

壹、主題名稱：單位量詞（Quantifier）

貳、聽說教學與活動式評量實施之動機與目的

由 97 年微調課程綱要中得知，國中小的英語課程主要在奠定國人之英語溝通能力的基礎及提升英語學習的動機與興趣，所以強調要採用輕鬆活潑、互動的教學模式。活動的設計，也因符合生活化、實用化及趣味化，希望能透過多元式的評量，激發學生的多元智能。

然而，國中生面臨升學壓力及家長對分數的期待；因此，課堂上老師往往是“考試領導教學，”著重在讀寫部份，流於單向式的文法灌輸與機械式的紙筆測驗，造成學習成就低的孩子提早放棄。因此，藉由聽說的教學與活動式的評量，可以開啟在紙筆測驗成就低的孩子另一扇窗，也幫助所有孩子可以因為聽說教學與活動式評量而習得以口語來表達、溝通與分享，進而能培養尊重、關懷與團隊合作之能力。

參、聽說教學與活動式評量實施之理念：

- （一）希望透過資訊融入的多媒體教材，增強學生學習意願以及增進學習成效。
- （二）希望藉由聽說教學與活動式評量之設計，讓在不同智力上各有所長的學生，可以獲得自我肯定與他人的尊重，落實尊重學生之個別差異。
- （三）希望經由活動式評量的設計，讓學生了解英語使用的情境，並在活動過程中，教師能給予學生立即性的回饋。
- （四）希望經由教師運用不同於傳統的評量方式，包括同儕評量、教師評量及自我評量等，去改變學生一貫的學習方向（只注重讀寫），讓學生了解學習是一件多方面能力的表現，也是同學與同學間合作的關係。

肆、使用之相關教學與評量教材：

本教材改編自台南市英語輔導團主編之「國民中學第四冊補充教材」第三單元“單位量詞”的部分，並配合教師自行設計的 PPT 及自編講義。評量部分為教師自行設計之活動與自編評量。

伍、活動進行步驟：

教學流程

| 第一節課(1 ST PERIOD OF THIS LESSON) | | | |
|---|---|--|-------------|
| 教學主題 | 單位量詞 (Quantifier) | 設計者 | 梁玲瑜、吳旻黛、鄭 邨 |
| 教學對象 | 七年級 114 班 (32 位學生) | 教學時數 | 45 分鐘 |
| 教材來源 | 台南市英語輔導團主編之「國民中學第四冊補充教材」第三單元“單位量詞”的部分，並配合教師自行設計的 PPT 及自編講義。評量部分為教師自行設計之活動與自編評量。 | | |
| 教學目標 | 單元目標 | 具體目標 | |
| | 一、認知部份 | 1. 能學會新的單字。 2. 能學會不同的食物單位量詞。 3. 能區分可數及不可數名詞。 | |
| | 二、情意部份 | 1. 能正確的發音及具備流暢的表達能力。 2. 能用正確的單位量詞造句。 | |
| | 三、動作技能部份 | 1. 能主動的參與課堂活動及討論。 2. 能享受在課堂上練習英文的聽說能力。 | |

| 節次 | 教學活動流程 | 時間 | 教學資源 | 能力指標 |
|-----|--|-------|------------------|----------------|
| 第一節 | 暖身活動 | | | |
| | 1. 藉由各種食物圖片見文本附件一，引起學生動機，同時請學生猜想本次課程主題。食物與學生的日常生活經驗息息相關，透過此種引導方式，不僅可讓學生期待本次上課的內容，也能讓學生將學到的單位量詞及食物主題之單字，並可應用在實際的生活中。 | 3 分鐘 | PPT 電腦 麥克風 | |
| | 發展活動 | | | |
| | 1. 請學生觀看不同食物的照片，並說出這些食物的名稱。 2. 詢問學生不同食物的複數說法，藉以引導學生了解英文「可數」及「不可數」的觀念。 — 希望透過生活化的圖片，加深學生的學習興趣及印象。 3. 告訴學生在英文中遇到不可數的情況，就要適時的使用單位量詞來計算不可數名詞。 — 引導學生了解本課程的目的。 4. 以聲音檔配合文字的方式，介紹四個不同的單位量詞 (a box of, a glass of, a can of, a bowl of)，要求學生聽到聲音檔後，跟著複誦一遍。 5. 每個單位量詞都搭配兩張圖片，要求學生把正確的食物名稱及單位量詞搭配說出來（見 DVD 附件一）。 — 七年級學生對於新的文法觀念，需要透過反覆的練習才能達到精熟的程度，同時呈現上同時使用了視覺及聽覺的刺激，不僅確實做到資訊融入，也能幫助不同學習類型（聽覺型、視覺型）的學生做有效的學習。 6. 讓學生兩人一組（peer practice），反覆練習今天教的單位量詞，直到熟練的地步。 | 20 分鐘 | PPT 電腦 麥克風 | 1-2-4 2-2-4 |

| 綜合活動：傳聲筒 | | | | |
|----------|--|------|-----------------------|----------------------------------|
| | <ol style="list-style-type: none"> 向學生講解遊戲規則：將學生以排為單位，分成六組。 每一回合開始，各排一次一個學生輪流上台，由老師展示一張食物的圖片給學生看，並問：What's this? 學生分別想好答案後回到各組，每個人都把課本捲起來當成傳聲筒，將答案依序傳給下一位同學，每組最後一位同學告訴老師正確的答案（見 DVD 附件二），速度最快，答案正確的前三組，可以得到分數。 —此活動希望藉由傳話的方式，讓每位同學都能確實練習到聽和說的能力，同時活動設計成小組競賽，可以增加同學的動機及刺激感。 老師將圖片展示給全班看，並問說：What's this? 告訴學生正確答案後，要求學生再複誦一遍，以加深印象。 —幫助學生習得正確的答案，並從反覆練習中將單位量詞正確的使用方法，從短期記憶儲存到長期記憶中。 | 15分鐘 | 黑板 麥克風 圖卡 課本 | 1-2-4 2-2-6 5-2-2 |
| | 評量活動 | | | |
| | <ol style="list-style-type: none"> 發下自行設計之同儕評量單（見文本附件二）給每位學生，要求他們依不同向度，為兩人一組的同儕表現做出評量。 —同儕評量的設計主要是希望學生不再是被動的被評量者，也可以是主動的評量者。 發下學習單（見文本附件三），要求學生回家完成並於下次上課前繳回（見 DVD 附件三）。 —作業的內容為各種不同的食物圖片，要求學生把正確的單位量詞及食物名稱用錄音的方式錄起來。此作業的設計目的，一方面能讓學生複習這堂課所學到的單位量詞的用法，同時教師也可以了解學生的學習情況，也能讓學生練習他們的口說能力。 | 7分鐘 | 麥克風 同儕評量單 學習單 | 2-2-1 3-2-5 4-2-1 5-2-6 |

文本附件一：上課 ppt

| | |
|---|---|
|    <p>Quantifier 量詞</p>    |      |
| <p>依提示的可數名詞或不可數填入how many 或 how much的疑問詞</p> <ul style="list-style-type: none"> • _____ sweets can you eat? • _____ apple juice is there? • _____ oranges should we buy? • _____ milk did you drink? • _____ potatoes did you buy?    | <p>依提示的可數名詞或不可數填入how many 或how much的疑問詞</p> <ul style="list-style-type: none"> • _____ butter do you need? • _____ crisps are there? • _____ grapes do they have? • _____ peanut butter do you need? • _____ biscuits are there?   |
| <p>Let's learn</p> <p>a box of 一盒</p> <ul style="list-style-type: none"> ★ a box of chocolate ★ a box of cookies   | <p>Let's learn</p> <p>a can of 一罐</p> <ul style="list-style-type: none"> ★ a can of tomato soup ★ a can of coke   |
| <p>Let's learn</p> <p>a glass of 一杯</p> <ul style="list-style-type: none"> ★ a glass of water ★ a glass of juice   | <p>Let's learn</p> <p>a bowl of 一碗</p> <ul style="list-style-type: none"> ★ a bowl of noodles ★ a bowl of rice   |

文本附件二：同儕評量成果

Peer Assessment

Topic: Quantifier





Activity: Pass the answer

Class: 114

No.: 30

Name: 譚山倫

Date: 10/25/2010

| item |  |  |  |  | Total Points |
|---|---|---|---|---|----------------------|
| My partner can open his/her mouth to speak. | | | | ✓ | 4 * 4 = 16 points |
| My partner can speak fluently. | | | | ✓ | 4 * 4 = 16 points |
| My partner can speak clearly each syllable. | | | | ✓ | 4 * 4 = 16 points |
| My partner can speak loudly enough. | | | | ✓ | 4 * 4 = 16 points |
| My partner can pronounce correctly. | | | | ✓ | 4 * 4 = 16 points |
| My partner can act willingly. | | | | ✓ | 4 * 2 = 8 points |
| My partner can play a role with me. | | | | ✓ | 4 * 3 = 12 points |
| Assessor: 李延倫 | | | | | 100 |
| Total score | | | | | |
| <div style="display: flex; justify-content: space-around;"> 90-100 A 80-89 B 70-79 C 60-69 D below 60 E </div> | | | | | |

Peer Assessment

Topic: Quantifier





Activity: Pass the answer

Class: 114

No.: 26

Name: 翟心瑜

Date: 10/25/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------------|
| My partner can open his/her mouth to speak. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| My partner can speak fluently. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| My partner can speak clearly each syllable. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| My partner can speak loudly enough. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| My partner can pronounce correctly. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| My partner can play a role with me. | | | | ✓ | $\frac{4}{12} * 3 = 12$ points |
| Assessor: _____ | | | | | |
| Total score A | | | | | |
| <div style="display: flex; justify-content: space-around;"> 90-100 A 80-89 B 70-79 C 60-69 D below 60 E </div> | | | | | |

Peer Assessment

Topic: Quantifier




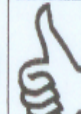
Activity: Pass the answer

Class: 114

No.: 7

Name: 陳家洋

Date: 10/25/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|--------------------------------|
| My partner can open his/her mouth to speak. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can speak fluently. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak clearly each syllable. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can speak loudly enough. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can pronounce correctly. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{8} * 2 =$ points |
| My partner can play a role with me. | | | ✓ | | $\frac{3}{9} * 3 =$ points |
| Assessor: | | | | | 89 |
| Total score | | | | | |
| 90-100 A <u>80-89 B</u> 70-79 C 60-69 D below 60 E | | | | | |

Peer Assessment

Topic: Quantifier





Activity: Pass the answer

Class: 114

No.: 23

Name: 蘇雅臣

Date: 10/25/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------------|
| My partner can open his/her mouth to speak. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak fluently. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can speak clearly each syllable. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak loudly enough. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can pronounce correctly. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{8} * 2 =$ points |
| My partner can play a role with me. | | | ✓ | | $\frac{3}{9} * 3 =$ points |
| Assessor: | | | | | J / |
| Total score | | | | | |
| <div style="display: flex; justify-content: space-around;"> 90-100 A 80-89 B 70-79 C 60-69 D below 60 E </div> | | | | | |

Peer Assessment




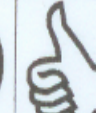
Topic: Quantifier

Activity: Pass the answer

Class: 114

No.: 28

Name: Sandy 呂珮瑄 Date: 10/25/201

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-----------------------------------|
| My partner can open his/her mouth to speak. | | | ✓ | | $\frac{3}{12} * 4 =$ 12 points |
| My partner can speak fluently. | | | ✓ | | $\frac{3}{12} * 4 =$ 12 points |
| My partner can speak clearly each syllable. | | | ✓ | | $\frac{3}{12} * 4 =$ 12 points |
| My partner can speak loudly enough. | | | ✓ | | $\frac{3}{12} * 4 =$ 12 points |
| My partner can pronounce correctly. | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can act willingly. | | | ✓ | | $\frac{3}{6} * 2 =$ 6 points |
| My partner can play a role with me. | | | ✓ | | $\frac{3}{9} * 3 =$ 9 points |
| Assessor: | | | | | 99 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Peer Assessment

Topic: Quantifier




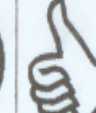
Activity: Pass the answer

Class: 114

No.: 10

Name: ~~Shrey~~ Ricky

Date: 10/25/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-----------------------------------|
| My partner can open his/her mouth to speak. | | ✓ | | | $\frac{2}{8} * 4 =$ 8 points |
| My partner can speak fluently. | | | ✓ | | $\frac{3}{12} * 4 =$ 12 points |
| My partner can speak clearly each syllable. | | ✓ | | | $\frac{2}{8} * 4 =$ 8 points |
| My partner can speak loudly enough. | ✓ | | | | $\frac{1}{4} * 4 =$ 4 points |
| My partner can pronounce correctly. | | ✓ | | | $\frac{2}{8} * 4 =$ 8 points |
| My partner can act willingly. | | ✓ | | | $\frac{2}{4} * 2 =$ 4 points |
| My partner can play a role with me. | ✓ | | | | $\frac{1}{3} * 3 =$ 3 points |

Assessor:

Total score

90-100 A

80-89 B

70-79 C

60-69 D

below 60 E

Class :

No. :

Name :

Recording



A. 超級市場買一送一好便宜喎！

在超級市場可以買到哪些食物？

請依照例句把含有單位量詞的正確句子錄下來。

1.



Ex. I can buy a glass of water.

2.



3.



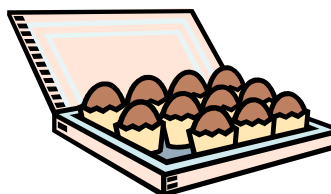
4.



5.



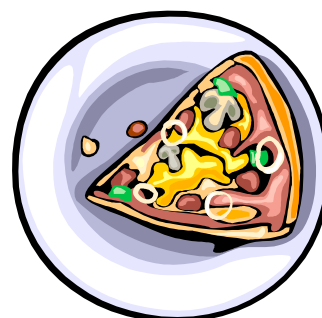
6.



7.



8.



| 第二節課(2 ND PERIOD OF THIS LESSON) | | | |
|---|---|--|-------------|
| 教學主題 | 單位量詞 (Quantifier) | 設計者 | 梁玲瑜、吳旻黛、鄭 邇 |
| 教學對象 | 七年級 114 班 (32 位學生) | 教學時數 | 45 分鐘 |
| 教材來源 | 台南市英語輔導團主編之「國民中學第四冊補充教材」第三單元“單位量詞”的部分，並配合教師自行設計的 PPT 及自編講義。評量部分為教師自行設計之活動與自編評量。 | | |
| 教學目標 | 單元目標 | 具體目標 | |
| | 一、認知部份 | 1. 能學會新的單字。 2. 能學會不同的食物單位量詞。 3. 能將學到的食物單位量詞應用在實際生活情境中。 | |
| | 二、情意部份 | 1. 能正確的發音及具備流暢的表達能力。 2. 能用正確的單位量詞造句。 | |
| | 三、動作技能部份 | 1. 能主動的參與課堂活動及討論。 2. 能享受在課堂上練習英文的聽說能力。 | |

| 節次 | 教學活動流程 | 時間 | 教學資源 | 能力指標 |
|-----|---|-------|-------------------------|----------------------------------|
| 第二節 | 暖身活動 | | | |
| | 1. 透過簡單的練習，讓學生複習上一節課所學的單位量詞。 —從學生已知的經驗出發，能讓學生順利連結舊知識及新知識，也能更加掌握新知識。 | 3 分鐘 | PPT 電腦 麥克風 | |
| | 發展活動 | | | |
| | <p>1. 透過聲音和文字檔的方式，將另外四個食物的單位量詞（a plate of, a cup of, a piece of, an order of）介紹給學生（見文本附件一）（見 DVD 附件四），要求學生在聽到聲音檔之後，以複誦的方式加深印象；每個單位量詞搭配兩張食物的圖片，並引導學生說出正確的食物和單位量詞的組合。</p> <p>2. 發下學習單（menu）（見文本附件二），要求學生兩人一組（peer practice），彼此詢問對方晚餐想吃什麼？ —此活動的設計不僅希望能讓學生將學到的單位量詞反覆練習，加深印象。學習單（menu）經過設計，每種食物都需要搭配單位量詞使用，至餐廳點餐是國中學生非常熟悉的生活經驗，藉此可讓學生覺得學到的文法既有趣又實用。</p> <p>3. 請學生上台演示點餐（見 DVD 附件五）。</p> | 20 分鐘 | PPT 電腦 麥克風 學習單 | 1-2-4 2-2-1 2-2-3 2-2-6 |

| 綜合活動：配對遊戲 | | | | |
|-----------|--|------|-----------------|-------|
| 1. | 向學生講解遊戲規則：學生兩人一組，每組會拿到一張紙，(見文本附件三)上面有八個不同食物的圖案，學生輪流指其中的一個圖片，問同學說 What's this? 學生需要回答正確的食物名稱及單位量詞。 | 15分鐘 | 黑板 麥克風 圖卡 | 1-2-2 |
| 2. | 請幾組學生上台做示範(見DVD附件六)。 | | | 1-2-4 |
| 3. | 將八個單位量詞寫在黑板上，接著拿出不同的圖片，問學生 What's this? 待學生講出正確的答案後，問學生要將此圖片擺放在黑板的哪個位置，才能和正確的單位量詞放在一起(見DVD附件七)。 | | | 2-2-1 |
| | | | | 2-2-2 |
| | —此活動的設計目的，除了反覆讓學生練習之外，也希望能讓學生將聲音和文字，圖片和文字做正確的配對。 | | | 2-2-5 |
| 4. | 請學生上台做示範(見DVD附件八)。 | | | |
| 評量活動 | | | | |
| 1. | 發下同儕評量(見文本附件四)的評量單給每位學生，要求他們依不同向度為他們同儕在兩人一組的配對活動中的表現做出評量。此評量是為降低教師在評量上的主觀因素及避免盲點的產生，所以，希望藉由同儕評量求取更客觀、更正的結果。除此，此評量的設計內容，更希望透同儕的觀察，可以了解學生在活動中的反應、練習、知覺、心向等技能方面之智能。 | 7分鐘 | 麥克風 同儕評量單 | 1-2-2 |
| 2. | 要求學生複習今天上課所教的內容。 | | | 1-2-4 |
| | | | | 2-2-1 |
| | | | | 2-2-3 |
| | | | | 2-2-5 |
| | | | | 5-2-6 |

文本附件一：上課 ppt

| | |
|--|---|
|    <p>Quantifier 量詞</p>    | <p>Let's learn</p> <p>a piece of 一塊</p> <ul style="list-style-type: none"> ★ a piece of bread ★ a piece of cake   |
| <p>Let's learn</p> <p>a plate of 一盤</p> <ul style="list-style-type: none"> ★ a plate of fried rice ★ a plate of beef   | <p>Let's learn</p> <p>a cup of 一杯</p> <ul style="list-style-type: none"> ★ a cup of tea ★ a cup of coffee   |
| <p>Let's learn</p> <p>an order of 一份</p> <ul style="list-style-type: none"> ★ an order of French fries ★ an order of sandwiches   | <p>What do you want for dinner?</p>  <p>Peer practice</p> |
|  <p>What do you want to eat?</p>  <p>I want a bowl of ice cream. And you?</p>  <p>I want an order of French fries.</p> | <p>You can use ...</p> <ul style="list-style-type: none"> • a bowl of 一碗 • a can of 一罐 • a piece of 一塊 • a box of 一盒 • a glass of 一杯 • a cup of 一杯 • a plate of 一盤 • an order of 一份 |



Tasty Restaurant

Main Dish (主菜)

fried rice (炒飯)
fried noodles (炒麵)
spaghetti (義大利麵)
French fries (薯條)
ham sandwich (火腿三明治)
bread (麵包)

Dessert (甜點)

cheese cake (起士蛋糕)
chocolate sundae (巧克力聖代)
pancake (鬆餅)

Soup (湯)

tomato soup (番茄湯)
corn soup (玉米濃湯)
vegetable soup (蔬菜湯)
chowder soup (巧達濃湯)

miso soup (味噌湯)

cream soup (奶油濃湯)

Drink (飲料)

black tea (紅茶)

coffee (咖啡)
(可樂)



What do you like to eat for dinner?

I'd like _____ for dinner.

文本附件三：配對遊戲圖例



文本附件四：同儕評量成果

Peer Assessment

Topic: Quantifier





Activity: Matching

Class: 114

No.: 11

Name: 曾俊凱

Date: 10/27/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-----------------------------------|
| My partner can open his/her mouth to speak. | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can speak fluently. | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can speak clearly each syllable. | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can use "Quantifier" correctly | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can pronounce correctly. | | | | ✓ | $\frac{4}{16} * 4 =$ 16 points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{8} * 2 =$ 8 points |
| My partner can play a role with me. | | | | ✓ | $\frac{4}{12} * 3 =$ 12 points |
| Assessor: A. 陳詩茵 | | | | | |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |






Peer Assessment

Topic: Quantifier
Activity: Matching
Class: 114

No.: 3

Name: 林冠宇

Date: 10/27/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-------------------------------|
| My partner can open his/her mouth to speak. | | | | ✓ | $\frac{4}{4} * 4 = 16$ points |
| My partner can speak fluently. | | | | ✓ | $\frac{4}{4} * 4 = 16$ points |
| My partner can speak clearly each syllable. | | | | ✓ | $\frac{4}{4} * 4 = 16$ points |
| My partner can use "Quantifier" correctly | | | | ✓ | $\frac{4}{4} * 4 = 16$ points |
| My partner can pronounce correctly. | | | | ✓ | $\frac{4}{4} * 4 = 16$ points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{4} * 2 = 8$ points |
| My partner can play a role with me. | | | | ✓ | $\frac{4}{4} * 3 = 12$ points |
| Assessor:  | | | | | 100 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |





Peer Assessment

Topic: Quantifier
Activity: Matching
Class: 114

No.: 7

Name: 謝佩穎

Date: 10/27/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------------|
| My partner can open his/her mouth to speak. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak fluently. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak clearly each syllable. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can use "Quantifier" correctly | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can pronounce correctly. | | | | ✓ | $\frac{4}{16} * 4 =$ points |
| My partner can act willingly. | | | | ✓ | $\frac{4}{8} * 2 =$ points |
| My partner can play a role with me. | | | ✓ | | $\frac{3}{9} * 3 =$ points |
| Assessor: 謝佩穎 | | | | | 85 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |





Activity: Matching

Class: 114

No.: 24

Name: 沈詩芸

Date: 10/27/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------------|
| My partner can open his/her mouth to speak. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can speak fluently. | | | ✓ | | $\frac{2}{12} * 4 =$ points |
| My partner can speak clearly each syllable. | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can use "Quantifier" correctly | | | ✓ | | $\frac{3}{12} * 4 =$ points |
| My partner can pronounce correctly. | | | ✓ | | $\frac{2}{12} * 4 =$ points |
| My partner can act willingly. | | | ✓ | | $\frac{3}{6} * 2 =$ points |
| My partner can play a role with me. | | | | ✓ | $\frac{4}{12} * 3 =$ points |
| Assessor: 王育倫 | | | | | 78 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Peer Assessment

Topic: Quantifier





Activity: Matching

Class: 114

No.: 13

Name: 胡磊

Date: 10/27/2010





| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------|
| My partner can open his/her mouth to speak. | | | ✓ | | $3 \times 4 = 12$ points |
| My partner can speak fluently. | | | ✓ | | $3 \times 4 = 12$ points |
| My partner can speak clearly each syllable. | | ✓ | | | $2 \times 4 = 8$ points |
| My partner can use "Quantifier" correctly | | | ✓ | | $3 \times 4 = 12$ points |
| My partner can pronounce correctly. | | | ✓ | | $3 \times 4 = 12$ points |
| My partner can act willingly. | | ✓ | | | $2 \times 2 = 4$ points |
| My partner can play a role with me. | | | ✓ | | $3 \times 3 = 9$ points |
| Assessor: 胡磊 | | | | | 69 |
| Total score | | | | | |
| <div style="display: flex; justify-content: space-around;"> 90-100 A 80-89 B 70-79 C 60-69 D below 60 E </div> | | | | | |

Peer Assessment

Topic: Quantifier
Activity: Matching
Class: 114

No.: 10

Name: ~~連發~~ Ricky Date: 10/27/2010





| item |  |  |  |  | Total Points |
|---|---|---|--|---|------------------------------|
| My partner can open his/her mouth to speak. | | ✓ | | | $\frac{2}{8} * 4 = 8$ points |
| My partner can speak fluently. | | ✓ | | | $\frac{2}{8} * 4 = 8$ points |
| My partner can speak clearly each syllable. | ✓ | | | | $\frac{1}{4} * 4 = 4$ points |
| My partner can use "Quantifier" correctly | ✓ | | | | $\frac{1}{4} * 4 = 4$ points |
| My partner can pronounce correctly. | ✓ | | | | $\frac{1}{4} * 4 = 4$ points |
| My partner can act willingly. | ✓ | | | | $\frac{1}{2} * 2 = 2$ points |
| My partner can play a role with me. | | ✓ | | | $\frac{2}{6} * 3 = 6$ points |
| Assessor: <i>Ricky</i> | | | | | 36 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D <u>below 60 E</u> | | | | | |

| 第三節課(3 RD PERIOD OF THIS LESSON) | | | |
|---|---|---|-------------|
| 教學主題 | 單位量詞 (Quantifier) | 設計者 | 梁玲瑜、吳旻黛、鄭 邨 |
| 教學對象 | 七年級 114 班 (32 位學生) | 教學時數 | 45 分鐘 |
| 教材來源 | 台南市英語輔導團主編之「國民中學第四冊補充教材」第三單元“單位量詞”的部分，並配合教師自行設計的 PPT 及自編講義。評量部分為教師自行設計之活動與自編評量。 | | |
| 教學目標 | 單元目標 | 具體目標 | |
| | 一、認知部份 | 1. 能學會新的單字。 2. 能學會新的對話(Dialogue)。 | |
| | 二、情意部份 | 1. 能正確的發音及具備流暢的表達能力。 2. 能用新學的單字造句。 | |
| | 三、動作技能部份 | 1. 能主動的參與課堂活動及討論。 2. 能享受在課堂上練習英文的聽說能力。 3. 能主動的回答問題。 | |

| 節次 | 教學活動流程 | 時間 | 教學資源 | 能力指標 |
|-----|--|-------|-------------------------|----------------------------------|
| 第三節 | 暖身活動 | | | |
| | 1. 給學生看課文的圖片（見文本附件一），請學生猜猜看對話的場景是什麼？發生了什麼事？主角可能在討論什麼？ —藉由圖片問問題的方式，增加學生的動機。 | 3 分鐘 | PPT 電腦 麥克風 | 2-2-2 3-2-7 |
| | 發展活動 | | | |
| | （一）課文（Dialogue）教學 1. 先播放課文的聲音檔，要求學生單純用聽的，試著了解課文對話的內容。 —藉由剛剛圖片引導的方式，學生對於課文的內容，已經有了初步的猜想，這個步驟希望能讓學生練習聽力，試著去了解內容大概在說什麼。 2. 問學生一些關於對話的大架構問題，幫助學生進一步了解對話內容。 —先不要立刻讓學生看到課文對話的文字部分，而是先測試學生對課文掌握的程度，藉由一步步的引導，能加深學生對課文的印象以及掌握程度。 3. 給學生看課文對話的文字部分，搭配聲音檔再播放一次。 —在前面引導學生猜對話內容以及聽一遍之後，這次讓學生第一次接觸到文字的部分，讓學生能對對話內容掌握八、九成的了解。 4. 將課文做重點解說，測試學生的閱讀理解（見 DVD 附件九）。 —讓學生對課文對話能掌握到百分之百，同時這次選取的單元的對話內容較短，也比較符合七年級學生的英文程度。 | 10 分鐘 | PPT 電腦 麥克風 學習單 | 1-2-3 1-2-4 2-2-2 2-2-5 |

| | | | | |
|--|--|------|------------------|-------------------------|
| | <p>(二) 單字教學</p> <p>1. 以 PPT 配合聲音檔的方式，將本課的單字介紹給學生，呈現方式為先讓同學看單字（各種衣物）的圖片，並詢問學生這是什麼？（見 DVD 附件十）。</p> <p>一部分單字同學都已經學過，此時要求學生在聽到聲音檔之後，跟著複誦一遍。</p> <p>一本課的單字為各種衣服的名稱，不但有些簡單的單字同學已經學過，學習起來不會那麼陌生，同時這都是非常生活化的內容，相信能引起學生的動機和興趣。</p> <p>(三) 單字練習</p> <p>1. 教師事先找出許多明星穿著各種類型衣服的圖片放在 PPT 中，播放給學生看，並問說：What is he/she wearing？引導學生說出 He/ She is wearing...的句型（見 DVD 附件十一）。</p> <p>一教師在設計圖片的時候，找了許多明星的照片，期望能更貼近學生的生活經驗，也能讓學生覺得這些單字非常實用以及生活化，同時透過反覆做 drills 的練習，讓學生更能掌握單字以及句型的使用。</p> <p>2. 將答案給學生看，讓他們檢核自己答對了沒有，同時要求全班將正確的答案再複誦一遍。</p> | 5 分鐘 | PPT 電腦 麥克風 | 2-2-4 2-2-5 3-2-7 |
| | | 7 分鐘 | PPT 電腦 麥克風 | 5-2-2 5-2-4 |

| 綜合活動：全能高手（The Top One） | | | | |
|------------------------|--|------|-----------------|----------------------------------|
| | <p>1. 將六張圖卡貼在黑板上，向學生說明遊戲規則。</p> <p>2. 學生以組為單位，輪流出來到黑板前，學生可任選一張圖卡翻開，若是翻到 Q，則學生必須回答老師問的一個問題；若是翻到 M，則學生需要運用本堂課所學的單字或是單位量詞造一個句子；若是翻到 C，則老師會給學生一個錯誤的句子，請學生去做更正（見 DVD 附件十二）。</p> <p>——此活動設計的用意，一方面是有未知性，學生不知道自己會選到哪一張牌，可以增加刺激感，另一方面，這個遊戲設計的三項任務，造句、訂正或是回答問題，都可以讓學生反覆練習這三堂課學到的單位量詞和單字，也能讓老師掌握學生學習的程度。</p> <p>3. 學生若是可以正確的回答，則能替自己的組別得到分數。</p> | 15分鐘 | 黑板 麥克風 圖卡 | 1-2-3 2-2-4 2-2-5 4-2-2 |
| | 評量活動 | | | |
| | <p>1. 在學生在做全能高手活動的時候，由任課教師及助理教師以教師評量（見文本附件二）的方式來評比每組同學的整體表現。</p> <p>——此活動評量的內容與設計是秉持教師透過活動進行對學生做的動態、心態等的原則，進行課堂中觀察與記錄學生的學習態度、情緒與反應，做為教師教學調整之依據。</p> <p>2. 發下學習單（見文本附件三），並要求學生回家完成並於下次上課前繳回（見 DVD 附件十三）。</p> <p>——作業的內容為給學生許多不同衣服的图片，要求學生把正確的衣服名稱用錄音的方式錄起來；此作業的設計目的，一方面能讓學生複習這堂課所學到的單字的用法，同時教師也可以了解學生的學習情況，也能讓學生練習他們的口說能力。</p> | 7分鐘 | 麥克風 教師評量單 | 2-2-1 2-2-3 2-2-4 |

| | |
|--|---|
| <p>What's happening? 🧐</p>  | <p>Dialogue</p> <ul style="list-style-type: none">• Salesman: Can I help you?• Jessie: Yes. I need a pair of shorts.• Salesman: What size do you need?• Jessie: Medium. I like these shorts. How much are they?• Salesman: Uh, let's see. They're \$2,999.• Jessie: Are you kidding? \$2,999 for a pair of shorts? |
| <p>Q1.</p> <p>How many people are speaking in the dialogue?</p> | <p>Q2.</p> <p>What does Jessie want to buy?</p> |
| <p>Q3.</p> <p>What size does Jessie need?</p> | <p>Q4.</p> <p>How much are a pair of shorts?</p> |
| <p>Q5.</p> <p>How does Jessie feel after she heard about the price?</p> | <p>a T-shirt an underwear</p> <div></div> |

a shirt



a sweater



a skirt



a dress



a blouse



a coat



a uniform



a jacket



pajamas



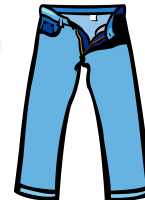
panties



a pair of shorts



a pair of jeans



a pair of sandals



a pair of sneakers



a pair of slippers



a pair of flip flops



What is she wearing?



She is wearing a **blouse** and a **skirt**.

What is he wearing?



He is wearing a **shirt** and an **underwear**.

What is he wearing?



He is wearing a **jacket**, a pair of **shorts** and a pair of **running shoes**.

What is she wearing?



She is wearing a **bra** and **panties**.

What is she wearing?



She is wearing a **dress**.

What is he wearing?



He is wearing a **shirt**, a pair of **shorts** and a pair of **flip flops**.

What is she wearing?



She is wearing a **uniform**.

What is she wearing?



She is wearing **pajamas** and a pair of **slippers**.

Class：

No.：

Name：

Recording

B.百貨公司又在打折囉，

你在百貨公司可以買到哪些衣服？

請依例句配合圖片把正確的句子錄下來。



1.

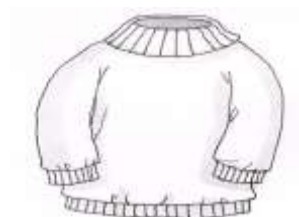


Ex. I want to buy a belt.

2.



3.



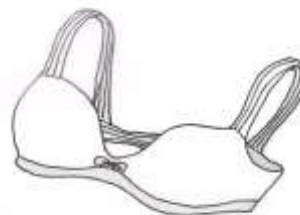
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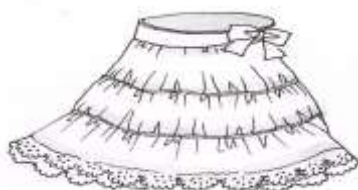
5.



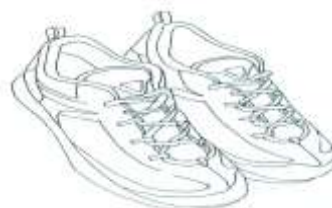
6.



7.



8.



文本附件三：教師評量成果

Teacher led Assessment

Topic: Quantifier

Activity: The Top One





Class: 114

Group: 5

Members:

13, 5, 21, 16, 24

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|--------------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| Students can apply "Quantifier" correctly. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| Students can understand what they hear. | | | | ✓ | $\frac{4}{12} * 3 = 12$ points |
| Students can answer what they hear correctly. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students can read correctly what they see. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students pay full attention in class. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students respond willingly. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |

Assessor:

Fang

100

Total score

90-100 A

80-89 B

70-79 C

60-69 D

below 60 E

Teacher led Assessment

Topic: Quantifier





Activity: The Top One

Class: 114

Group: |

Members: 2, 11, 30, 6, 26

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|--------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can apply "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can understand what they hear. | | | | ✓ | $4 \times 3 = 12$ points |
| Students can answer what they hear correctly. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can read correctly what they see. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $4 \times 2 = 8$ points |
| Students pay full attention in class. | | | | ✓ | $4 \times 2 = 8$ points |
| Students respond willingly. | | | | ✓ | $4 \times 2 = 8$ points |
| Assessor: <i>Fang</i> | | | | | |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | 100 |

Teacher led Assessment

Topic: Quantifier

Activity: The Top One






Class: 114

Group: 2

Members:

17, 19, A, 23, 9

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|---|---|--------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | ✓ |  | $3 \times 4 = 12$ points |
| Students can apply "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can understand what they hear. | | | | ✓ | $4 \times 3 = 12$ points |
| Students can answer what they hear correctly. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can read correctly what they see. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $4 \times 2 = 8$ points |
| Students pay full attention in class. | | | | ✓ | $4 \times 2 = 8$ points |
| Students respond willingly. | | | | ✓ | $4 \times 2 = 8$ points |
| Assessor: <i>Fang</i> | | | | | 96 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Teacher led Assessment

Topic: Quantifier




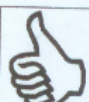
Activity: The Top One

Class: 114

Group: *p*

Members: *10, 28, 14, 13, 12*

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|---|--|--------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can use "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can apply "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can understand what they hear. | | | | ✓ | $\frac{4}{12} * 3 = 12$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can read correctly what they see. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $\frac{4}{8} * 2 = 8$ points |
| Students pay full attention in class. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students respond willingly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Assessor: <i>Fang</i> | | | | | <i>82</i> |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |

Teacher led Assessment





Topic: Quantifier

Activity: The Top One

Class: 114

Group: 6 Members: #10, #8, #14, #3, #

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|---|---|-------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{2} * 4 = 12$ points |
| Students can use "Quantifier" correctly. | | | ✓ | | $\frac{3}{2} * 4 = 12$ points |
| Students can apply "Quantifier" correctly. | | ✓ | | | $\frac{3}{2} * 4 = 8$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{2} * 3 = 9$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{2} * 2 = 6$ points |
| Students can read correctly what they see. | | | | ✓ | $\frac{4}{2} * 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | ✓ | | $\frac{3}{2} * 2 = 6$ points |
| Students pay full attention in class. | | ✓ | | | $\frac{3}{2} * 2 = 4$ points |
| Students respond willingly. | | ✓ | | | $\frac{3}{2} * 2 = 4$ points |
| Assessor: Daisy | | | | | 69 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Teacher led Assessment





Topic: Quantifier

Activity: The Top One

Class: 114

Group: 5 Members: #13, #5, #21, #16, #24

Date: 10/29/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|-------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{2} * 4 = 12$ points |
| Students can use "Quantifier" correctly. | | ✓ | | | $\frac{2}{8} * 4 = 8$ points |
| Students can apply "Quantifier" correctly. | | ✓ | | | $\frac{2}{8} * 4 = 8$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{9} * 3 = 9$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can read correctly what they see. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students pay full attention in class. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students respond willingly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Assessor: Daisy | | | | | 67 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |

教學流程

| 第四節課(4 TH PERIOD OF THIS LESSON) | | | |
|---|---|---|-------------|
| 教學主題 | 單位量詞 (Quantifier) | 設計者 | 梁玲瑜、吳旻黛、鄭 邨 |
| 教學對象 | 七年級 114 班 (32 位學生) | 教學時數 | 45 分鐘 |
| 教材來源 | 台南市英語輔導團主編之「國民中學第四冊補充教材」第三單元“單位量詞”的部分，並配合教師自行設計的 PPT 及自編講義。評量部分為教師自行設計之活動與自編評量。 | | |
| 教學目標 | 單元目標 | 具體目標 | |
| | 一、認知部份 | 1. 能學會新的單字。 2. 能學會衣服的單位量詞。 3. 能將不同的單位量詞應用在實際的生活情境中。 | |
| | 二、情意部份 | 1. 能正確的發音及具備流暢的表達能力。 2. 能用正確的單位量詞造句。 | |
| | 三、動作技能部份 | 1. 能主動的參與課堂活動及討論。 2. 能享受在課堂上練習英文的聽說能力。 | |

| 節次 | 教學活動流程 | 時間 | 教學資源 | 能力指標 |
|-----|---|-------|------------------|---|
| 第四節 | 暖身活動 | | | |
| | 1. 複習前幾堂課所學的單位量詞和單字，並提醒學生要確實記住，因為在之後的活動都會使用到這些舊知識。 —期望透過再次的複習加深學生的印象。 | 3 分鐘 | PPT 電腦 麥克風 | |
| | 發展活動 | | | |
| | <p>1. 播放衣服單位量詞的 PPT 和聲音檔（見文本附件一），和前幾節課一樣，要 求學生聽到聲音檔後再複誦一次。 —將此單元的文法主題-單位量詞和本單元單字做結合，教學生常用的衣服單位量詞（a pair of）的用法。</p> <p>2. 給學生看一些衣服的圖片，請他們說出衣服的名稱和正確的冠詞或是單位量詞，在老師公布正確答案之後，要求學生再將正確的答案複誦一次。 —透過反覆的練習，期望能讓學生做到精熟學習。</p> <p>3. 教師事先找出許多明星穿著各種類型衣服的圖片，並搭配不同食物放在同一張 PPT 中，接著向學生說明情境，請學生描述某位明星的穿著及他 / 她要吃的食物。 （見 DVD 附件十四）。 —此活動為將整個單元做一個全面性、統整性的複習，把前兩節課所學之食物的單位量詞，和後兩節課所學之衣服的单字及單位量詞做統整性練習。教師在選用圖片時，應儘量貼近學生的經驗，藉由知名明星或是卡通人物的照片，期望引起學生的興趣，也能幫助學生在實際生活中應用這些課堂上學習到的知識；此外透過反覆 drills 的練習，可讓七年級學生確實掌握這單元的文法和句型。</p> <p>4. 將答案告訴學生，並要求全班將正確的答案再複誦一遍。</p> | 17 分鐘 | PPT 電腦 麥克風 | 2-2-1 2-2-2 2-2-3 2-2-5 3-2-7 |

| 綜合活動：超級任務 (The Super Mission) | | | | |
|-------------------------------|--|----------|-----------------------|--|
| | <ol style="list-style-type: none"> 將本單元所學過的各食物和衣服的图片分別貼至黑板上。 向學生講解遊戲規則，全班學生分為六組，每組選擇一個教師提供的情境（聖誕舞會、露營和野餐），討論此情境需要用到的食物和衣服，搭配正確的單位量詞，最後每組派一人上台做小組報告（見 DVD 附件十五）。 —此為本單元所設計的最後一個活動，除了複習本單元所學過的全部內容外，相較於前幾堂課所做的活動，此活動的難度較高，需要以分組的方式作小組討論和小组報告，同時也是在測試學生的實際應用能力，讓教師能掌握學生本單元的學習狀況和進度。 依各小组實際的報告狀況，視情況來給不同組別分數。 | 15 分鐘 | 黑板 麥克風 圖卡 | 1-2-4 2-2-3 2-2-4 2-2-6 5-2-3 |
| | 評量活動 | | | |
| | <ol style="list-style-type: none"> 在學生在做超級任務活動的時候，由任課教師及助理教師以教師評量（見文本附件二）的方式（見 DVD 附件十六）來評比每組同學的整體表現。 —此活動式評量之設計主要是提供多元學習情境，讓學生將所學的東西重覆練習、組織，進而創造，同時也期望看到學生學習、內化情形，這代表一個學習的結果，也用來當做一個新教學的開始。 發下自我評量單（見文本附件三），請學生依照自己在本單元四堂課的表現做出分項的評分，依不同的向度可以做 1-4 分的評分。此評量之內容與設計，希望學生在本單元的學習結束時，對自己的學習情形做一個內省的動作，不論在認知、情意或技能方面都可以負起自我評量責任，進而改善自己的學習方法與態度。 請學生複習本單元所學習的所有內容。 | 10 分鐘 | 麥克風 教師評量單 自我評量單 | 1-2-3 1-2-4 2-2-1 2-2-3 2-2-6 6-2-6 |

Let's practice !!



- She is wearing a **T-shirt** and **a pair of jeans**.



- She wants **an order of** hamburger.



- He is wearing a **shirt** and a **jacket**.
- He wants to eat **a bowl of** ice cream.



- They are wearing **uniforms**.
- They want to eat **a plate of** spaghetti.



- She is wearing a **blouse** and a **skirt**.
- She wants to eat **a box of** chocolate.



- She is wearing **pajamas** and a **coat**.
- She wants to drink **a glass of** water.







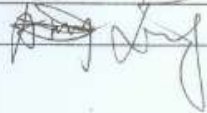
- He is wearing a **T-shirt**, a **jacket**, a **pair of shorts** and **a pair of flip flops**.
- He wants to eat **a piece of** cake.



- He is wearing a **shirt**, a **pair of jeans** and **a pair of sneakers**.
- He wants to drink **a can of** coke.

文本附件二：教師評量成果

Topic: Quantifier
 Activity: Super Mission
 Class: 114 Group: / Members: #2, #11, #30, #6, #26.
 Date: 11/01/2010

| item |  |  |  |  | Total Points |
|--|---|---|---|--|--------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can apply "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can understand what they hear. | | | | ✓ | $4 \times 3 = 12$ points |
| Students can answer what they hear correctly. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can read correctly what they see. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $4 \times 2 = 8$ points |
| Members can help one another in class. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can work with members willingly | | | | ✓ | $4 \times 2 = 8$ points |
| Assessor:  | | | | | 100 |
| Total score | | | | | |
| <div style="display: flex; justify-content: space-between; padding: 0;"> 90-100 A 80-89 B 70-79 C 60-69 D below 60 E </div> | | | | | |

Teacher led Assessment

Topic: Quantifier





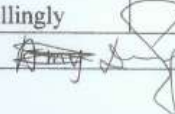
Activity: Super Mission

Class: 114

Group: 4

Members: #22, #31, #18, #22, #15, #24

Date: 11/01/2010

| item |  |  |  |  | Total Points |
|---|---|---|---|--|--------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | | ✓ | $4 \times 4 = 16$ points |
| Students can apply "Quantifier" correctly. | | | ✓ | | $3 \times 4 = 12$ points |
| Students can understand what they hear. | | | | ✓ | $4 \times 3 = 12$ points |
| Students can answer what they hear correctly. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can read correctly what they see. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | | ✓ | $4 \times 2 = 8$ points |
| Members can help one another in class. | | | | ✓ | $4 \times 2 = 8$ points |
| Students can work with members willingly | | | | ✓ | $4 \times 2 = 8$ points |
| Assessor:  | | | | | 16 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |

Teacher led Assessment

Topic: Quantifier





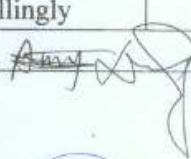
Activity: Super Mission

Class: 114

Group: 2

Members: #17, #18, #8, #23, #19.

Date: 11/01/2010

| item |  |  |  |  | Total Points |
|---|---|---|---|--|--------------------------------|
| Students can understand "Quantifier" well. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| Students can use "Quantifier" correctly. | | | | ✓ | $\frac{4}{16} * 4 = 16$ points |
| Students can apply "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{9} * 3 = 9$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can read correctly what they see. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Members can help one another in class. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can work with members willingly | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Assessor:  | | | | | 83 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |

Teacher led Assessment

Topic: Quantifier






Activity: Super Mission

Class: 114

Group: 3

Members: #20, #1, #4, #25, #7

Date: 11/01/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|--------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can use "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can apply "Quantifier" correctly. | | ✓ | | | $\frac{2}{8} * 4 = 8$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{9} * 3 = 9$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can read correctly what they see. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can make correct sentences according to the patterns in the lesson. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Members can help one another in class. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can work with members willingly | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Assessor:  | | | | | 77 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Teacher led Assessment

Topic: Quantifier





Activity: Super Mission

Class: 114

Group: 6

Members: # 10, # 28, # 14, # 3, # 12

Date: 11/01/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|-------------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{12} \times 4 =$ points |
| Students can use "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} \times 4 =$ points |
| Students can apply "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} \times 4 =$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{9} \times 3 =$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} \times 2 =$ points |
| Students can read correctly what they see. | | | ✓ | | $\frac{3}{6} \times 2 =$ points |
| Students can make correct sentences according to the patterns in the lesson. | | ✓ | | | $\frac{2}{4} \times 2 =$ points |
| Members can help one another in class. | | ✓ | | | $\frac{2}{4} \times 2 =$ points |
| Students can work with members willingly | | ✓ | | | $\frac{2}{4} \times 2 =$ points |
| Assessor: <i>Romy Daisy</i> | | | | | 69 |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C <u>60-69 D</u> below 60 E | | | | | |

Teacher led Assessment

Topic: Quantifier





Activity: Super Mission

Class: 114

Group: 3

Members: 20.1.4.25.7

Date: 11/01/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|--------------------------------|
| Students can understand "Quantifier" well. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can use "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can apply "Quantifier" correctly. | | | ✓ | | $\frac{3}{12} * 4 = 12$ points |
| Students can understand what they hear. | | | ✓ | | $\frac{3}{9} * 3 = 9$ points |
| Students can answer what they hear correctly. | | | ✓ | | $\frac{3}{6} * 2 = 6$ points |
| Students can read correctly what they see. | | | ✓ | | $\frac{2}{6} * 2 = 6$ points |
| Students can make correct sentences according to the patterns in the lesson. | | ✓ | | | $\frac{2}{4} * 2 = 4$ points |
| Members can help one another in class. | | ✓ | | | $\frac{2}{4} * 2 = 4$ points |
| Students can work with members willingly | ✓ | | | | $\frac{1}{2} * 2 = 2$ points |
| Assessor: <i>fang</i> | | | | | 67 |
| Total score | | | | | |
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E | |

文本附件三：自我評量成果

Self-assessment





Topic: Quantifier

Class: 114

No.: 1

Name: 許庭豪

Date: 11/01/2010

| Item |  |  |  |  | Total Points |
|--|---|---|--|---|------------------|
| 1. I can repeat after the CD. | ✓ | | | | 4 * 2 = 8 points |
| 2. I can play a role with a partner. | ✓ | | | | 4 * 2 = 8 points |
| 3. I can respond to the key question. | ✓ | | | | 4 * 2 = 8 points |
| 4. I believe I can order the meal myself. | ✓ | | | | 4 * 1 = 4 points |
| 5. I tried my best. (ex: homework, discussion...etc.) | ✓ | | | | 4 * 2 = 8 points |
| 6. The person I talked to understood me. | ✓ | | | | 4 * 1 = 4 points |
| 7. I love to learn English. | ✓ | | | | 4 * 2 = 8 points |
| 8. I can understand words in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 9. I can understand grammar in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 10. I can understand sentence patterns in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 11. I listen to the teacher.(or classmates) | ✓ | | | | 4 * 2 = 8 points |
| 12. I speak English in class. | ✓ | | | | 4 * 2 = 8 points |
| 13. I finish my task on time. | ✓ | | | | 4 * 2 = 8 points |
| 14. I can cooperate with my classmates. | ✓ | | | | 4 * 2 = 8 points |
| 15. I enjoy this class. | ✓ | | | | 4 * 2 = 8 points |

Assessor: 許庭豪

100

Total score

90-100 A

80-89 B

70-79 C

60-69 D

below 60 E

Self-assessment

Topic: Quantifier

Class: 114

Date: 11/01/2010

No.: 5

Name: Ray B. B.

| Item | | | | | Total Points |
|--|---|--|--|--|------------------|
| 1. I can repeat after the CD. | ✓ | | | | 4 * 2 = 8 points |
| 2. I can play a role with a partner. | ✓ | | | | 4 * 2 = 8 points |
| 3. I can respond to the key question. | ✓ | | | | 4 * 2 = 8 points |
| 4. I believe I can order the meal myself. | ✓ | | | | 4 * 1 = 4 points |
| 5. I tried my best. (ex: homework, discussion...etc.) | ✓ | | | | 4 * 2 = 8 points |
| 6. The person I talked to understood me. | ✓ | | | | 4 * 1 = 4 points |
| 7. I love to learn English. | ✓ | | | | 4 * 2 = 8 points |
| 8. I can understand words in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 9. I can understand grammar in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 10. I can understand sentence patterns in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 11. I listen to the teacher.(or classmates) | ✓ | | | | 4 * 2 = 8 points |
| 12. I speak English in class. | ✓ | | | | 4 * 2 = 8 points |
| 13. I finish my task on time. | ✓ | | | | 4 * 2 = 8 points |
| 14. I can cooperate with my classmates. | ✓ | | | | 4 * 2 = 8 points |
| 15. I enjoy this class. | ✓ | | | | 4 * 2 = 8 points |

Assessor: Ray B. B.

Total score

90-100 A 80-89 B 70-79 C 60-69 D below 60 E

SELF-ASSESSMENT





Topic: Quantifier

Class: 114

No.: 25

Name: 許瑋庭

Date: 11/01/2010

| Item |  |  |  |  | Total Points |
|--|---|---|---|--|------------------|
| 1. I can repeat after the CD. | | ✓ | | | 3 * 2 = 6 points |
| 2. I can play a role with a partner. | ✓ | | | | 4 * 2 = 8 points |
| 3. I can respond to the key question. | | ✓ | | | 3 * 2 = 6 points |
| 4. I believe I can order the meal myself. | ✓ | | | | 4 * 1 = 4 points |
| 5. I tried my best. (ex: homework, discussion...etc.) | | ✓ | | | 3 * 2 = 6 points |
| 6. The person I talked to understood me. | | ✓ | | | 3 * 1 = 3 points |
| 7. I love to learn English. | | ✓ | | | 3 * 2 = 6 points |
| 8. I can understand words in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 9. I can understand grammar in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 10. I can understand sentence patterns in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 11. I listen to the teacher. (or classmates) | ✓ | | | | 4 * 2 = 8 points |
| 12. I speak English in class. | | ✓ | | | 3 * 2 = 6 points |
| 13. I finish my task on time. | | ✓ | | | 3 * 2 = 6 points |
| 14. I can cooperate with my classmates. | ✓ | | | | 4 * 2 = 8 points |
| 15. I enjoy this class. | ✓ | | | | 4 * 2 = 8 points |

Assessor: 許瑋庭

Total score

90-100 A 80-89 B 70-79 C 60-69 D below 60 E

SELF-ASSESSMENT





Topic: Quantifier

Class: 114

No.: 9

Name: 张恒维

Date: 11/01/2010

| Item |  |  |  |  | Total Points |
|--|---|---|--|---|------------------|
| 1. I can repeat after the CD. | | ✓ | | | 3 * 2 = 6 points |
| 2. I can play a role with a partner. | | ✓ | | | 3 * 2 = 6 points |
| 3. I can respond to the key question. | | ✓ | | | 3 * 2 = 6 points |
| 4. I believe I can order the meal myself. | | ✓ | | | 3 * 1 = 3 points |
| 5. I tried my best. (ex: homework, discussion...etc.) | | ✓ | | | 3 * 2 = 6 points |
| 6. The person I talked to understood me. | | | ✓ | | 2 * 1 = 2 points |
| 7. I love to learn English. | | ✓ | | | 3 * 2 = 6 points |
| 8. I can understand words in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 9. I can understand grammar in the dialogue. | ✓ | | | | 4 * 1 = 4 points |
| 10. I can understand sentence patterns in the dialogue. | | ✓ | | | 3 * 1 = 3 points |
| 11. I listen to the teacher. (or classmates) | | ✓ | | | 3 * 2 = 6 points |
| 12. I speak English in class. | | ✓ | | | 3 * 2 = 6 points |
| 13. I finish my task on time. | | ✓ | | | 3 * 2 = 6 points |
| 14. I can cooperate with my classmates. | ✓ | | | | 4 * 2 = 8 points |
| 15. I enjoy this class. | | ✓ | | | 3 * 2 = 6 points |

Assessor:

Total score

A

90-100 A

80-89 B

70-79 C

60-69 D

below 60 E

Self-assessment

Topic: Quantifier

Class: 114

No.: 4

Name: 沈詩哲

Date: 11/01/2010

| Item | | | | | Total Points |
|--|---|---|---|---|------------------|
| 1. I can repeat after the CD. | ✓ | | | | 4 * 2 = 8 points |
| 2. I can play a role with a partner. | | | ✓ | | 2 * 2 = 4 points |
| 3. I can respond to the key question. | | | | ✓ | 1 * 2 = 2 points |
| 4. I believe I can order the meal myself. | | | | ✓ | 1 * 1 = 1 points |
| 5. I tried my best. (ex: homework, discussion...etc.) | | | ✓ | | 2 * 2 = 4 points |
| 6. The person I talked to understood me. | | | ✓ | | 2 * 1 = 2 points |
| 7. I love to learn English. | | | ✓ | | 2 * 2 = 4 points |
| 8. I can understand words in the dialogue. | | | ✓ | | 2 * 1 = 2 points |
| 9. I can understand grammar in the dialogue. | | | ✓ | | 2 * 1 = 2 points |
| 10. I can understand sentence patterns in the dialogue. | | ✓ | | | 3 * 1 = 3 points |
| 11. I listen to the teacher. (or classmates) | | | ✓ | | 2 * 2 = 4 points |
| 12. I speak English in class. | ✓ | | | | 4 * 2 = 8 points |
| 13. I finish my task on time. | ✓ | | | | 4 * 2 = 8 points |
| 14. I can cooperate with my classmates. | | ✓ | | | 3 * 2 = 6 points |
| 15. I enjoy this class. | | ✓ | | | 3 * 2 = 6 points |

Assessor: 沈詩哲

Total score

90-100 A 80-89 B 70-79 C 60-69 D below 60 E

64

Self-assessment





Topic: Quantifier

Class: 114

No.: 13

Name: 胡弘承

Date: 11/01/2010

| Item |  |  |  |  | Total Points |
|--|---|---|--|---|--------------------|
| 1. I can repeat after the CD. | | ✓ | | | $3 * 2 = 6$ points |
| 2. I can play a role with a partner. | | ✓ | | | $3 * 2 = 6$ points |
| 3. I can respond to the key question. | | | ✓ | | $2 * 2 = 2$ points |
| 4. I believe I can order the meal myself. | | | ✓ | | $2 * 1 = 2$ points |
| 5. I tried my best. (ex: homework, discussion...etc.) | | | ✓ | | $2 * 2 = 4$ points |
| 6. The person I talked to understood me. | | ✓ | | | $3 * 1 = 3$ points |
| 7. I love to learn English. | | | ✓ | | $2 * 2 = 4$ points |
| 8. I can understand words in the dialogue. | | | ✓ | | $2 * 1 = 2$ points |
| 9. I can understand grammar in the dialogue. | | | ✓ | | $2 * 1 = 2$ points |
| 10. I can understand sentence patterns in the dialogue. | | | ✓ | | $2 * 1 = 2$ points |
| 11. I listen to the teacher. (or classmates) | | | ✓ | | $2 * 2 = 4$ points |
| 12. I speak English in class. | | | ✓ | | $2 * 2 = 4$ points |
| 13. I finish my task on time. | | | ✓ | | $2 * 2 = 4$ points |
| 14. I can cooperate with my classmates. | | | ✓ | | $2 * 2 = 4$ points |
| 15. I enjoy this class. | | | ✓ | | $2 * 2 = 4$ points |

Assessor: 胡弘承

53

Total score

90-100 A

80-89 B

70-79 C

60-69 D

below 60 E

陸、實施成效：

表格 6.1

國中英語聽說評量成就測驗統計量

| | peer1 | peer2 | teacher1_1 | teacher1_2 | teacher2_1 | teacher2_2 | self |
|---------|----------|----------|------------|------------|------------|------------|----------|
| 個數 有效的 | 31 | 31 | 31 | 31 | 31 | 31 | 31 |
| 遺漏值 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 平均數 | 87.9032 | 90.5484 | 82.9677 | 93.9677 | 78.5484 | 84.6129 | 84.6129 |
| 平均數的標準誤 | 3.15457 | 2.51868 | 2.48110 | 1.29555 | 2.33756 | 2.71463 | 3.27706 |
| 眾數 | 100.00 | 100.00 | 96.00 | 96.00 (a) | 67.00 | 67.00 | 100.00 |
| 標準差 | 17.56389 | 14.02341 | 13.81420 | 7.21334 | 13.01496 | 15.11440 | 18.24587 |
| 變異數 | 308.490 | 196.656 | 190.832 | 52.032 | 169.389 | 228.445 | 332.912 |
| 偏態 | -1.734 | -2.279 | -.126 | -1.934 | .707 | -.334 | -1.107 |
| 偏態的標準誤 | .421 | .421 | .421 | .421 | .421 | .421 | .421 |
| 峰度 | 2.511 | 6.652 | -2.048 | 3.936 | -1.225 | -2.003 | -.057 |
| 峰度的標準誤 | .821 | .821 | .821 | .821 | .821 | .821 | .821 |
| 範圍 | 63.00 | 64.00 | 33.00 | 31.00 | 33.00 | 33.00 | 57.00 |
| 最小值 | 37.00 | 36.00 | 67.00 | 69.00 | 67.00 | 67.00 | 43.00 |
| 最大值 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 |
| 總和 | 2725.00 | 2807.00 | 2572.00 | 2913.00 | 2435.00 | 2623.00 | 2623.00 |

a 存在多個眾數，顯示的為最小值。

根據 SPSS 之分析，可得知各評量（同儕評量、教師評量（分別由 2 位老師來評）及自我評量）彼此間之關係。由平均數得知，兩次同儕評量分數皆偏高，但與自我評量平均分數相較之下，則有明顯落差；同時，第一次教師評量中，兩位老師之個別評量分數，其分數有顯著差距，推測其原因，可能是無先制定共同標準所導致，因此，在進行第二次教師評量前，兩位評分老師，便針對評分標準先做討論，故在平均分數方面，兩位老師評分標準較為一致。若是由偏態來看，各評量中之分數，多半為負偏態，且集中於高分群，由此推測，其課程之設計乃是配合學生之學習進度與生活經驗，因此在學習上並無太大困難，且多數學生對於學習成果皆掌握得宜。最後，每個評量之最大值皆為滿分（100 分），由此得知，每個人在好表現的認定上，並無太大差異，但在各評量最小值的部分，則出現很大的落差，無論是同儕或自我評量，學生最低分數皆會落到三十分到四十分間，反觀教師評量最低亦達到六十幾分，推論其原因，可能是老師欲鼓勵學生開口練習聽說能力，因此在評分上較具鼓勵性質，只要學生願意開口，老師都會給予基本的分數。

表格 6.2

同儕評量 1.2 統計結果

peer1

| | 次數 | 百分比 | 有效百分比 | 累積百分比 |
|-----------|----|-------|-------|-------|
| 有效的 37.00 | 1 | 3.1 | 3.2 | 3.2 |
| 44.00 | 1 | 3.1 | 3.2 | 6.5 |
| 47.00 | 1 | 3.1 | 3.2 | 9.7 |
| 75.00 | 2 | 6.3 | 6.5 | 16.1 |
| 79.00 | 2 | 6.3 | 6.5 | 22.6 |
| 81.00 | 3 | 9.4 | 9.7 | 32.3 |
| 82.00 | 1 | 3.1 | 3.2 | 35.5 |
| 87.00 | 1 | 3.1 | 3.2 | 38.7 |
| 89.00 | 1 | 3.1 | 3.2 | 41.9 |
| 96.00 | 3 | 9.4 | 9.7 | 51.6 |
| 100.00 | 15 | 46.9 | 48.4 | 100.0 |
| 總和 | 31 | 96.9 | 100.0 | |
| 總和 | 32 | 100.0 | | |

peer2

| | 次數 | 百分比 | 有效百分比 | 累積百分比 |
|-----------|----|-------|-------|-------|
| 有效的 36.00 | 1 | 3.1 | 3.2 | 3.2 |
| 69.00 | 1 | 3.1 | 3.2 | 6.5 |
| 70.00 | 1 | 3.1 | 3.2 | 9.7 |
| 75.00 | 1 | 3.1 | 3.2 | 12.9 |
| 78.00 | 1 | 3.1 | 3.2 | 16.1 |
| 79.00 | 1 | 3.1 | 3.2 | 19.4 |
| 82.00 | 1 | 3.1 | 3.2 | 22.6 |
| 85.00 | 1 | 3.1 | 3.2 | 25.8 |
| 86.00 | 1 | 3.1 | 3.2 | 29.0 |
| 90.00 | 1 | 3.1 | 3.2 | 32.3 |
| 91.00 | 1 | 3.1 | 3.2 | 35.5 |
| 92.00 | 2 | 6.3 | 6.5 | 41.9 |
| 94.00 | 3 | 9.4 | 9.7 | 51.6 |
| 100.00 | 15 | 46.9 | 48.4 | 100.0 |
| 總和 | 31 | 96.9 | 100.0 | |
| 總和 | 32 | 100.0 | | |

由表格 6.2 得知，同儕評量 2 分數較同儕評量 1 為高，其結果可能為同儕評量 2 之活動，已是第二次讓學生，做食物單位相關量詞的練習，而學生有了之前的練習經驗，在掌握及精熟程度上，便較同儕評量 1 高，因此幾乎全班的成績皆有及格以上之水準。

表格 6.3

自我評量統計結果

self

| | 次數 | 百分比 | 有效百分比 | 累積百分比 |
|-----------|----|------|-------|-------|
| 有效的 43.00 | 1 | 3.1 | 3.2 | 3.2 |
| 45.00 | 1 | 3.1 | 3.2 | 6.5 |
| 53.00 | 2 | 6.3 | 6.5 | 12.9 |
| 58.00 | 1 | 3.1 | 3.2 | 16.1 |
| 64.00 | 1 | 3.1 | 3.2 | 19.4 |
| 66.00 | 1 | 3.1 | 3.2 | 22.6 |
| 77.00 | 1 | 3.1 | 3.2 | 25.8 |
| 78.00 | 1 | 3.1 | 3.2 | 29.0 |
| 81.00 | 1 | 3.1 | 3.2 | 32.3 |
| 82.00 | 1 | 3.1 | 3.2 | 35.5 |
| 86.00 | 1 | 3.1 | 3.2 | 38.7 |
| 87.00 | 1 | 3.1 | 3.2 | 41.9 |
| 89.00 | 1 | 3.1 | 3.2 | 45.2 |
| 90.00 | 1 | 3.1 | 3.2 | 48.4 |
| 94.00 | 2 | 6.3 | 6.5 | 54.8 |
| 95.00 | 1 | 3.1 | 3.2 | 58.1 |
| 96.00 | 1 | 3.1 | 3.2 | 61.3 |
| 97.00 | 2 | 6.3 | 6.5 | 67.7 |
| 98.00 | 1 | 3.1 | 3.2 | 71.0 |
| 100.00 | 9 | 28.1 | 29.0 | 100.0 |
| 總和 | 31 | 96.9 | 100.0 | |

由表格6.3得知，除有五位學生其自我評量之分數低於60分外，其餘學生之表現皆達到基本門檻，且學生頗肯定其自我表現，推測其原因，可能是本課程之設計配合學生程度，且課程中又融入許多練習與互動，使學生能反覆練習直到精熟的地步，此外，活動式評量具有創意，且不同於以往的紙筆評量，使得學生具有高度的接受程度與參與程度。

表格 6.4

教師評量 1.2 分析結果

| | 個數 | 最小值 | 最大值 | 平均數 | 標準差 |
|--------------|----|-------|--------|---------|----------|
| teacher1_1 | 31 | 67.00 | 100.00 | 82.9677 | 13.81420 |
| teacher1_2 | 31 | 69.00 | 100.00 | 93.9677 | 7.21334 |
| 有效的 N (完全排除) | 31 | | | | |

| | 個數 | 最小值 | 最大值 | 平均數 | 標準差 |
|--------------|----|-------|--------|---------|----------|
| teacher2_1 | 31 | 67.00 | 100.00 | 78.5484 | 13.01496 |
| teacher2_2 | 31 | 67.00 | 100.00 | 84.6129 | 15.11440 |
| 有效的 N (完全排除) | 31 | | | | |

表格 6.4 為兩次教師評量之統計結果，經統計分析後得知，於第一次教師評量中，兩位老師之評量分數有些許落差，導致標準差相異的情況，其原因為兩位教師並無事先訂定一致的評量標準，故在第一次教師評量實施後，兩位評分教師便在經討論後擬定評分之標準，在第二次教師評量中，無論是平均數或標準差皆較為一致。

第一節課上課實況



第二節課上課實況



第三節課上課實況



第四節課上課實況



評量單實作

Peer Assessment

Topic: Quantifier
Activity: Pass the answer
Class: 114 No. 11 Name: 曾世鈞 Date: 10/25/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|---|---|---|---|---|---------------|
| My partner can open his/her mouth to speak. | | ☑ | 😊 | 👍 | 4*4=16 points |
| My partner can speak fluently. | | | 😊 | 👍 | 4*4=16 points |
| My partner can speak clearly each syllable. | | | 😊 | 👍 | 4*4=16 points |
| My partner can speak loudly enough. | | | 😊 | 👍 | 4*4=16 points |
| My partner can pronounce correctly. | | | 😊 | 👍 | 4*4=16 points |
| My partner can act willingly. | | | 😊 | 👍 | 4*4=16 points |
| My partner can play a role without. | | | 😊 | 👍 | 4*4=16 points |
| Assessor: 曾世鈞 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Peer Assessment

Topic: Quantifier
Activity: Matching
Class: 114 No. 11 Name: 曾世鈞 Date: 10/27/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|---|---|---|---|---|---------------|
| My partner can open his/her mouth to speak. | | ☑ | 😊 | 👍 | 4*4=16 points |
| My partner can speak fluently. | | | 😊 | 👍 | 4*4=16 points |
| My partner can speak clearly each syllable. | | | 😊 | 👍 | 4*4=16 points |
| My partner can use "Quantifier" correctly. | | | 😊 | 👍 | 4*4=16 points |
| My partner can pronounce correctly. | | | 😊 | 👍 | 4*4=16 points |
| My partner can act willingly. | | | 😊 | 👍 | 4*4=16 points |
| My partner can play a role with me. | | | 😊 | 👍 | 4*4=16 points |
| Assessor: 曾世鈞 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Teacher led Assessment

Topic: Quantifier
Activity: The Top One
Class: 114 Group: 5 Members: 13, 5, 21, 16, 24 Date: 10/29/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|--|---|---|---|---|---------------|
| Students can understand "Quantifier" well. | | ☑ | 😊 | 👍 | 4*4=16 points |
| Students can use "Quantifier" correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can apply "Quantifier" correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can understand what they hear. | | | 😊 | 👍 | 4*4=16 points |
| Students can answer what they hear correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can read correctly what they see. | | | 😊 | 👍 | 4*4=16 points |
| Students can make correct sentences according to the patterns in the lesson. | | | 😊 | 👍 | 4*4=16 points |
| Students pay full attention in class. | | | 😊 | 👍 | 4*4=16 points |
| Students respond willingly. | | | 😊 | 👍 | 4*4=16 points |
| Assessor: 楊 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Teacher led Assessment

Topic: Quantifier
Activity: Super Mission
Class: 114 Group: 1 Members: 13, 5, 21, 16, 24 Date: 11/11/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|--|---|---|---|---|---------------|
| Students can understand "Quantifier" well. | | ☑ | 😊 | 👍 | 4*4=16 points |
| Students can use "Quantifier" correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can apply "Quantifier" correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can understand what they hear. | | | 😊 | 👍 | 4*4=16 points |
| Students can answer what they hear correctly. | | | 😊 | 👍 | 4*4=16 points |
| Students can read correctly what they see. | | | 😊 | 👍 | 4*4=16 points |
| Students can make correct sentences according to the patterns in the lesson. | | | 😊 | 👍 | 4*4=16 points |
| Students can help one another in class. | | | 😊 | 👍 | 4*4=16 points |
| Students can work with members willingly. | | | 😊 | 👍 | 4*4=16 points |
| Assessor: 楊 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Self-assessment

Topic: Quantifier
Class: 114 Date: 11/11/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|--|---|---|---|---|---------------|
| 1. I can respond after the (C). | | ☑ | 😊 | 👍 | 4*4=16 points |
| 2. I can play a role with a partner. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 3. I can respond in the key question. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 4. I believe I can enter the main story. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 5. I read my book (textbook, dictionary, etc.). | | ☑ | 😊 | 👍 | 4*4=16 points |
| 6. The present I talked in understood me. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 7. I love to learn English. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 8. I can understand words in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 9. I can understand grammar in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 10. I can understand sentence patterns in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 11. I love to the teacher I or classmates. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 12. I speak English in class. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 13. I think my talk can help. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 14. I can cooperate with my classmates. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 15. I enjoy this class. | | ☑ | 😊 | 👍 | 4*4=16 points |
| Assessor: 曾世鈞 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

Self-assessment

Topic: Quantifier
Class: 114 No. 11 Name: 曾世鈞 Date: 11/11/2010

| Item | ☹ | ☑ | 😊 | 👍 | Total Points |
|--|---|---|---|---|---------------|
| 1. I can respond after the (C). | | ☑ | 😊 | 👍 | 4*4=16 points |
| 2. I can play a role with a partner. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 3. I can respond in the key question. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 4. I believe I can enter the main story. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 5. I read my book (textbook, dictionary, etc.). | | ☑ | 😊 | 👍 | 4*4=16 points |
| 6. The present I talked in understood me. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 7. I love to learn English. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 8. I can understand words in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 9. I can understand grammar in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 10. I can understand sentence patterns in the dialogues. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 11. I love to the teacher I or classmates. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 12. I speak English in class. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 13. I think my talk can help. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 14. I can cooperate with my classmates. | | ☑ | 😊 | 👍 | 4*4=16 points |
| 15. I enjoy this class. | | ☑ | 😊 | 👍 | 4*4=16 points |
| Assessor: 曾世鈞 | | | | | |
| Total score | | | | | |
| 90-100 A 80-89 B 70-79 C 60-69 D below 60 E | | | | | |

柒、實施省思

➤ 省思：藉由此教學及評量，學習者可以：

- 激發潛在的學習動機。
- 更重視聽說能力之養成。
- 在活動進行中，獲得立即性之回饋。
- 在活動進行中，任何句子可以讓全班再複誦一次，讓學習者增加印象。
- 經由活動式評量之設計，學習者體驗非傳統紙筆測驗的評量，更使得學習者樂於學習。
- 學習者擔任評量者之工作，嘗試擔任老師之角色，培養其含有意願、思考能力、判斷能力、發展能力等之綜合性基本能力。
- 培養與人互助合作之團隊精神。
- 了解在學習過程中，自己可以是被指導者，也可以是指導者，增加學生之參與學習熱忱。
- 對於讀寫成就低落學生，可以藉由聽說能力，一展長才，落實尊重學生個別差異。

※ 改進與建議

- 作業批改後，宜利用下一堂課立即給予回饋，值得鼓勵部分可以在班上提出，做為學習楷模，需要改進之處，教師可以統一分享，給予立即之指正。
- 各種評量分析後應向全班說明，讓學習者有改進之依歸。
- 教師的評量，若由兩位以上老師執行，必須先有評量標準的共識，才不致形成評量結果誤差。
- 同儕評量、自我評量在施行前，也最好向學生說明標準，免得學生無所適從。
- 在進行全能高手和超級任務兩項分組活動的時候，可以再增加讓個別同學評整組同學表現的評量設計（如下圖示例），讓整個評量更完整，教師也能從不同層面來了解學生的學習情況。

Assessor:

| Name Item | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 |
|--------------|-----------|-----------|-----------|-----------|-----------|
| Item 1 | | | | | |
| Item 2 | | | | | |
| Item 3 | | | | | |
| Total score | | | | | |

Lesson Plan

[illegible]

| | | | |
|--|--|--|----------------------|
| <p>5. Show students some pictures of food and ask them to use the quantifiers to say the food correctly.</p> <p>6. Ask students to do peer practice with the above quantifiers and grammar exercises.</p> <p>7. Show the answers of exercises and ask students to correct their answers.</p> <p>8. Read the correct answers and ask students to repeat.</p> <p>Activity-Pass the Answer</p> <ol style="list-style-type: none"> 1. Explain the rules. 2. Ask students to form in 6 groups. For each round, a person from each group come to the front. 3. Show students a picture of food and ask them: What's this? 4. Each student goes back to his/her group, roll up their textbook into a cylinder and pass the answer to the next student. 5. The last person of this group come up to the front and tell the teacher the answer. 6. Shows students the picture and ask students to say the correct answer. 7. Read the correct answer and ask students to repeat. <p>III. Assessment</p> <ol style="list-style-type: none"> 1. Give students the assessment sheet and ask them to evaluate their partner's performance. 2. Ask students to finish their homework. | <p>Listen, answer, do the activity and repeat</p> <p>Listen and fill in the assessment sheet</p> | <p>speakers, blackboard, pictures and textbooks</p> <p>speakers and handouts</p> | <p>15'</p> <p>7'</p> |
|--|--|--|----------------------|

Lesson Plan

| Period | 2 nd period of this lesson | | | | |
|---|---|-------------------------------------|-------------------------------|---------------------------------------|------------|
| Topic | Quantifier | Class | 7 th Grade (114) | Students | 32 |
| Teaching Material | 配合翰林版 Book 2 Unit4 之補充教材 | Teacher | 鄭郁 | Time | 45 minutes |
| Teaching Aids | Computers, speakers, PPT, blackboard, chalks, and handouts | | | | |
| Teaching Objectives | <p>I. Cognitive Objectives:</p> <ol style="list-style-type: none"> To learn the new vocabulary. To learn different quantifiers of food in this lesson. To use quantifiers in real life situation. <p>II. Psychomotor Objectives:</p> <ol style="list-style-type: none"> To pronounce the words correctly and speak fluently. To make correct sentences with appropriate quantifiers. <p>III. Affective Objectives:</p> <ol style="list-style-type: none"> To participate in class activities and discussion actively. To enjoy listening and speaking English in class. | | | | |
| Teacher's Activities | | Students' Activities | | Teaching Aids | Time |
| I. Warm-up 1. Greet the students. 2. Play the PPT and sound. 3. Introduce the teaching goals and procedures to students. | | Listen and answer | | PPT, computers, speakers | 3' |
| II. Presentation, Practice, and Activity <div style="border: 1px solid black; padding: 2px; display: inline-block;">Grammar</div> 1. Review the quantifiers students learned in previous class. 2. Show students some food pictures of different quantifiers and ask them to say the name of the word. 3. Play PPT and the sound file of different quantifiers and ask students to repeat. 4. Show students some pictures of food and ask them to use the quantifiers to say the food correctly. | | Listen, repeat, practice and answer | | PPT, computers, speakers and handouts | 20' |

Lesson Plan

| Period | 3 rd period of this lesson | | | | |
|--|---|--|-------------------------------|------------------------------|------------|
| Topic | Quantifier | Class | 7 th Grade (114) | Students | 32 |
| Teaching Material | 配合翰林版 Book 2 Unit4 之補充教材 | Teacher | 鄭郇、吳旻黛 | Time | 45 minutes |
| Teaching Aids | Computers, speakers, PPT, blackboard, chalks, and handouts | | | | |
| Teaching Objectives | I. Cognitive Objectives: 1. To learn the new vocabulary. 2. To learn the new dialogue. II. Psychomotor Objectives: 1. To pronounce the words correctly and speak fluently. 2. To make correct sentences with new vocabulary. III. Affective Objectives: 1. To participate in class activities and discussion actively. 2. To enjoy listening and speaking English in class. 3. To answer the questions willingly. | | | | |
| Teacher's Activities | | Students' Activities | | Teaching Aids | Time |
| I. Warm-up 1. Greet the students. 2. Play the PPT and sound. 3. Introduce the teaching goals and procedures to students. II. Presentation, Practice, and Activity <div style="border: 1px solid black; padding: 2px; display: inline-block;">Dialogue</div> 1. Show the picture of dialogue. 2. Play the dialogue sound file and ask students to listen carefully. 3. Ask students some questions about the dialogue. 4. Play the sound file again with the content of the dialogue. 5. Explain the content. 6. Ask students to do reading comprehension. 7. Correct the answers. | | Listen and answer | | PPT, computers, speakers | 3' |
| | | Listen, answer, take notes, and practice | | PPT, computers, and speakers | 10' |

| | | | |
|---|---|--|--|
| <p>Vocabulary</p> <ol style="list-style-type: none"> 1. Play the vocabulary sound file with PPT and ask students to listen and repeat. <p>Exercise</p> <ol style="list-style-type: none"> 1. Show the pictures of exercise. 2. Ask students to do oral practice based on the pictures. 3. Show the answers of exercises and ask students to correct their answers and repeat after the teacher. <p>Activity-The Top One</p> <ol style="list-style-type: none"> 1. Put six cards on the board. 2. Explain the rules. If students pick the card with a Q, they need to answer a question. If they pick a card with a C, they need to correct a wrong sentence, if they pick a card with a M, they need to make a sentence based on the flashcard. 3. Do the activity for several round and review the food quantifiers and new vocabulary that students learned. 4. Students with correct answers can win some points for their group. <p>III. Assessment</p> <ol style="list-style-type: none"> 1. While students are doing the activity, teachers assess students' group performance. 2. Ask students to review what they have learned today. | <p>Listen and repeat.</p> <p>Listen, answer, do the activity and repeat</p> <p>Listen, answer and do the activity</p> <p>Fill in the assessment sheet</p> | <p>PPT, computers, speakers</p> <p>PPT, computers, speakers</p> <p>speakers, blackboard, cards and flashcards</p> <p>speakers and handouts</p> | <p>5'</p> <p>7'</p> <p>15'</p> <p>5'</p> |
|---|---|--|--|

Lesson Plan









| Period | 4 th period of this lesson | | | | |
|--|--|-------------------------------------|-----------------------------|------------------------------|------------|
| Topic | Quantifier | Class | 7 th Grade (114) | Students | 32 |
| Teaching Material | 配合翰林版 Book 2 Unit4 之補充教材 | Teacher | 鄭郁、吳旻黛 | Time | 45 minutes |
| Teaching Aids | Computers, speakers, PPT, blackboard, chalks, and handouts | | | | |
| Teaching Objectives | <p>I. Cognitive Objectives:</p> <ol style="list-style-type: none"> To learn the new vocabulary. To learn quantifiers for clothes. To use different quantifiers in real life situation. <p>II. Psychomotor Objectives:</p> <ol style="list-style-type: none"> To pronounce the words correctly and speak fluently. To make correct sentences with appropriate quantifiers. <p>III. Affective Objectives:</p> <ol style="list-style-type: none"> To participate in class activities and group missions actively. To enjoy listening and speaking English in class. | | | | |
| Teacher's Activities | | Students' Activities | | Teaching Aids | Time |
| I. Warm-up <ol style="list-style-type: none"> Greet the students. Play the PPT and sound. Introduce the teaching goals and procedures to students. II. Presentation, Practice, and Activity | | Listen and answer | | PPT, computers, speakers | 3' |
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">Grammar</div> <ol style="list-style-type: none"> Review the quantifiers and vocabulary students learned in previous classes. Play PPT and the sound file of quantifiers for clothes and ask students to repeat. Show students some pictures of clothes and ask them to use the quantifiers to say the clothes correctly. Give students the correct answers and ask them to repeat. | | Listen, answer, practice and repeat | | PPT, computers, and speakers | 7' |

| | | | |
|--|---|--|------------|
| <p>Exercise</p> <ol style="list-style-type: none"> 1. Show the pictures of exercise. 2. Ask students to do oral practice based on the pictures. 3. Show the answers of exercises and ask students to correct their answers and repeat after the teacher. | <p>Listen, answer, do the activity and repeat</p> | <p>PPT, computers, speakers</p> | <p>10'</p> |
| <p>Activity-Super Mission</p> <ol style="list-style-type: none"> 1. Put many pictures on the board. 2. Explain the rules. 3. Ask students to form in 6 groups. Each group needs to choose a situation (Christmas party, Camping or Picnicking) . 4. Each group needs to do a demonstration about what clothes and food they need to bring to the situation. 5. Students need to use the quantifiers and vocabulary they learned from the unit in the demonstration (pictures are posted on the blackboard) . 6. Groups with good demonstration can win some points for their group. | <p>Listen, answer and do the demonstration</p> | <p>speakers, blackboard and pictures</p> | <p>15'</p> |
| <p>III. Assessment</p> <ol style="list-style-type: none"> 1. While students are doing the activity, teachers assess students' group performance. 2. Give students self- assessment sheet and ask them to evaluate their performance for the whole unit (4 class periods) . 3. Ask students to review what they learned for whole unit. | <p>Fill in the assessment sheet</p> | <p>speakers and handouts</p> | <p>10'</p> |

單位量詞上課 ppt

| | |
|--|---|
|    <p>Quantifier 量詞</p>    | <p>Let's learn</p> <p>a box of 一盒</p> <ul style="list-style-type: none"> ★ a box of chocolate ★ a box of cookies   |
| <p>Let's learn</p> <p>a can of 一罐</p> <ul style="list-style-type: none"> ★ a can of tomato soup ★ a can of coke   | <p>Let's learn</p> <p>a glass of 一杯</p> <ul style="list-style-type: none"> ★ a glass of water ★ a glass of juice   |
| <p>Let's learn</p> <p>a bowl of 一碗</p> <ul style="list-style-type: none"> ★ a bowl of noodles ★ a bowl of rice   | <p>Let's learn</p> <p>a piece of 一塊</p> <ul style="list-style-type: none"> ★ a piece of bread ★ a piece of cake   |
| <p>Let's learn</p> <p>a plate of 一盤</p> <ul style="list-style-type: none"> ★ a plate of fried rice ★ a plate of beef   | <p>Let's learn</p> <p>a cup of 一杯</p> <ul style="list-style-type: none"> ★ a cup of tea ★ a cup of coffee   |

| | |
|--|---|
| <p>Let's learn</p> <p>an order of 一份</p> <ul style="list-style-type: none"> ★ an order of French fries ★ an order of sandwiches   | <p>What do you want for dinner?</p>  <p>Peer practice</p> |
|  <p>What do you want to eat?</p>  <p>I want a bowl of ice cream. And you?</p>  <p>I want an order of French fries.</p> | <p>You can use ...</p> <ul style="list-style-type: none"> • a bowl of 一碗 • a can of 一罐 • a piece of 一塊 • a box of 一盒 • a glass of 一杯 • a cup of 一杯 • a plate of 一盤 • an order of 一份 |
| <p>What's happening? 🗣️</p>  | <p>Dialogue</p> <ul style="list-style-type: none"> • Salesman: Can I help you? • Jessie: Yes. I need a pair of shorts. • Salesman: What size do you need? • Jessie: Medium. I like these shorts. How much are they? • Salesman: Uh, let's see. They're \$2,999. • Jessie: Are you kidding? \$2,999 for a pair of shorts? |
| <p>Q1.</p> <p>How many people are speaking in the dialogue?</p> | <p>Q2.</p> <p>What does Jessie want to buy?</p> |

| | |
|---|---|
| <p>Q3.</p> <p>What size does Jessie need?</p> | <p>Q4.</p> <p>How much are a pair of shorts?</p> |
| <p>Q5.</p> <p>How does Jessie feel after she heard about the price?</p> | <p>a T-shirt an underwear</p>    |
| <p>a shirt a sweater</p>   | <p>a skirt a dress</p>   |
| <p>a blouse a coat</p>   | <p>a uniform a jacket</p>   |

pajamas



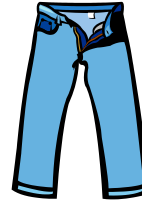
panties



a pair of shorts



a pair of jeans



a pair of sandals



a pair of sneakers



a pair of slippers



a pair of flip flops



What is she wearing?



She is wearing a **blouse** and a **skirt**.

What is he wearing?



He is wearing a **shirt** and an **underwear**.

What is he wearing?



He is wearing a **jacket**, a pair of **shorts** and a pair of **running shoes**.

What is she wearing?



She is wearing a **bra** and **panties**.

What is she wearing?



She is wearing
a **dress**.

What is he wearing?



He is wearing
a **shirt**, a **pair of shorts** and
a **pair of flip flops**.

What is she wearing?



She is wearing
a **uniform**.

What is she wearing?



She is wearing
pajamas and
a **pair of slippers**.

Let's practice !!



- She is wearing a
T-shirt and a **pair of jeans**.



- She wants an **order of** hamburger.



- He is wearing a
shirt and a **jacket**.
- He wants to eat
a **bowl of** ice cream.



- They are wearing
uniforms.
- They want to eat
a **plate of** spaghetti.

Peer Assessment

Topic: Quantifier





Activity: Pass the answer

Class: 114

No.:

Name:

Date:10/25/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|-------------------|
| My partner can open his/her mouth to speak. | | | | | __*4= __points |
| My partner can speak fluently. | | | | | __*4= __points |
| My partner can speak clearly each syllable. | | | | | __*4= __points |
| My partner can speak loudly enough. | | | | | __*4= __points |
| My partner can pronounce correctly. | | | | | __*4= __points |
| My partner can act willingly. | | | | | __*2= __points |
| My partner can play a role with me. | | | | | __*3= __points |
| Assessor: | | | | | |
| <p style="text-align: center;">Total score</p> <p>90-100 A 80-89 B 70-79 C 60-69 D below 60</p> <p style="text-align: center;">E</p> | | | | | |

食物單位量詞學習單

Class :

No. :

Name :

Recording

A. 超級市場買一送一好便宜唷！

在超級市場可以買到哪些食物？

請依照例句把含有單位量詞的正確句子錄下來。



2.



Ex. I can buy a glass of water.

2.



3.



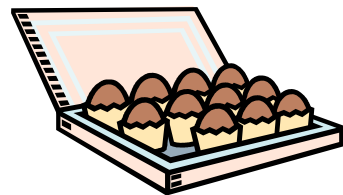
4.



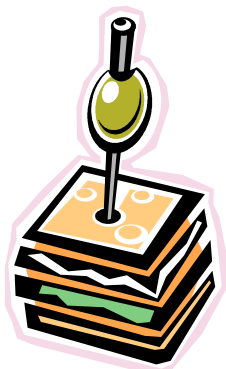
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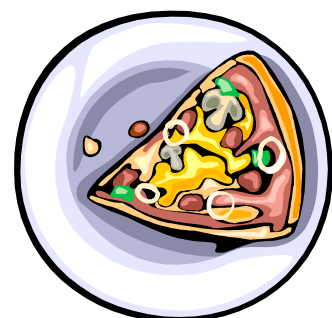
6.



7.



8.



學習單 (menu)



Tasty Restaurant

Main Dish (主菜)

fried rice (炒飯)
fried noodles (炒麵)
spaghetti (義大利麵)
French fries (薯條)
ham sandwich (火腿三明治)
bread (麵包)

Dessert (甜點)

cheese cake (起士蛋糕)
chocolate sundae (巧克力聖代)
pancake (鬆餅)

Soup (湯)

tomato soup (番茄湯)
corn soup (玉米濃湯)
vegetable soup (蔬菜湯)
chowder soup (巧達濃

miso soup (味噌

cream soup (奶油濃

Drink (飲料)

black tea (紅
coffee (咖啡)
(可樂)



What do you like to eat for dinner?

I'd like _____ for dinner.

配對遊戲圖例



Peer Assessment

Topic: Quantifier





Activity: Matching

Class: 114

No.:

Name:

Date:10/27/2010

| item |  |  |  |  | Total Points |
|--|---|---|--|---|-------------------|
| My partner can open his/her mouth to speak. | | | | | __*4= __points |
| My partner can speak fluently. | | | | | __*4= __points |
| My partner can speak clearly each syllable. | | | | | __*4= __points |
| My partner can use “Quantifier” correctly | | | | | __*4= __points |
| My partner can pronounce correctly. | | | | | __*4= __points |
| My partner can act willingly. | | | | | __*2= __points |
| My partner can play a role with me. | | | | | __*3= __points |
| Assessor: | | | | | |
| <p style="text-align: center;">Total score</p> <p>90-100 A 80-89 B 70-79 C 60-69 D below 60</p> <p style="text-align: center;">E</p> | | | | | |

Teacher led Assessment

Topic: Quantifier





Activity: The Top One

Class: 114

Group:

Members:

Date:10/29/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-----------------|
| Students can understand “Quantifier” well. | | | | | __*4=____points |
| Students can use “Quantifier” correctly. | | | | | __*4=____points |
| Students can apply “Quantifier” correctly. | | | | | __*4=____points |
| Students can understand what they hear. | | | | | __*3=____points |
| Students can answer what they hear correctly. | | | | | __*2=____points |
| Students can read correctly what they see. | | | | | __*2=____points |
| Students can make correct sentences according to the patterns in the lesson. | | | | | __*2=____points |
| Students pay full attention in class. | | | | | __*2=____points |
| Students respond willingly. | | | | | __*2=____points |
| Assessor: | | | | | |
| <div>Total score</div> <div>90-100 A 80-89 B 70-79 C 60-69 D below 60 E</div> | | | | | |

Class :

No. :

Name :

Recording

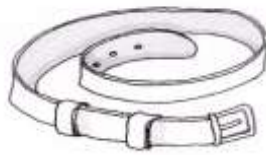
B.百貨公司又在打折囉，

你在百貨公司可以買到哪些衣服？

請依例句配合圖片把正確的句子錄下來。



2.

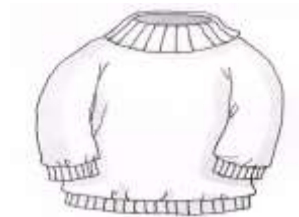


Ex. I want to buy a belt.

2.



3.



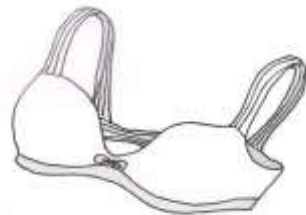
4.



5.



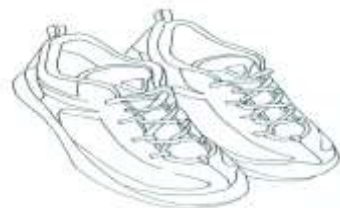
6.



7.



8.



Teacher led Assessment

Topic: Quantifier





Activity: Super Mission

Class: 114

Group:

Members:

Date:11/01/2010

| item |  |  |  |  | Total Points |
|---|---|---|--|---|-----------------|
| Students can understand “Quantifier” well. | | | | | __*4=____points |
| Students can use “Quantifier” correctly. | | | | | __*4=____points |
| Students can apply “Quantifier” correctly. | | | | | __*4=____points |
| Students can understand what they hear. | | | | | __*3=____points |
| Students can answer what they hear correctly. | | | | | __*2=____points |
| Students can read correctly what they see. | | | | | __*2=____points |
| Students can make correct sentences according to the patterns in the lesson. | | | | | __*2=____points |
| Members can help one another in class. | | | | | __*2=____points |
| Students can work with members willingly | | | | | __*2=____points |
| Assessor: | | | | | |
| <div>Total score</div> <div>90-100 A 80-89 B 70-79 C 60-69 D below 60 E</div> | | | | | |

Self-assessment





Topic: Quantifier

Class: 114

No.:

Name:

Date:11/01/2010

| Item |  |  |  |  | Total Points |
|---|---|---|---|---|-------------------|
| 1. I can repeat after the CD. | | | | | __*2= __points |
| 2. I can play a role with a partner. | | | | | __*2= __points |
| 3. I can respond to the key question. | | | | | __*2= __points |
| 4. I believe I can order the meal myself. | | | | | __*1= __points |
| 5. I tried my best. (ex: homework,discussion...etc.) | | | | | __*2= __points |
| 6. The person I talked to understood me. | | | | | __1= __points |
| 7. I love to learn English. | | | | | __*2= __points |
| 8. I can understand words in the dialogue. | | | | | __*1= __points |
| 9. I can understand grammar in the dialogue. | | | | | __*1= __points |
| 10. I can understand sentence patterns in the dialogue. | | | | | __*1= __points |
| 11. I listen to the teacher or classmates. | | | | | __*2= __points |
| 12. I speak English in class. | | | | | __*2= __points |
| 13. I finish my task on time. | | | | | __2= __points |
| 14. I can cooperate with my classmates. | | | | | __*2= __points |
| 15. I enjoy this class. | | | | | __*2= __points |

Assessor:

| Total score | | | | |
|-------------|---------|---------|---------|------------|
| 90-100 A | 80-89 B | 70-79 C | 60-69 D | below 60 E |

