

國小 (p.1~p.4)

國中 (p.5~p.6)

高中 (p.7~p.9)

高職 (p.10~p.11)

The General Comments / Suggestions for the 2016

English competition

School category: Elementary School.

Competition category: Picture Writing.

Date: 105/12/03

Comments / Suggestions

The only problem I have with this kind of test is that I don't know what grade these students are, so I don't know what they are capable of doing or should I say what they are supposed to be capable of doing.

For example, are they supposed to be able to form the past tense when narrating a story.

Perhaps a model answer should be provided for ~~one~~ an example picture, showing what they are supposed to be able to write.

I didn't see any guidelines for the elementary students' test.

The General Comments / Suggestions for the 2016

English competition

School category: A. 國小 B. 國中

Competition category: a. 造句 b. 作文

Date: 105/12/03

Comments / Suggestions

針對「國小造句」試題，建議如下，僅供主辦單位參考：

題型是否可更多元，可跟五項要測出的能力，更聚焦些。

如：可分成①「填空」(寫出正確動詞時態)

②「選擇」(選出正確的單字，使句子完整)

③「重組」(將題目重新組合成意思完整、合logic的句子)

針對「國中作文」試題，建議如下，僅供主辦單位參考：

本次的第一大項為寫出 Thesis Statement。但其實更像是要學生寫出每段落的第一个句子。Thesis Statement 未必是每段落的第一个句子，而第一个句子必須而下个句子間有連貫性。

由於大項名稱与实际要求学生回答的方向有所不一致性，易造成学生因不清楚大項的要求而回答方向偏了，影响成绩。建议該大項改以「選擇題」形式呈現。或，双要求為：寫出段落大意，但勿將此句置於段落的第一句。

建議有原住民學生參加的組別。

建議限制「曾經在國外居住多年」或「父母為外籍人」士參加的組別

造句部分，建議有看图造句，可考慮選擇新題。

作文部分，建議不用寫一整段，也可寫幾個小段落，3-5句

The General Comments / Suggestions for the 2016

English competition

School category:

Competition category:

Date: 105/12/03

Comments / Suggestions

大部份的學生碰到不懂的字，會

寫如下：(例如)。

Can you tell me what "—" means?

也許第一次用時，評審老師會給分。

但如果使用次數過多，就無意義了。

The General Comments / Suggestions for the 2016
English competition

School category: 國小

Competition category: 造句

Date: 105/12/03

Comments / Suggestions

給學生的建議：

此次閱卷感覺素質普遍優良，是可喜現象。

給出題的建議：

第一大題前二三大題每題配分不同，閱卷時必須多加小心，才不會錯給，若能將所有題型調成同樣配分，可以增加閱卷方便。

The General Comments / Suggestions for the 2016

English competition

School category:

國中 A組造句

Competition category:

Date: 105/12/03

Comments / Suggestions

大部份的學生碰到不懂的單字。
會寫如下：

Can you tell me what "_____" means?

也許第一次用時，評審老師會給分。

但如果使用次數過多，就無意義了。

The General Comments / Suggestions for the 2016

English competition

School category: 國中

Competition category: 造句

Date: 105/12/03

Comments / Suggestions

給學生的建議：

1. 某些動詞所接之受詞，也就語詞搭配的語用問題 (collocation) 可再加強。如

"celebrate" 的受詞應為事件而非人：

We celebrate our brother. (X)

We celebrate our brother's birthday. (O)

2. 逗號連句的問題可再多加強避免。如

Today is sunny, to enjoy the fresh air, we go to the park. (X)

Today is sunny. To enjoy the fresh air, we go to the park. (O).

給出題的建議：

這次的是題目普遍簡單，因此較無法產生能力辨識，建議可增加片語，題目較有變化，也較有能力辨識度。

The General Comments / Suggestions for the 2016

English competition

School category: Senior High School.

Competition category: Sentence making

Date: 105/12/03

Comments / Suggestions

Surprisingly good this year! lots of creativity and imagination on display! Regarding ~~the~~ the test itself: -

- ①. Complete the sentences:
students ~~often~~ did best on this part.
- ②. Relay Writing: Some students write "non-sequiturs". They need to realize that what they write must be connected to what has gone before.
- ③. Sentence-making: often when they write the sentence, they forget or don't know how to change the part of speech using the word given.

The General Comments / Suggestions for the 2016

English competition

School category: General High School

Competition category: Sentence making

Date: 105/12/03

Comments / Suggestions

Generally speaking, ^{the} high school students who took the test did a wonderful job. ~~while~~ while ~~grading~~ marking their test papers, I was constantly surprised by their ~~staff~~ skillful command of English. Some top students even used expressions that would be considered "big words." Here are ~~se~~ just a few examples: "My ambivalence of emotions turned into the certainty of happiness ...", "haemorrhage" ~~and~~, "Carbon footprint" and "beseech".

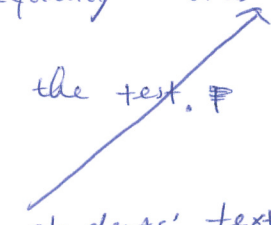
Most high school test-takers could produce grammatically correct sentences. When they ~~are~~ ~~asked~~ ^{were expected} to write a paragraph, however, they only wrote down one or two sentences. I believe this was partly ~~due to their~~ because they didn't know that they were expected to write several sentences or a long paragraph. We may need to make this point clearer next year when we make a new test.

Many high school test-takers ~~used~~ ^{used} funny test-taking strategies. ~~that~~ For example, when students didn't know a word, they would write ~~such~~ a sentence, like:

"I really don't know the word 'tolerate' mean. So sad."

In another word, students ~~to~~ tried to write down something on their test-paper, even when they did know the word.

This is a clever test-taking strategy. However, Jeremy and I decided to give "zero" to answers of this nature.

I was a bit surprised that many high school students didn't know the following words, when they were asked to make sentences: "tolerate", "efficient", "sincere", "purchase", and "recommend". I ~~attempted to~~ included high frequency words ^{^ only the} in the sentence-making exam when I was writing the test. 
from students' textbooks

~~Yet~~ Yet some students still ~~can't~~ don't know what these words mean. I think I probably need to choose easier words for the sentence making section next time.

The General Comments / Suggestions for the 2016

English competition

School category: Vocational ~~Senior~~ High School.

Competition category: Complete the sentences.

Date: 105/12/03

Comments / Suggestions

Section 1, Q6.

~~Question~~ Sentence
~~Question~~ says: "These problems remain
unsolved until"

I think this sentence should say,
"These problems will remain" or "remained
until"

I don't really have any other
comments to make about the test.

The General Comments / Suggestions for the 2016

English competition

School category: Vocational School Students

Competition category: Sentence making

Date: 105/12/03

Comments / Suggestions

Compared to the high school students, the vocational school students didn't produce well-written sentences.

The sentences they ~~made~~ produced were understandable and grammatically correct, however.

The vocational school students didn't use ~~any~~ many test-taking strategies. ~~They~~ They just leave the difficult questions unanswered. Unlike their high school peers, the vocational school students didn't attempt to engage test-graders or teachers in conversation, ~~to~~ tease, or please the test-graders, by writing down sentences, like:

"The teacher who is ~~is~~ reading this sentence is the most beautiful."

"Test me on easier words next year."

The vocational school students ~~could~~ knew almost every word ~~in~~ ~~the~~ words in the sentence-making section. ~~that~~ That means ~~they were not tested on words that they didn't know~~ they knew

the words with which they would make sentences. As the test-writer,

I am particularly happy about this.