

大姊：身為教師，較愛說教，常說「should」。
小弟：新新人類，幻想未來，常說「will/would」。
你的另一半：多才多藝，也愛現，常說「can」。
你：個性？

3.讓學生參考下列劇本，並鼓勵學生發揮其想像力：

You: Hi, everyone! This is my boyfriend, Mike.

Father: Please sit down.

Your boyfriend: Thank you!

Mother: May I ask you a personal question?

Your boyfriend: Sure, please.

Mother: How much do you make a month?

You:.....

Father: You must listen to

Your boyfriend:

Sister: That's not much. You should

You:

Your boyfriend:

Sister: You should read more too, you know?

Father: You must also

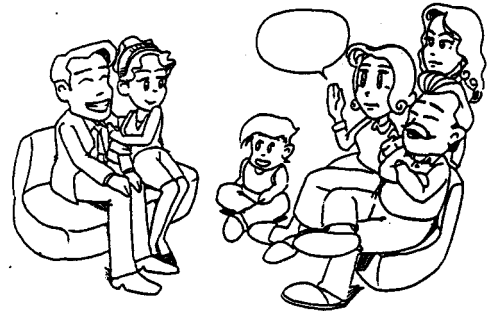
Mother: You may

You:

Your boyfriend: That's O.K.

Brother: Will you come again?

(引自陳 1998)



7.2 句型/文法評量 125-148

如前所述，教學時教師應知道如何利用圖表、對話、情境及實物揭示句型與文法重點，避免繁雜規則的說明，讓學生自己發現文法規則(Brown 1990, Harmer 1987, 1991)，培養其學習策略。評量時，教師亦應避免評量艱深冷僻的題目，應多設計不同題型，偵測學生學習困難，才能符合評量之宗旨(Heaton 1990)。本節以下將先說明句型/文法評量時應有的原則理念，再介紹評量之種類與題型。

7.2.1 原則理念

以下幾點原則理念，僅供參考教師評量句型/文法時參考：

一、選擇基本常用句型/文法評量。

字彙評量時，應選擇常用基本字彙，句型/文法評量時亦同。評量目的之一即是讓學生加深印象對教材所介紹的句型/文法更熟悉，了解其學習困難。因此，教師應避免評量學生艱深的文法概念，或尚未教授之句型/文法(Harmer 1987)，以免讓學生感到挫折。

二、應視學生程度給予不同的句型/文法題型。

評量學生句型及文法概念的題型很多，如選擇、填充、重組、代換、看圖作答等等(Celce-Murcia & Hilles 1988)，但難易度不同。教師應視學生程度，選擇適合之題型評量學生。對初學者而言，完成篇章的題型(如：看圖作文)就顯得難了些，可以從判斷式題型開始，讓學生圈選或勾選(如：()He (1. is 2. am 3. are) a student.)，降低困難度。待學生可以書寫後，可以出填充或重組等題型。對稍有概念之初學者，所出的重組題亦不宜出過於複雜(如：grandpa/ is/ living/ room/ the/ in/ his/ sitting/.)，有的語詞可以是片語如 in the living room，以免造成模稜兩可。此外，教師不宜設計改錯題(如：She has two childs.)，評量學生句型/文法概念。因此類題型容易給學生錯誤語料，誤導學生，宜避免之。

三、應儘量設計有意義及溝通式題型評量學生句型/文法的理解力。

傳統的句型/文法題型往往較偏向單句式的測驗，造成學生僅重視於句子局部文法重點的理解，而忽略整個句型或文法概念的使用語境。九年一貫句型/文法教學朝向溝通式，重視學生可將課堂所學應用到日常生活中。評量若能與教學相互呼應，將會有異曲同工之效。因此，教師除設計單句式題型外，亦應有點到線到面的應用，設計對話式及篇章式題型，讓學生更熟練。

四、可利用圖片提供語境，輔助學生作答。

初學者對目標語(target)的認知有限，教師評量其句型/文法時，若能利用圖片提供語境，將有助其作答。善選圖片的出題，可以避免題目語意模稜或指示不清的情況，而且可以減輕學生對句型/文法的恐懼，增加作答的趣味性(Heaton 1990)。

五、評量句型/文法時，不宜採用新題型測驗學生。

評量之目的之一在於偵測學生的學習困難。評量句型/文法評量時，題型眾多，但教師評量學生時，應確定學生熟悉該題型，不宜為改變題型而改變(Harmer 1987)。如此一來，方能分辨學生的錯誤並非

因為題型不清導致而成，教師也較能掌握學生真正的問題所在。

7.2.2 活動式句型/文法評量

句型/文法給人的感覺一向是枯燥無味，因此往往讓人望之生畏。但是要讓具備溝通技巧，在日常生活中活用英語，必須先奠定其句型/文法的語言能力才行。Phillips (1993)與 Phillips, Burwood and Dunford. (1999)也都提及幼童喜歡活動與遊戲。因此教師評量學生時，若能設計有趣好玩的教學活動，讓學生開開心心學習，學生對句型/文法之認知將會改觀。Ur (1988)及 Woodward(1997)即倡導透過活動帶領學生學習句型/文法。教師亦可從活動的進行過程，評量學生句型/文法的認知。但為求活動式之評量客觀，教師可以設計適用於自己班級的評量表或參考下表，評量學生：

表 7-1 活動式句型/文法評量參考表

適用類別		評量內容	是	否
	在機械式的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
	在有意義的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
	在溝通式的練習中	能正確判斷句型文法結構		V
		能正確使用句型文法結構		V

本評量表適用於以下三種情境：

一、在機械式的練習中

一般而言，教師剛教完一個新的句型或文法概念時，會與學生做較機械式的練習，加強學生對該句型/文法的認知。譬如，剛教完 Is it a _____? 的句型，教師可利用單字圖卡替換的方式與學生練習，如：Is it a pen? Is it a ruler? Is it a desk? Is it a marker?等，待學生熟練後，可進行<活動二>的「群居應聲蟲」。此活動純粹在測驗學生是否能跟著老師覆誦該句型，若有學生不但能辨識該句型，而且能迅速覆誦，該生顯然已達到機械式練習之目的。在評量表中應勾選「是」，如下：

適用類別		評量內容	是	否
v	在機械式的練習中	能正確判斷句型文法結構	v	
		能正確使用句型文法結構	v	
	在有意義的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
	在溝通式的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		

二、在有意義的練習中

機械式練習之後，應慢慢進入有意義的練習。此類練習活動與機械式最大的不同在於後者練習中學生可能對該句型文法之使用，毫無概念，僅能跟著教師覆誦或做些替換練習，但對句意一知半解。因此，教師進行過機械式練習後，可以

嘗試進行如<活動六>的「你問我答」這類型有意義的活動。從這個活動中，教師可以觀察學生是否在問答間，聽懂同學的問題，如 Is this a pencil? Is this a book?而作 Yes, it is.或 No, it isn't.的回答。若學生點頭表示能聽懂同學的問題，但尚無法回應同學。這表示該生在這有意義的情境練習活動中，僅能辨識該句型/文法，但還未達到使用該句型/文法之境界。可在評量參考表做以下記號：

適用類別		評量內容	是	否
	在機械式的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
v	在有意義的練習中	能正確判斷句型文法結構	v	
		能正確使用句型文法結構		v
	在溝通式的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		

三、在溝通式的練習中

有意義的練習活動後，教師可以設計更生活化之活動，幫助學生了解句型/文法之語用情境。例如，<活動二十一>的「丈母娘看女婿」的角色扮演，劇中學生須依人物個性選擇適當的情態助動詞表達。進行此種活動時，學生應該早已熟悉各情態助動詞間之差異，因此，若有學生扮演父親，個性剛硬，應該常說「must」，該生不知如何接話，完全不知所措時，顯然該生在這項溝通式練習中，

尚無法勝任任何角色與人溝通，評量表之記錄如下：

適用類別		評量內容	是	否
	在機械式的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
	在有意義的練習中	能正確判斷句型文法結構		
		能正確使用句型文法結構		
v	在溝通式的練習中	能正確判斷句型文法結構		v
		能正確使用句型文法結構		v

7.2.3 測驗式句型/文法評量

以上舉的是活動式評量時，教師可以參考的活動示例與評量參考表。接下來，我們就來介紹一下傳統的測驗式句型/文法題型，他們可以略分為「單句式」、「對話式」及「篇章式」三類，如下：

一、單句式

這類試題主要都是由單句構成，有以下幾種：

評量一：Listen and Draw(聽錄音帶畫圖)

適用年級：小五以上

評量目標：評量學生單句句型之理解。

題目：

1	2	錄音帶內容： 1. There are two books on the desk. 2. There are six eggs in the box. 3. There are three pens on the table. 4. There are two windows in the room.
3	4	

評量二：Listen and Number (聽錄音帶寫號碼)

適用年級：小五以上

評量目標：評量學生單句句型之理解。

題目：



錄音帶內容：

1. Can I wear a hat?
2. What color is it? It's pink.
3. What can I wear?
4. Is your telephone number 61608998?


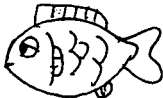
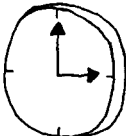

(引自陳 1999a)

評量三：Look and Find (把對的找出來)

適用年級：小五以上

評量目標：評量學生單句句型之理解。

題目：

			
(1) It's a flower	(1) It's a crab.	(1) It's a hot.	(1) It's a pencil.
(2) It's a tree..	(2) It's a fish.	(2) It's a clock.	(2) It's a ruler.

評量四：Listen and Match (聽錄音帶連出正確的句子)

適用年級：小六

評量目標：評量學生單句句型之理解。

題目：

題目：			錄音帶內容：
Mary ●	● works	● on Sunday	1. Mary sleeps on Sunday 2. Mom works on Friday. 3. John goes to school on Monday. 4. Dad Plays basketball on Wednesday.
Mom ●	● goes to school	● on Friday	
John ●	● sleeps	● on Wednesday	
Dad ●	● plays basketball	● on Monday	

評量五：Listen and Check(根據錄音帶所聽到的句子，圈選出正確的答案。)

適用年級：小五—國三

評量目標：評量學生單句句型之理解。

<p>題目：</p> <p>1.</p>  <p>2.</p>  <p>3.</p>  <p>4.</p> 	<p>錄音帶內容：</p> <ol style="list-style-type: none">1. Mary is swimming.2. John is jumping.3. Peter is drawing.4. Jane is running.
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(引自 Let's Go. Book 2)

評量六：Listen and Match (根據聽到的敘述，連出正確的句子)

適用年級：小六一國三

評量目標：評量學生單句句型之理解。

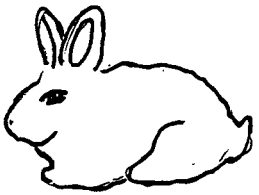

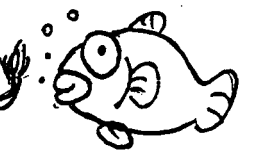
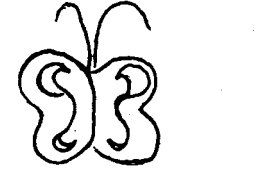
題目：	錄音帶內容：
1. Peter will visit you tomorrow.	(1) Tina plays the piano every day.
2. Allen is reading in her room.	(2) Peter danced in the party yesterday.
3. Lisa was very sad yesterday.	(3) Allen will go shopping in the supermarket.
4. Mary plays the piano every day.	(4) Lisa is reading in her room.
5. John danced in the party yesterday.	(5) Lucy will visit you tomorrow.
6. Lucy will go shopping in the supermarket.	(6) John was very sad yesterday.

評量七：Look and Find(把對的連起來)

適用年級：小五以上

評量目標：評量學生單句句型之理解。

題目：

			
It can swim.	It can jump.	It can fly.	It can walk.

評量八：Read and Find(將 am, is, are 分別填入空格內)

適用年級：小五—小六

評量目標：評量學生單句式句型中 Be 動詞用法。

題目：

1. Mary's mother _____ an English teacher.
2. We _____ classmates and good friends.
3. John and I _____ twin brothers.
4. You _____ a good student.
5. Your father _____ watching TV in the living room.

評量九：Read and Choose (選出文法正確的答案)

適用年級：國一—國三

評量目標：評量學生單句式句型中文法概念。

題目：

- _____ 1. Charles _____ to work yesterday.
(1. doesn't go 2. hasn't gone 3. didn't go 4. isn't going)
- _____ 2. _____ his way to school, Tom met his teacher.
(1. In 2. On 3. At 4. For)
- _____ 3. Who is good at _____ basketball in your class?
(1. play 2. played 3. playing 4. to play)
- _____ 4. Mrs. Lin looked _____ at her husband because he came home so late.
(1. colder 2. coldest 3. cold 4. coldly)
- _____ 5. Team sports are always _____ by thousands of people.
(1. watch 2. watched 3. watching 4. to watch)

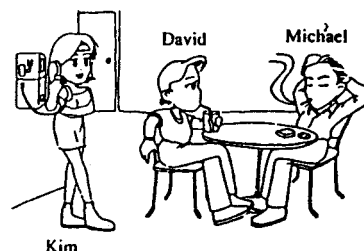
評量十：Look and Find(根據右圖，正確的敘述打 O，錯誤的打 X)

適用年級：小五一國三

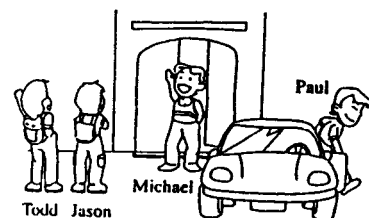
評量目標：評量學生對否定句用法之理解。

題目：

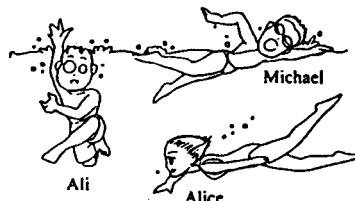
- () 1. Kim is not in the classroom.
- () 2. David and Michael are not sitting down.
- () 3. There are no chairs in the room.



- () 4. Michael doesn't live on the second floor.
- () 5. Paul doesn't drive.
- () 6. Todd and Jason don't have bags on their backs.



- () 7. Ali can't swim.
- () 8. Michael can't swim well.
- () 9. Alice can't swim.



(引自陳 1998)

評量十一：Look and Write(根據下圖，寫出他們分別正在做什麼)

適用年級：小五一小六

評量目標：評量學生對現在進行式用法之理解。

題目：



How much is the box of candy? It's cents.

How much is the carton of milk?

How much is the carton of juice?

How much is the bag of? It's 89 cents.

How much is the of? It's 37 cents.

(引自 Potter 1996)

評量十二：Read and Write (I)(將以下的單字或片語重組成文法正確的句子)

適用年級：小五—國二

評量目標：評量學生對單句句型詞序之理解。

題目：

1. a \ for \ buy \ this afternoon \ We \ Tom \ present \ can .

2. many \ places \ week \ We \ beautiful \ visit \ here \ will \ next .

3. each \ the house \ games \ with \ sometimes \ in front of \ They \ play \ other .

4. a lot \ here \ rains \ in \ usually \ It \ spring

評量十三：Read and Write (II)(將下列片語填入空格內)

適用年級：小六—國二

評量目標：評量學生對雙字動詞用法之理解。

題目：

put on

turn off

give up

look up

1. Don't _____ so quickly. You can always try again.
2. Remember to _____ the lights when you leave the room.
3. When the weather is cold, I always _____ my jacket.
4. I will _____ new words in the dictionary.

評量十四：Read and Write (III)(單句式動詞形式變化)

適用年級：國一—國三

評量目標：評量學生對一般動詞變化之理解。

題目：

1. April showers _____ May flowers.
2. An apple a day _____ the doctor away.
3. Why not _____ basketball with us, Tom?
4. She didn't mean now, but she _____ tomorrow.
5. You or Mary _____ some medicine after dinner every day.

評量十五：Read and Write (IV)(依提示作答)

適用年級：國一—國三

評量目標：評量學生對疑問句及所有代名詞用法之理解。

題目：

1. That car is the Wangs'. (造原問句)

2. Mary did a lot of homework after school. (造原問句)

3. Kevin usually works five days a week. (造原問句)

4. My sisters sleep in their bedrooms, and I sleep in my bedroom.
(劃線部份改爲所有代名詞)

5. I like my teachers, and they like their teachers, too.
(劃線部份改爲所有代名詞)

評量十六：Read and Write(V) (翻譯)

適用年級：國二—國三

評量目標：評量學生對動詞變化與一致性之理解。

題目：

1. 明天我們將搭火車前往高雄。
2. John 不但喜歡吃漢堡也喜歡吃薯條。
3. Betty 昨天幫媽媽煮晚餐。
4. 他們中有一人喜歡天然食品, 但其它的人不喜歡。

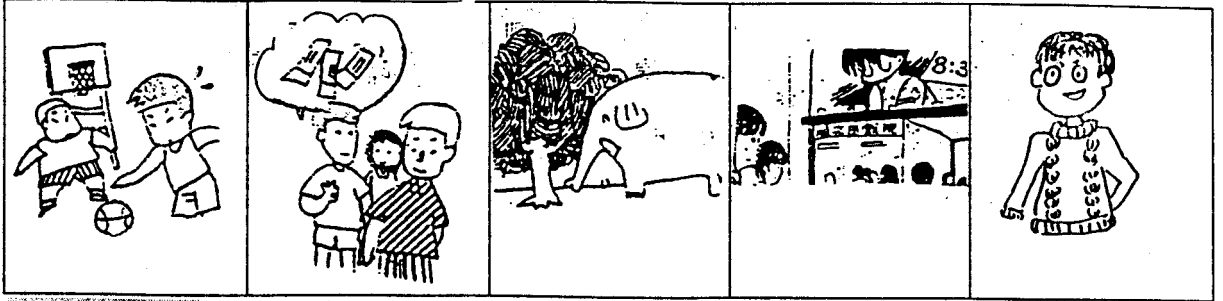
1. _____
2. _____
3. _____
4. _____

評量十七：Look, Read and Write(I) (看圖回答下列問題)

適用年級：國一—國三

評量目標：評量學生對動詞變化與一致性之理解。

題目：



錄音帶內容：

1. What are the boys doing?
2. How many tickets are they going to need?
3. What is under the tree?
4. When will the movie start?
5. What did Jack wear yesterday?

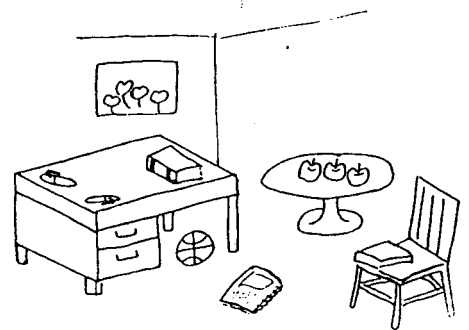
評量十八：Look, Read and Write(III)(根據右圖，造出五個 There is /are ...的句子)

適用年級：小六—國二

評量目標：評量學生對 There is/are....句型之理解。

題目：

1. _____
2. _____
3. _____
4. _____
5. _____



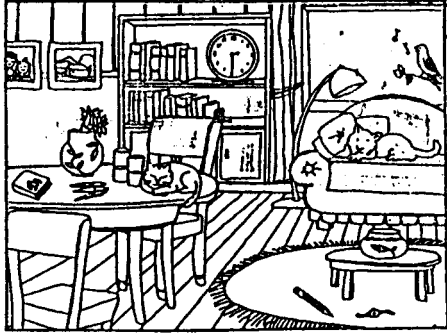
評量十九：Look, Read and Write (IV) (根據下列二圖，分別敘述三件事)

適用年級：小六—國三

評量目標：評量學生對過去式與現在式差異之理解。

題目：

Yesterday



Today



1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

二、對話式

這一類型的題目主要是藉由對話方式評量學生的句型/文法概念，有以下幾種：

評量一：Listen and Write (根據錄音帶內容回答問題)

適用年級：小五

評量目標：評量學生 What color is ____? 句型之問答。

題目：

1. What color is the ruler?

It's _____.

2. What color is the marker?

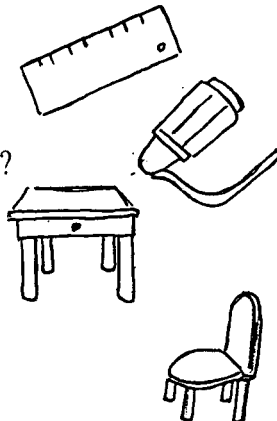
It's _____.

3. What color is the desk?

It's _____.

4. What color is the chair?

It's _____.



錄音帶內容：

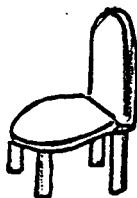
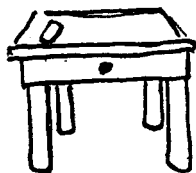
1. The ruler is purple.
2. The marker is green.
3. The desk is brown.
4. The chair is yellow.

評量二：Listen and Draw (聽錄音帶畫圖)

適用年級：小五

評量目標：評量學生 Where is/ are ____? 句型之問答。

題目：



錄音帶內容：

Where is my book? It's under the desk.

Where is my ruler? It's on the chair.

Where are my pencils? They're in the box.

評量三：Listen and Color (聽錄音帶塗顏色)

適用年級：小五以上

評量目標：評量學生 What's this/ that? 句型之問答。

題目：

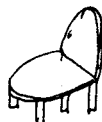
(1)



(2)



(3)



錄音帶內容：

(1) A : What's this?

B : It's a red pencil.

(2) A : What's this?

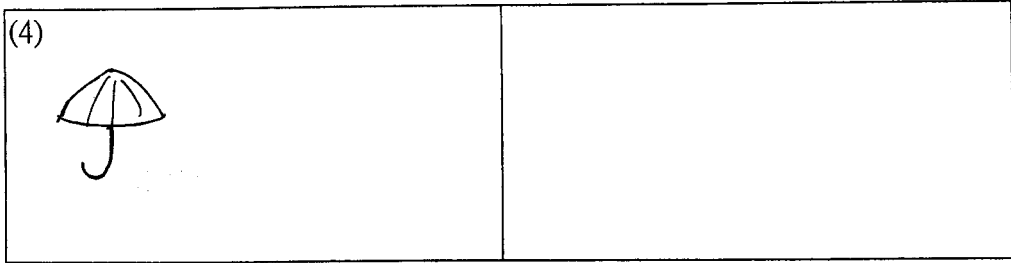
B : It's a blue clock.

(3) A : What's that?

B : It's a pink chair.

(4) A : What's that?

B : It's a green umbrella.



評量四：Listen and Check (聽錄音帶圈出正確的地點)

適用年級：小五—小六

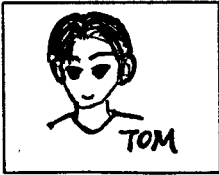
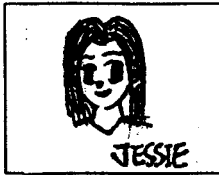
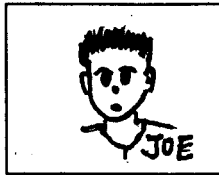

評量目標：評量學生 Where is _____? 句型之問答。

題目：		錄音帶內容：
1	<input type="checkbox"/> v At school. <input type="checkbox"/> At home.	1. Where is Mary? She is at the school. 2. Where is John? He is in the bookstore. 3. Where is Mother? She is in the supermarket. 4. Where is the dog? It is in the park.
2	<input type="checkbox"/> In the drugstore. <input type="checkbox"/> In the bookstore.	
3	<input type="checkbox"/> In the park. <input type="checkbox"/> In the supermarket.	
4	<input type="checkbox"/> In the park. <input type="checkbox"/> In the post office.	

評量五：Listen and Match (聽錄音帶，找出每個人喜歡的動物)

適用年級：小五



評量目標：評量學生 What do you like? 句型之問答。



題目：	錄音帶內容：
	1. What do you like, Tom? I like dogs.
	2. What do you like, Jessie? I like monkeys.
	3. What do you like, Joe? I like cats.
	4. What do you like, Ann? I like rabbits.

評量六：Listen and Circle (I) (根據錄音帶內容圈選正確的位置)

適用年級：小五

評量目標：評量學生 Where is _____? 句型之問答。





題目：	錄音帶內容：
1. 	1. Where is the book? It's on the desk. 2. Where is the pen? It's on the desk. 3. Where is the ruler? It's on the desk.
2. 	4. Where is the marker? It's under the desk.

3.	
4.	

評量七：Listen and Circle (II)(根據錄音帶內容圈選正確的回答)

適用年級：小六

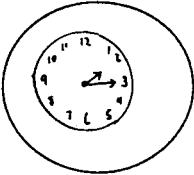
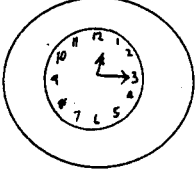
評量目標：評量學生對附加問句用法之理解。

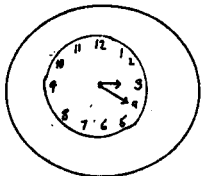
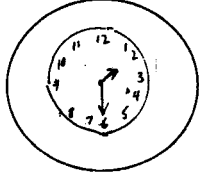
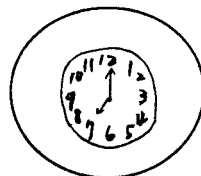
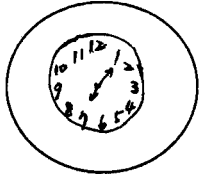
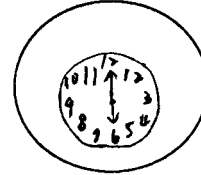
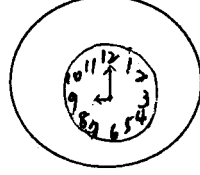
<p>題目：</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="283 799 550 926">  </div> <div data-bbox="666 799 933 926">  </div> </div> <p>1. <input checked="" type="radio"/> Yes, he is. No, he isn't. 2. <input type="radio"/> Yes, she is. No, she isn't.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="283 1065 550 1225">  </div> <div data-bbox="666 1065 933 1225">  </div> </div> <p>3. <input type="radio"/> Yes, she is. No, she's not. 4. <input type="radio"/> Yes, he is. No, he isn't.</p>	<p>錄音帶內容：</p> <ol style="list-style-type: none"> 1. Mr. Wang is fat, isn't he? 2. Mrs. Lin is tall, isn't she? 3. Jo is small, isn't she? 4. Andy is thin, isn't he?
--	---

評量八：Listen and Check(聽錄音帶圈出正確的答案)

適用年級：小五

評量目標：評量學生 What time is it?句型之問答。

<p>1</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <input checked="" type="checkbox"/> </div> </div>	<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <input type="checkbox"/> </div> </div>	<p>錄音帶內容：</p> <ol style="list-style-type: none"> 1. What time is it? It's 12:15. 2. What time is it? It's 2:30. 3. What time is it? It's 7:05. 4. What time is it? It's 9:00.
---	---	--

2  <input type="checkbox"/>	 <input type="checkbox"/>	
3  <input type="checkbox"/>	 <input type="checkbox"/>	
4  <input type="checkbox"/>	 <input type="checkbox"/>	

評量九：Listen and Choose(根據所聽到的問句或對話，選出正確的答句)

適用年級：小五－國三

評量目標：評量學生疑問詞問句及 Yes-No 問句之問答。





<p>題目：</p> <p>1 a. It is good. b. It was good. c. It was for you.</p> <p>2 a. He took the bus. b. He took the plane. c. He rode the bicycle.</p>	<p>錄音帶內容：</p> <p>1. How was the weather yesterday?</p> <p>2. A: Did Tom take the train to Taipei? B: No, he didn't. He flew to Taipei.</p>
--	--

評量十：Look and Find(把對的圈起來)

適用年級：小五以上

評量目標：評量學生 Is this _____? 句型之問答。

題目：

			
Is this an apple? Yes, it is.	Is this a pencil? No, it's an eraser.	Is this a melon? Yes, it is.	Is this a book? No, it's a ruler.

評量十一：Read and Write(根據事實回答問題) (數字要用英文表示)

適用年級：國一—國三

評量目標：評量學生對疑問詞問句用法之理解。

1. When were you born?

2. What time does your first time start every morning?

3. How many students are there in your class?

4. If you had free time this afternoon, what would you do?

評量十二：Look, Read and Write (根據下表回答問句)

適用年級：國一—國三

評量目標：評量學生對疑問詞問句問答之理解。

題目：

name	bus	car	Train	bicycle
Jack			✓	
Helen	✓			
Peter		✓		
Susan				✓

1. How did Jack go to Taipei last week?

2. How does Susan go to school every day?

3. Who takes a bus to school every day?

4. Who drove a car to the factory yesterday?

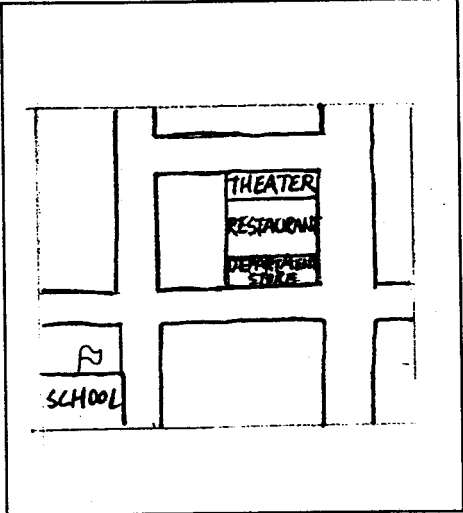
三、篇章式

篇章式題型顧名思義在運用上下文情境評量學生句型/文法概念，題型可有以下幾種：

評量一：Listen and Draw(根據錄音帶的描述，畫出路線圖及標出終點)

適用年級：國一—國三

評量目標：評量學生介系詞用法之理解。

<p>題目：</p> 	<p>錄音帶內容：</p> <p>We start from the school on the corner of Station Road and First Street. We walk along First Street and turn right on Flower Road. Then we go one block and turn right again. The restaurant is between the department store and the theater.</p>
--	---

評量二：Listen and Complete (根據錄音帶內容，完成下面的調查表)

適用年級：國一—國三

評量目標：評量學生對一般動詞現在式變化之理解。

<p>題目：</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>walk to school</th> <th>take a bus to school</th> <th>play softball</th> <th>go to cram school</th> </tr> </thead> <tbody> <tr> <td>Allen</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tina</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bob</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Lucy</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Susan</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		walk to school	take a bus to school	play softball	go to cram school	Allen					Tina					Bob					Lucy					Susan					<p>錄音帶內容：</p> <p>Allen, Bob, Tina, Lucy, and Susan are good friends. They are in the same class. Both of the boys live near the school. So they walk to school every day. But all of the girls live far away from the school.</p>
	walk to school	take a bus to school	play softball	go to cram school																											
Allen																															
Tina																															
Bob																															
Lucy																															
Susan																															

	<p>They have to take a bus to school at six every morning. After school, they often go to play softball together, but one of them can't go. Tina has to go to the cram school after school every day.</p>
--	---

評量三：Listen and Number(將圖片依照錄音帶中句子順序，重新編號)

適用年級：國一—國三

評量目標：評量學生整段式篇章中文法的概念。

<p>題目：</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> <div style="width: 50%; height: 60px; border: 1px solid black; margin: 5px;"></div> </div>	<p>錄音帶內容：</p> <ol style="list-style-type: none"> 1. John talked to Susan on the phone. 2. John and his parents came to Taiwan. 3. Susan took them to Yangmingshan National Park and saw many hot springs. 4. At night they went to a party. 5. They danced and had a good time there. 6. Before they went back to America, they bought a lot of fans and posters for their friends.
---	---

評量四：Read and Write (整段式填充)

適用年級：國二—國三

評量目標：評量學生整段式篇章中文法的概念。

題目：

Dear Jane:

Rome _____ a beautiful city! The people in Rome _____ very nice.
 Susan _____ not like the city very much, but _____ likes the meals, especially

the spaghetti. Everything is new and interesting _____ me. We'll have a good time during the vacation.

評量五：Read and Choose (在整段文章中，選出文法正確的答案)

適用年級：國一—國三

評量目標：評量學生整段式篇章中介系詞的用法。

題目：

There are five people 1 my family. My father is a worker and he works 2 the factory. He usually goes to work 3 motorcycle. My mother is a nurse. She goes to work 4 foot. Last month we moved 5 our old apartment 6 a new house. All of us were very busy and tired that day.

1. (1. in 2. on 3. to 4. by)
2. (1. in 2. on 3. to 4. by)
3. (1. in 2. on 3. about 4. by)
4. (1. in 2. on 3. about 4. by)
5. (1. about 2. from 3. to 4. in)
6. (1. about 2. from 3. to 4. in)

評量六：Look and Write(依表格內提示完成下列文章)

適用年級：國一—國三

評量目標：評量學生整段式篇章中動詞的用法。

題目：

時間 \ 人物	<i>Every day</i>	<i>today</i>	<i>yesterday</i>	<i>next week</i>
<i>Father</i>	Work		dance	buy a present
<i>Mother</i>	clean the house			
<i>Mary</i>	get up early	listen to music	play the piano	
<i>I</i>	have homework	do my homework	sing	
<i>John</i>				feel surprised

There are five people in my family. My father is a doctor. He 1 every day and helps people who have trouble. My mother is housewife. She is always very busy 2 and cooking. My sister, Mary, is an English teacher. She 3 every morning. She goes to work by bus. My younger brother, John, is a junior high school student. He studies very hard. I am also a student. I 4 every day.

Today is Sunday. All my family are at home. My father and my mother are reading newspapers in the living room. My sister 5 in her room. My brother is playing basketball outside. I 6.

Yesterday was my mother's birthday. My father gave her a beautiful ring. My sister 7 and my brother and I 8 many songs. Father and Mother danced together. All of us were very happy.

Next Sunday is my brother's birthday. We are going to hold a party for him. My father 9 him a special present and my mother will cook a lot of delicious food. I will write invitation cards to his classmates. My sister will prepare some beautiful music for the party. I think my brother 10 at the party, and I am sure that all of us will have fun next Sunday.

(引自陳 1998)

7.3 結語 148

本章約略介紹了句型/文法教學時，教師們可採用之教學方法與評量模式，希望對國中、小教師有實質的幫助，增進教學成效，讓每個學生愛上英文課，學得句型/文法再也不可怕。同時，希望本章所介紹的評量題型除能提供教師們參考外，教師們更能從中修改、研發更適用自己學生的題型。