A breakfast shop.

③ The living room.

④ The kitchen.

目的：**生活對話與日常信息題**，測驗是否能從錄音中對話擷取重要訊息。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
11	0.58	0.44	4

W: Do you smell something strange?

M: Um… Yes. Where is it coming from?

W: Is it from the trash can in the living room?

M: No. Maybe it's coming from the kitchen.

W: Really? Can you check the kitchen?

M: Ooh…I burned the toast. I think we will have to buy breakfast from the breakfast shop.

Question: Where does this smell come from?

(一)錯誤類型的可能原因
學生不擅長聽力中，長對話訊息的重點摘要技巧，
導致用記憶力來記憶內容，而容易慌亂無法選出
正確答案。

(二)核心概念與本題的教學重點
教導學生重點摘要策略：人事時地物等關鍵字，
以提升聽力能力而能選出正確答案。

15.

① She may be Mr. Wang's student.

② She wants to be an English teacher.

③ She gives up her dream to be a doctor.

④ Her parents think girls should study math and science.

目的：**信息推論題**，測驗是否能理解錄音中聽到的對話，並根據對話中的訊息推論，並選出最符合對話情境的答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
15	0.55	0.32	1

W: Mr. Wang, may I ask you a question?

M: Sure.

W: I want to be a doctor, but my parents want me to be a teacher. They think it is better for a girl to study English or Arts, not Science.

M: Hmm…But your science and math grades are very good, and your homework about headaches was really great. I think you will make a good doctor.

W: Can women really be good doctors?

M: Of course!

W: Thank you, Mr. Wang.

Question: What do we know about the woman?

(一)錯誤類型的可能原因

1. 共有 14%的高分組學生以及 35%低分組學生選擇③，顯示部分學生對於對話理解有些困難，對話中女學生並沒有說想放棄當醫生的夢想，只是對家人反對感到煩惱，而詢求老師的建議。

2. 30%的低分組學生選擇錯誤答案②，顯示學生聆聽語句 I want to be a doctor, but my parents want me to be a teacher.時，可能搞混主詞，以為是女學生想當老師，而推論錯誤。

(二)核心概念與本題的教學重點
1. 掌握**關鍵字詞**，判斷對話中人物的**各自立場**。
2. 回到本題：
   1) 看到長選項時，應把握音檔播放前的片刻，大致看過選項，從每句的關鍵字，判斷不同選項背後立場不同，並預測可能聽見的內容。
   2) 聆聽錄音檔時，抓住關鍵字，並搭配筆記，將女生、女生家人、男子的想法及立場簡要記錄下來，最後依據資訊，刪去不合理選項，並從男子說女生成績與報告表現，判斷男子應該為女生的老師，選出正確答案①。

17. Kevin visited Taiwan for the first time. He saw people eating mooncakes, making pomelo hats, and watching the moon. When did Kevin visit Taiwan?

① January   ② April.   ③ June.   ④ September.

目的：**情境字彙題**，測驗是否理解句子及選項單字，結合先備節慶背景知識，選出正確回應。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
17	0.51	0.42	4

(一)錯誤類型的可能原因
1. 不熟悉月份、中秋節相關單字如 mooncakes、
   pomelo hats 。
2. 無法從題目關鍵字推論時間應為中秋節
3. 中秋節多位於九月、十月的先備節慶知識不足。

(二)核心概念與本題的教學重點
學生學習節慶相關單字時，除了熟悉字音、字形、
字義，建議教師講解時可連結月份的英文單字，
以及學生先備的節慶背景知識。

18. Vivian's class is going to mountains climbing next week. If the weather is terrible, they _____ go mountain climbing. It is dangerous for them to go to the mountains when the weather is bad.

① can   ② don't   ③ are   ④ won't

目的：**情境文法與句型題**，測驗學生是否能從上下文判斷出未來式使用情境（二下B4範圍）。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
18	0.73	0.44	4

(一)錯誤類型的可能原因
if 條件子句在國中英語學習中為較困難概念，學生不容易選出正確用法。

(二)核心概念與本題的教學重點
建議運用 timeline 將現在式、過去式、未來式加以圖解比較，並提供足夠情境以利學生從上下文推論正確文法使用情境進而能選出正確答案。

Last Tuesday night, Bruce couldn't get to sleep because his nose was running. The next morning, his throat also ___22___ very sore, so his mother took him to see the doctor. As they sat in the waiting room of the hospital, the little girl next to him was crying and the man behind him was talking loudly on the phone.

The noise was starting to give him a headache! Just as he ___23___ of moving to another seat, the man finished his call and a nurse came to take care of the crying child. She was very kind to the little girl and she soon stopped ___24___. Soon, Bruce started to feel better too.

♦(22-24)

Last Tuesday night, Bruce couldn't get to sleep because his nose was running. The next morning, his throat also ___22___ very sore, so his mother took him to see the doctor. As they sat in the waiting room of the hospital, the little girl next to him was crying and the man behind him was talking loudly on the phone.

22. ① gets ② will get ③ got ④ is getting

目的：**綜合能力題**，測驗是否能從上下文判斷出正確動詞時態。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
22	0.48	0.43	3

The noise was starting to give him a headache! Just as he ___23___ of moving to another seat, the man finished his call and a nurse came to take care of the crying child. She was very kind to the little girl and she soon stopped ___24___. Soon, Bruce started to feel better too.

23. ① think　　② thinks　　③ will think　　④ was thinking

目的：**綜合能力題**，測驗是否能從上下文判斷出正確動詞時態。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
23	0.36	0.33	4

(一)錯誤類型的可能原因
動詞時態在國中英語學習中為較困難概念，學生不容易選出正確用法。

(二)核心概念與本題的教學重點
建議運用 timeline 將現在式、過去式、未來式加以圖解比較，並提供足夠情境以利學生從上下文推論正確文法使用情境進而能選出正確答案。

I didn't see my father for a long time, but I still remember my father's back. Two years ago, __25__. My grandma passed away, and my father lost his job. After the funeral, my father was looking for a job in Nanjing, and I was going to go back to school in Beijing. I was twenty that year, and I went to Beijing by myself many times, but my father still took me to the train station. When we arrived at the train station, my father picked a place for me and asked me to take care of myself. He then turned to a man and asked him to look after me.

"You didn't pay him. It's no use. __26__," I thought to myself. I was unhappy, so I asked my dad to leave.

"Dad, I'm okay. Just leave."

"No, let me buy some oranges for you," said my father.

Slowly, he climbed down the platform, walked to the other side, and bought some beautiful oranges. It was difficult for him to climb up and down the platforms with so many oranges, but he still made it. Looking at his back, I cried. Before he came into my car, I didn't let him see me crying. I took the oranges from his wet hands.

"Don't forget to send letters home," said my father.

I watched him walk to the people, and then got on the train. Again, I cried. We didn't see each other for a long time, __27__.

📖 funeral 葬禮　Nanjing 南京　Beijing 北京　platform 月台

◆(25-27)

I didn't see my father for a long time, but I still remember my father's back. Two years ago, __25__. My grandma passed away, and my father lost his job. After the funeral, my father was looking for a job in Nanjing, and I was going to go back to school in Beijing. I was twenty that

25.

① we had a good time

② we ran out of money

③ we missed a good chance

④ we had a really hard time

目的：**綜合能力題**，測驗學生是否能閱讀理解題本上的句子及篇章文意，綜合資訊，判斷符合上下文語境與邏輯的句子。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
25	0.64	0.44	4

(一)錯誤類型的可能原因

1. 低分組學生各選項選答率平均，顯示可能未能理解文章中的字詞與句子，導致隨機選答。
2. 不熟悉透過上下文尋找關鍵字，也未具合理推論可能符合語境句子的能力。

(二)核心概念與本題的教學重點

1. 篇章閱讀時，應加強字句連貫與語意邏輯連貫的概念。
2. 回到本題：
   1) 從空格前後方尋找可能的關聯的資訊。
   2) 刪除邏輯矛盾，或無足夠資訊佐證的選項。

myself. He then turned to a man and asked him to look after me.

　　"You didn't pay him. It's no use.　__26__," I thought to myself. I was unhappy, so I asked

my dad to leave.

　　"Dad, I'm okay. Just leave."

26.

① Only money talks

② Saving for a rainy day

③ Money doesn't grow on trees

④ The best things in life are free

目的：**綜合能力題**，測驗學生是否能閱讀理解題本上的句子及篇章文意，綜合資訊，判斷符合上下文語境與邏輯的句子。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
26	0.27	0.33	1

(一)錯誤類型的可能原因

對英文俗諺不熟悉，且從上下文擷取資訊，合理推斷的能力亦不足，因此較無法選出適合該題語境與邏輯的英文俗諺。

(二)核心概念與本題的教學重點

1. 學生多接觸英文俗諺，並**學習從俗諺字面合理推測其意涵**。
2. 從作者反應推論他應該不認同父親的作法。
3. 分析俗諺意涵。
    1) 選項① Only money talks. 只有錢說話，只有錢能使鬼推磨
    2) 選項② Saving for a rainy day. 雨天存錢，未雨綢繆
    3) 選項③ Money doesn't grow on trees. 錢不長在樹上，花錢要謹慎
    4) 選項④ The best things in life are free. 人生中最美好的事無需分文。

Penny's teacher, Mr. Wang, talked about salt in science class:

"Where do we get salt? We get salt from the sea. Three hundred years ago, there were many *salt evaporation ponds* in Taiwan. Workers first let the sea water get together in the ponds. In sunlight, the water slowly evaporated from the sea water. After many days, only the salt was left in the ponds. Workers then broke the thick layer of salt and get it. So, having enough sunlight and sea water was very important. For this reason, it is difficult to get salt in rainy seasons or in the mountains.

Now, let's watch a video about a worker in the salt evaporation ponds in Taiwan."

I am 70 years old now. There were many workers here, but our factory closed twenty years ago. Many young people went to the big cities…Like my son, he doesn't want to do my job. He works for Google. He said he gets much more money than me. It's true. We spent a lot of time looking after the salt ponds, but we didn't make much money, and the machine works faster and better than us.

"Today, there are few salt evaporation ponds in the south of Taiwan. They are only for tourism now, not for making salt." Mr. Wang said.

📖 salt evaporation pond 鹽田   evaporate 蒸發   layer 層   tourism 觀光

29. Look at this picture. Why did people get less salt from June to September?

① Workers were too lazy.

② There was no salt in sea water.

③ It was too hot in these four months.

④ There were many typhoons in summer.
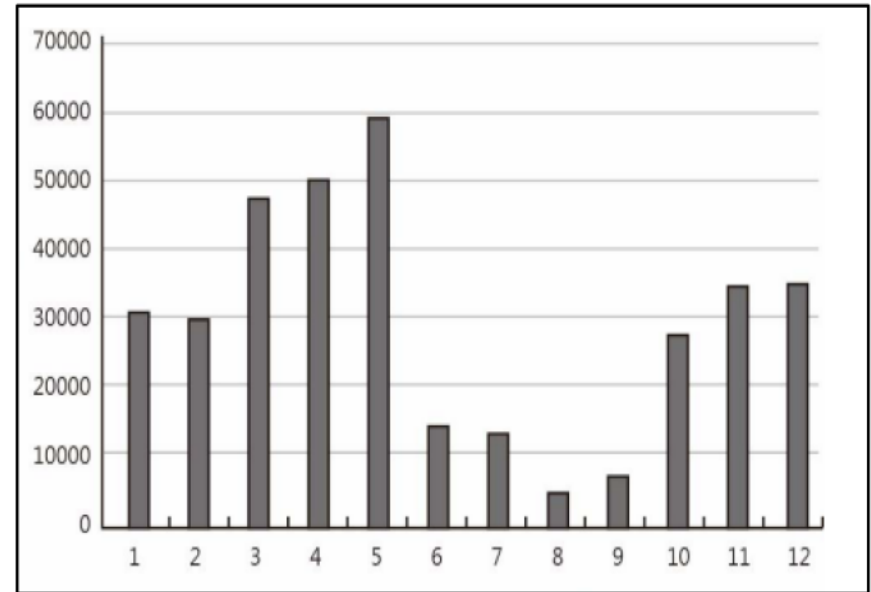
每月產鹽分布圖（公噸）

目的：**推論篇章脈絡題**，測驗是否能理解句子及篇章文意，依據文章中的資訊，推論出正確的答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
29	0.62	0.46	4

(一)錯誤類型的可能原因
1. 不理解文章和選項。
2. 有 19%的學生選擇錯誤選項② There was no salt in sea water.，此段敘述不符合自然科學原理，可能因不具備自然科學先備知識，或無法理解選項而誤選。
3. 有 19%的學生選擇錯誤選項③ It was too hot in these four months.，可能忽略製鹽的必要條件為充足的陽光，氣候炎熱對製鹽是一大優勢，鹽的產量應該提升，而非下降。

(二)核心概念與本題的教學重點

1. 學生應學習依據篇章脈絡及資訊，結合相關地理、
   自然科學先備知識合理推論。

2. 回到本題：
   1) 擷取篇章重要資訊並整理出脈絡。
   2) 從題目返回文章找重點資訊。
   3) 觀察圖表，進行合理推論。

30. Now we don't make salt by ourselves. We get salt from other countries.

Why do we buy salt from other countries?

① The rainy season is longer than before.

② People don't like the salt from Taiwan.

③ Working for Google is more important than making salt.

④ Buying salt from other countries is cheaper than paying Taiwanese workers.

目的：**推論篇章脈絡題**，測驗是否能理解句子及篇章文意，依據文章中的資訊，推論出正確的答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
30	0.48	0.40	4

(一)錯誤類型的可能原因
1. 不理解文章或選項。
2. 推論錯誤。

(二)核心概念與本題的教學重點
1. 學生應學習依據篇章脈絡及資訊，結合相關
   地理、自然科學先備知識合理推論。
2. 回到本題：
   1) 擷取篇章重要資訊並整理出脈絡。
   2) 閱讀題目，從篇章重要資訊做出合理推論。

◆(31-33)

By Nancy Smith, KNN

December 30, 2019

(KNN)-Bruce Brown was riding his bike from the mountains to Adelaide, South Australia on Thursday with his friends when he saw a little koala sitting on the road and he gave it water to drink.

It was not the first time for Bruce to meet koalas while he was riding his bike, but this koala's asking him for water made him feel <u>astonished</u>. Bruce told KNN he and his friend stopped their bikes to help the koalas to go away from the road, or they may get hit by cars. But the poor koala walked very quickly to him and climbed up to his bike. In fact, koalas stay up in the trees and they are not people animals. They do not drink water because it is enough for them to get water from their food, Eucalyptus leaves. If people feed them water, they may drown or get pneumonia. This koala's asking for water from people showed it was very thirsty.

Because of the wildfire in South Australia last week, the temperature went up to 42°C on Saturday afternoon. The wildfires were bigger and hotter, and they burned longer. "Many koalas died in the wildfires. The firefighters are the real heroes to save the poor animals, not me," said Bruce. He also hoped people could stop the wildfires quickly.

📖 Eucalyptus 尤加利樹　drown 溺水　pneumonia 肺炎　wildfire 野火　temperature 溫度

31. What is the best title for the news?

① Poor Koala Wants to Be a People Animal

② Thirsty Koala Gets Close to Bikers to Ask for Water

③ Brave Firefighters in Australia Can Stop Wildfires Quickly

④ Little Koalas Are Very Good at Climbing Trees and Bicycles

目的：**理解篇章主旨或細節題**，測驗學生是否能從文本中理解該文本主旨並選出最適合文章標題。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
31	0.36	0.38	2

(一)錯誤類型的可能原因

學生可能對長度較長文本閱讀速度較慢，導致理解時間不足，影響作答思考判斷。

(二)核心概念與本題的教學重點

平時閱讀教學時就需要問學生 **What's the main idea of the reading/passage?** 讓學生了解如何判斷文本主旨，並透過**每段主題句閱讀**，抓出**關鍵字**，以利推論出該文本主旨與大意，進而能正確選出該文章標題。

32. Which of the following parts of Bruce's diary shows he felt <u>astonished</u>?

① Oh, so cute! This is the first time I see a lovely little animal asking for food on the road.

② What a friendly animal! I never see a koala climb trees so quickly. I thought he only likes sleeping all day long.

③ The wildfires became bigger and hotter. People can work with those firefighters to give more and more water to those koalas.

④ Oh, poor little thing! I know you almost never drink water. You can eat leaves to get water. You must be very thirsty.

目的：**推論篇章脈絡題**，測驗學生是否從文本閱讀中推論出讓文章中人物感到訝異的原因。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
32	0.43	0.31	4

(一)錯誤類型的可能原因
學生可能對於長度較長文本閱讀速度較慢，導致理解時間不足，影響作答思考判斷。

(二)核心概念與本題的教學重點
平時閱讀教學時就需讓學生練習閱讀時練習**分析文本結構、文本角色或是作者態度與立場**，並透過**關鍵字**聚焦，以利**正確理解文章脈絡**，進而能正確選出正確答案。

◆(34-36)

Welcome to The Taipei International Book Exhibition (TiBE)

Fewer and fewer people buy books to read. This book exhibition will show you the fun and joy you can get from great reading. Time for Reading is what the exhibition wants people to have.

It is always a good time to read at any age and at any place. In the book exhibition, there will be many talks and activities. If you want to walk into a world of books, you are welcome to visit our wonderful exhibition.

☛ When :

May 7 – May 12

☛ Where:

Taipei World Trade Center, Hall 1 (No. 5, Sec. 5, Xinyi Rd., Taipei City)

You can drive a car here. There are 341 parking lots in the center. Please enter by Xinyi Road car park entrance. If you want to take the MRT, please take the Red Line and get off at Taipei 101/World Trade Center Station. Walk to Exit 1 or 5.

☛ Dates and Opening Hours:

Dates	Hours
May 7 (Thu.)	10:00-20:00
May 8 (Fri.)	10:00-20:00
May 9 (Sat.)	10:00-20:00
May 10 (Sun.)	10:00-22:00
May 11 (Mon.)	10:00-22:00
May 12 (Tue.)	10:00-20:00

☛What Zones you can visit:

There are two floors for the book exhibition in Hall 1. If you want to buy picture books or comic books for young children, the Children's Book Zone on the first floor is a good place. You can also find books from other countries in the International Zone on the first floor. If you want to know more about e-books, you can go to the Digital Publishing Zone on the first floor too. If you want to buy special pens, pencil boxes, rulers, pencils or notebooks from Japan, you can go to Stationary Zone on the second floor.

📖 Taipei International Book Exhibition 台北國際書展　Hall 展覽館
World Trade Center 世貿中心　Exit 出口　Zone 區

34. Who is likely to go to this exhibition?

① Vicky, an 8-year-old girl who likes reading picture books.

② Frank, a 50-year-old man who wants to do exercise in the park.

③ Linda, a 35-year-old teacher who wants to buy special Japanese clothes.

④ Michael, a 20-year-old college student who loves playing video games.

📖 is likely to 可能

目的：**推論篇章脈絡題**，測驗是否從文本閱讀中推論不同類型區域書展會去參觀的對象。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
34	0.61	0.45	1

35. The Lin family wants to go to the book exhibition on the weekends and plans to stay there for 4 hours. They will finish their dinner first and then arrive there at 6 p.m. Which date is the best for them to go?

① May 7.

② May 8.

③ May 9.

④ May 10.

目的：**推論篇章脈絡題**，測驗學生是否從文本閱讀中推論參觀書展的日期。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
35	0.59	0.46	4

36. Which matches are true?

📖 match 配對

①

Children's Book Zone	International Zone	Digital Publishing Zone	Stationary Zone
		Free Kindle eBooks	

②

Children's Book Zone	International Zone	Digital Publishing Zone	Stationary Zone
	Free Kindle eBooks		

目的：**非連續文本理解或推論題**，測驗是否能從文本閱讀中推論出各區書展所販賣的商品。

③

Children's Book Zone	International Zone	Digital Publishing Zone	Stationary Zone
		Free Kindle eBooks	

④

Children's Book Zone	International Zone	Digital Publishing Zone	Stationary Zone
			Free Kindle eBooks

題號	鑑別度(花蓮)	通過率(花蓮)	答案
36	0.44	0.45	3

(一)錯誤類型的可能原因

學生可能對於長度較長文本閱讀速度較慢，導致理解時間不足，影響作答思考判斷。

(二)核心概念與本題的教學重點

平時閱讀教學時就需讓學生練習閱讀時練習**分析非連續文本結構**，並透過**關鍵字聚焦**，以利正確理解文章**脈絡與細節**辨識，進而能正確選出正確答案。

◆(37-40)

Diana loves pandas very much. She found something online.

Giant panda	Red panda
Giant pandas are black and white. They are bear-like and 120 to 180 cm tall. Giant pandas eat bamboo, fruit and vegetables. They can also eat meat, but they cannot taste it because of a genetic deficiency. Giant pandas seldom move around or do much exercise, but they may hunt and eat in both daytime and nighttime. A giant panda lives by itself. Where can you see them? You can see them in the mountains in China.	Red pandas are red and brown. They are about 50 cm tall. Red pandas eat bamboo. They also eat eggs, birds, insects, flowers and trees. Red pandas spend most of their time eating and sleeping. What's more, they are *nocturnal* animals. If you visit them in daytime, they may be sleeping in the trees! Red pandas don't live in groups. You can see them in the mountains in China, Nepal, and India.

> **Fun facts:**

1. Giant pandas and red pandas are not in the same animal family.
2. Giant pandas can run as fast as humans, and red pandas can run faster than humans!

📖 bamboo 竹子   genetic deficiency 基因缺陷   Nepal 尼泊爾

37. What does *nocturnal* mean about red pandas?

① Lives by itself.

② Lives in groups.

③ Moves only in daytime.

④ Moves only at night.

目的：**理解篇章主旨或細節題**，測驗是否能理解句子及篇章文意，選出正確的答案。

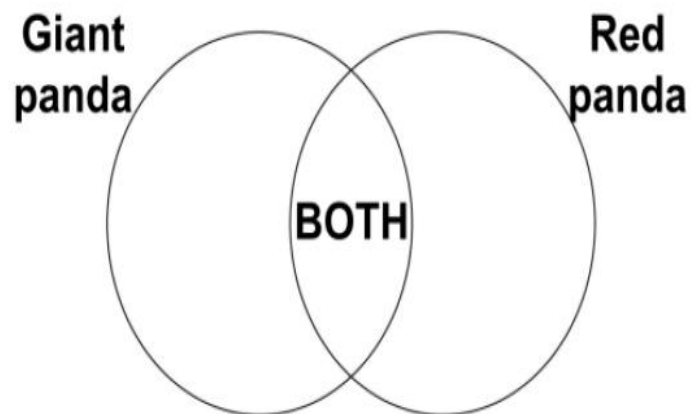| 題號	鑑別度(花蓮)	通過率(花蓮)	答案
37	0.41	0.30	4

(一)錯誤類型的可能原因
部分學生選擇錯誤選項①，可能誤自 red panda 第二段描述第三句判斷，而不是從nocturnal 的下一句 If you visit them in daytime, they may be sleeping in the trees! 猜測字義。

(二)核心概念與本題的教學重點
1. 學生應學習從篇章擷取重要資訊，並推論正確答案的能力。
2. 從該生字最近的下一句 If you visit them in daytime, they may be sleeping in the trees. 推論該生字的意思。

38. Diana needs to finish her homework on the two animals. Which words can she put in "BOTH"?

① Lives by itself.

② Lives in groups.

③ Moves in daytime.

④ Are black and white.

目的：**推論篇章脈絡題**，測驗是否能理解題本上的句子及篇章文意，推論出正確的答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
38	0.42	0.34	1

(一)錯誤類型的可能原因

1.不熟悉文氏圖兩圓交處表達的概念為共同處。

2.有 24%的學生選擇錯誤選項③，可能未完整理解 red panda 描述中 If you visit them in daytime, they may be sleeping in the trees. ，說明 red panda 夜行的特徵，反而僅注意daytime 這個關鍵字，而誤以為 red panda 和 giant panda 白天都會活動。

(二)核心概念與本題的教學重點

1. 學生應學習依據**篇章脈絡及資訊**，結合相關地理、自然科學**先備知識**合理推論。

2. 學生應熟悉各式**圖表**所表達之概念，或學習利用不同圖表統整與比較資訊。

3. 回到本題：

　　1) 擷取篇章重要資訊並整理出脈絡。

　　2) 閱讀題目，再次檢視兩物種描述，畫線標示重點，尋找共同的特徵。

39. Where did Diana most likely find the reading?

Google | giant panda and red panda | 🎤 🔍

🔍 全部　🖼 圖片　📰 新聞　🏷 購物　▶ 影片　⋮ 更多　　　設定　工具

約有 40,600,000 項結果 (搜尋時間：0.59 秒)

① <u>Giant pandas make friends with red pandas. / Story Time</u>

www.storytime.com/giantpandaredpandas

Giant panda, Ray, takes a trip with Vincent, the red panda in China.

② <u>Kiki and A-bao saying hi to you. / Taipei News</u>

www.taipeinews.com/kikiandabowpandas

The new born giant panda and red panda babies will show up on March 8th.

③ Learn more about giant pandas and red pandas! / Animal World

www.animalworld.com/giantpandasredpandas

Are they in the same family? Here are some fun facts about them.

④ Protect pandas with us. / Green Peace

www.greenpeace.com/pandas

Both giant and red pandas are in danger. Let's sing a song for them.

目的：**推論篇章脈絡題**，測驗學生是否能理解題本上的句子及篇章文意，依據文章中的資訊，推論出正確的答案。

題號	鑑別度(花蓮)	通過率(花蓮)	答案
39	0.47	0.41	3

(一)錯誤類型的可能原因

選項題幹的說明文字加上網址顯得字數偏多，學生若不仔細觀察每個網站的**關鍵字及下方摘要，釐清背後的性質為新聞、故事還是其他資訊**，以及掌握原篇章的科普文章性質，容易看不出正確選項。

(二)核心概念與本題的教學重點

1. 掌握篇章脈絡，依據資訊類別，合理推論篇章的來源。
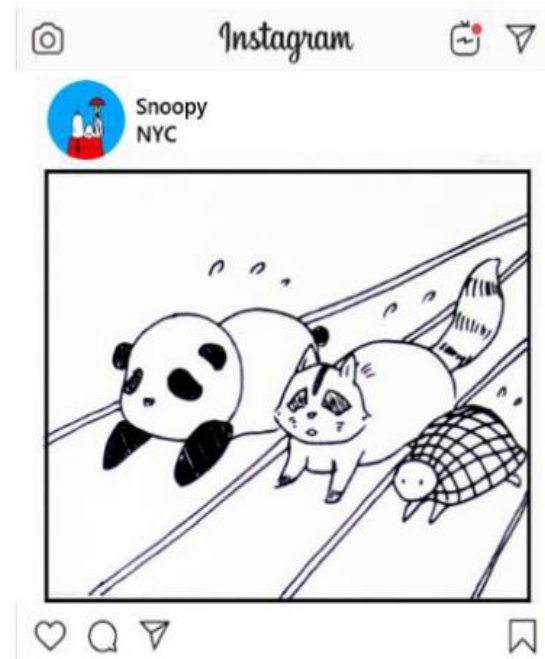
2. 觀察每個選項網站的差異並擷取網站關鍵字，了解每個選項網站提供資訊的類別。

40. Diana found some pictures on IG. Which post is NOT true about giant pandas and red pandas?

①

We can find red pandas in Nepal.

②

Giant pandas and red pandas run slowly.

目的：**理解篇章主旨或細節題**，測驗是否能理解題本上的句子及篇章文意，依據文章中的資訊，選出正確的答案。

③

Giant pandas can eat meat.

④

Red pandas sleep a lot.

題號	鑑別度(花蓮)	通過率(花蓮)	答案
40	0.19 / 0.34	0.33 / 0.38	3

(一)錯誤類型的可能原因
1. 未仔細判讀資訊，或誤解 giant panda 描述，誤以為熊貓因基因缺陷品嘗不出肉的味道便不能吃肉。
2. 未完整閱讀篇章，忽略篇章下方的 fun facts 區塊
3. 因作答疲勞，注意力不集中而錯過下方資訊欄。

(二)核心概念與本題的教學重點
1. 學習擷取重要資訊的能力
2. 留意語句間連結詞導致的語氣轉折
3. 正確理解與歸納資訊的因果關係。
4. 回到本題：
    1) 擷取篇章主旨及重要資訊。
    2) 閱讀題目後，再次檢視原篇章內的兩物種描述，可畫線標示重點，尋找共同與相異處。

總體教學
建議

整體答題現象

普遍呈現高低分明顯差異的**雙峰現象**。

A. 高分組：各向度的答對率相對穩定，不易受句子篇幅長短、生活情境影響。

B. 低分組：遇較長的聽力對話或閱讀篇章時，信息理解與推論的能力較不足，且需加強詞彙辨識能力。

通過率較低的向度

七年級		八年級	
聽力—信息推論	0.49	聽力—信息推論	0.52
閱讀—理解篇章主旨或細節	0.35	閱讀—綜合能力	0.46
閱讀—情境文法與句型	0.52	閱讀—推論篇章脈絡	0.46
閱讀—綜合能力	0.54	閱讀—理解篇章主旨或細節	0.49
閱讀—非連續文本理解或推論	0.55	閱讀—非連續文本理解或推論	0.52

教學建議-聽力

1. 處理對話內容訊息的策略與能力。
   1) **wh 問句**，掌握人、事、時、地、物等關鍵資訊
   2) **筆記**紀錄關鍵字詞資訊
   3) 搭配story map、story element 等**graphic organizers**於課堂教學
   4) 辨識或敘述**主要情境及主旨**
   5) 依據現有資訊做**合理推論**
2. **單句聽力**訓練學生擷取關鍵字之能力，再逐漸加長聽力長度
3. 可適時加入有趣的卡通或短片作為教學媒材

教學建議-文法

問題：

對於基礎、核心的文法句構仍不熟悉，如祈使句與 There is/are 句型

建議：

讓學生透過**有意義的情境**了解語意，進而**建構語言規則**，並熟悉句型的**使用方式與時機**。

教學建議-閱讀

1. 加強學生**資訊判斷與擷取能力**：
   1) 自篇章擷取**關鍵字**
   2) **綜合**關鍵字句語意
   3) **推論**篇章大意與**脈絡**
   4) 合理**預測**後續情節
   5) 根據上下文，**推論生字**意思。

2. 多融合**其他領域主題**與增加**不同體裁**之文本（短文、簡訊以及書信等），加強跨領域文本訊息擷取能力，培養多元議題觀點，熟悉整合不同領域先備知識，搭配文本訊息，加強合理推論能力。

3. 及早培養閱讀能力與閱讀文章的習慣。

Thank you.