

財團法人張文津基金會
第六屆澎湖縣學生英語演說暨朗讀比賽實施計畫

一、 依據：財團法人張文津基金會旨標。

二、 活動目的：

- (一) 響應澎湖縣推動國際教育，提高學生國際視野與英語文交流。
- (二) 營造情境，提供學生發表觀摩的舞台，促進英語文學習成效。
- (三) 活化學生多元學習機緣，落實生活英語文的溝通與表達分享。

三、 指導單位：澎湖縣政府

四、 主辦單位：財團法人張文津基金會

五、 承辦單位：澎湖縣馬公市馬公國民小學

六、 協辦單位：國立澎湖科技大學

七、 參加對象：澎湖縣高級中學、國中小學學生。

八、 報名時間：113 年 1 月 19、20 日。

九、 比賽時間：113 年 3 月 9 日（星期六）。

十、 比賽類組

- (一) 高中組：演說類 30 名，依報名先後額滿為止。
- (二) 國中組演說：演說類 30 名，依報名先後額滿為止。
- (三) 國中組朗讀：各校依規模報名，朗讀總名額共 76 名，依報名截止後，如有餘額，依報名先後遞補候補，額滿為止。
 - 1. 國中部學生人數在 300 人以上者(馬公國中)，最多可報名 12 位(如果同一學校超過 12 位，第 13 位以後請另填一份新的報名表，列為候補)。
 - 2. 國中部學生人數在 300 人以下、100 人以上者(文光國中、中正國中、湖西國中)，最多可報名 8 位(如果同一學校超過 8 位，第 9 位以後請另填一份新的報名表，列為候補)
 - 3. 國中部學生人數在 100 以下者(除以上 4 所學校外，其餘學校)，最多可報名 4 位(如果同一學校超過 4 位，第 5 位以後請另填一份新的報名表，列為候補)。
- (四) 國小組演說：演說類 30 名，依報名先後額滿為止。
- (五) 國小組朗讀：依學校規模報名，總名額 135 名。依報名截止後，如有餘額，依表單填寫時間先後遞補候補，額滿為止。
 - 1. 國小部學生人數 350 人以上者(文澳國小、石泉國小、中興國小)：朗讀及演說類各校最多報名 12 位(如果同一學校超過 12 位，第 13 位以後請另填一份新的報名表，列為候補)。
 - 2. 國小部學生人數 350 人以下、100 人以上者(馬公國小、中正國小、文光

國小、中山國小)：朗讀及演說類各校最多報名 8 位 (如果同一學校超過 8 位，第 9 位以後請另填一份新的報名表，列為候補)。

3. 國小部學生人數 50 人以上、100 以下者(東衛、五德、湖西、西溪、龍門、隘門、赤崁)：朗讀及演說類各校最多報名 3 位 (如果同一學校超過 3 位，第 4 位以後請另填一份新的報名表，列為候補)。

4. 國小部學生人數 50 人以下者 (其餘 23 所國小)：朗讀及演說類各校最多報名 2 位 (如果同一學校超過 2 位，第 3 位以後請另填一份新的報名表，列為候補)。

十一、報名方式

(一) 由學校填寫線上報名表後，請至各校承辦老師登錄之電子信箱確認。
報名網址 <https://www.surveycake.com/s/MZpPB>

(二) 聯絡人：陳河開主任，聯絡電話：9272165#112。
高欣蕙老師，聯絡電話：9272165#118

十二、比賽地點：馬公國小校區

十三、抽籤及領隊會議時間：

(一) 113 年 2 月 26 日(星期一)上午 9 時 (地點：馬公國小視聽教室)

(二) 國中小組均請於 2 月 26 日(星期一)領隊會議前繳交 4 份演說稿 (以 A4 紙張版面，英文 Times New Roman，並註明校名、姓名，格式如附件二)

(三) 未出席人員由承辦單位代為抽籤上台序號，不得異議。

十四、比賽方式及評分標準：

(一) 比賽方式

1. 比賽當日按序號上台，唱名三次未到者，視同棄權。

2. 朗讀時間：每人均為 2 分鐘。時間一到，給「一長鈴聲」，應立即下台。

3. 演說時間：3 分鐘以內，計時以開口說話起至結束說話止，2 分 30 秒給「一短鈴聲」，3 分鐘到給「一長鈴聲」。

4. 朗讀題目：由大會提供之題目中，上台前抽出一篇 (文章如附件)，抽完題即開始朗讀篇目。

5. 演說題目：各類組自選一。

6. 道具與服裝項目不列入評分。

(二) 評分等第：評審平均分數達 90 分以上為特優，80~89 分為優等，70~79 分為甲等。

(三) 評分標準

評分標準	評分項目	演說比例	朗讀比例
	內容	40%	
	發音、語調	40%	70%
	儀態、情感	20%	30%

十五、獎勵：績優者於賽程全部結束後頒發獎狀乙紙及獎金如次：

(一) 朗讀類組：特優獎金捌佰元，優等獎金伍佰元，甲等獎金貳佰元。分數未達 70 分者，不列等第。

(二) 演說類組：特優獎金壹仟捌佰元，優等獎金捌佰元，甲等獎金伍佰元。分數未達 70 分者，不列等第。

(三) 國小組獎勵採分區制，分區學校如下：

A 組：中正、中興、馬小、文澳、文光、石泉、中山、東衛 8 所

B 組：興仁、五德、山水、蒔裡、風櫃、湖西、白沙、西嶼等 21 所學校

C 組：離島 8 所

(四) 獎勵名額預計公布於秩序冊內，於領隊會議時發放。

(五) 得獎者之指導老師一人頒予獎狀乙紙鼓勵。

十六、活動補助：凡報名並完成參賽的離島學生，贊助師生費用項目

(一) 交通費（檢據覈實支給，不支雇船費）

(二) 住宿（師生每人每晚 700 元檢據核銷）。

(三) 膳費（早餐 50 元、午晚餐各 100 元檢據核銷）

十七、版權：主辦單位有權使用所有參賽者之成果，或錄製光碟發送參酌。

十八、注意事項：

(一) 飲用茶水請自備隨身杯，大會僅提供飲水機。

(二) 申訴：申訴書限於當日比賽完後 1 小時內向承辦單位提出，逾時不予受理（公布成績時註明時間）。申訴事項以競賽規則、秩序及比賽人員資格為限，對評審委員之評分及其他技術性、學術性不得提出申訴。

(三) 競賽當日若遇天災或疫情宣布停止上班上課，即停止辦理競賽，另擇期舉行。若比賽之前因災情嚴重交通無法通行，致無法參賽，應向承辦學校報備，將視各方配合條件以調整競賽日期。（確定日期則公告於本校及教育處網站）

十九、經費來源：財團法人張文津基金會支應

二十、本計畫經財團法人張文津基金會核可後實施，修正時亦同。

【附件一：各組演說題目】

國小組 (三選一)

1. My bedroom
2. Make good use of iPad
3. The scariest thing

國中組(三選一)

1. My best friend
2. When I am reading a book
3. Penghu in my heart

高中組(五選一)

1. Fireworks Festival in Penghu
2. What is quality education in SDGs?
3. What happened to our oceans?
4. What can I do for my future?
5. How AI influences my life?

【附件二：各組朗讀題目及文稿】

國小組朗讀篇目

A Hug is Enough

By Andrea Kaezmarek

“What can I give my mother? Something really special.” Leah puzzles.

“A flower, she likes flowers.” Dad tells her. “But is that special enough?”

Leah wonders.

“Paint her a picture!” Grandma tells her. “She loves your pictures.” “But is that special enough?” Leah wonders.

“Clean up your room.” Her brother tells her. “That would make her really happy.” “But is that special enough?” Leah wonders.

“Make her a cake, I’ll help you!” Aunt Lizzy laughs. “We can make muffins together; she loves blueberry muffins!” “But is that special enough?” Leah wonders.

“Cut out a paper heart and stick your picture to it. That’s what I’m doing.” Leah’s best friend Sara tells her. “But is that special enough?” Leah wonders.

“All of them!” Grandpa says, when Leah asks him. “But how can I give

her ALL of them?” Leah wonders. “Why not make vouchers with all these special things? One for every day!” Leah frowns “What’s a voucherr?” Grandpa laughs.

“Remember for your last birthday, Aunty Jenny sent you a voucher for a bookshop?” He said ‘voucher’ slowly. Leah laughs. “And I gave it to the shop lady and picked three books!” Leah’s smile gets brighter. “A unicorn story, a coloring book with rainbows, and something else...” “Exactly!” Grandpa laughs.

“We’ll make some paper vouchers, and you can paint a picture or write a word.” And that’s what they do together.

Leah paints a flower, a heart, a hug...well, lots of hugs. And she writes, “Clean my room, tidy my toys, and bake a cake.” When her mom sees her vouchers on Mother’s Day, Leah’s mother smiles the biggest and the brightest smile! “Wonderful! Are there enough hugs?”

The Scarecrow

By Emilie Poulsson

Once upon a time, there was a farmer who had a beautiful cherry tree that was always full of thick, juicy cherries. However, every year, the robins would come and eat all the fruit before the farmer could even get to it. So, the farmer wished he could find a way to keep the robins away.

One day, he had an idea. “I’ll make a scarecrow,” he said to himself. “It will be so scary that it will frighten the robins away.” And so, he set out to make the scariest scarecrow he could imagine.

He made a tattered and torn scarecrow with bristling hair and threatening arms. He placed it high up in the cherry tree and waited to see if it would work.

To his surprise, the scarecrow scared away all the birds, including the robins, but not for long. The robins soon realized that the scarecrow was not

a threat at all. In fact, it was just a harmless, comical old fellow who never moved, no matter how bad the weather got.

So, the robins decided to make themselves at home in the cherry tree. They sang and worked all day, building their nests in the scarecrow's pockets and perching in the shady branches.

As the cherries began to ripen, the robins were able to feast on them all day long without any interruptions. They even raised a family in the cherry tree, and nobody thought to look at the scarecrow to see how the robins were able to live there.

In the end, the robins were able to live happily and undisturbed in the cherry tree, all thanks to the harmless old scarecrow.

國中組朗讀篇目

The Ungrateful Son

By Brothers Grimm

A long time ago, a man and his wife were sitting in front of their house, ready to eat a roasted chicken. But then the man saw his old father walk towards them. He quickly hid the chicken because he didn't want to share it with his father. The old man arrived, drank a glass of beer, and went home. The son wanted to put the roasted chicken back on the table, but when he touched it, the chicken changed into a big duck that flew into the son's face and wasn't planning on getting off.

When somebody tried to remove the duck, the duck viciously clung on. Nobody was allowed to touch her and the ungrateful son had to feed her every day; otherwise, she would have torn him to pieces. All of his friends tried to free him from the animal, but nothing worked!

As soon as somebody tried to remove the duck, the duck would press her nails into the son's flesh, who would then scream out in pain "Never mind!

It hurts too much!” It took a long time before the man started to think about the cause of this disaster. And when he finally understood what he did wrong, it took a long time for him to come to terms with it.

A while later, they again sat by the front door with a roasted chicken that they were planning to eat. Again, he saw his old father walk up to them. When he came close, the son got up and walked towards him. The father was startled and asked “My son, why do you have that ugly duck on your face? Remove it!”

“Unfortunately,” said the son. “I cannot and nobody can.” And he fell to his father’s feet, confessed his greed and asked for forgiveness. “I forgive you, my son,” said the father. Instantly, the duck turned back to the roasted chicken.

Together they ate the meal. “It tastes delicious!”, said the old man. “These chickens are roasted well.” “And it tastes good to me as well because you forgave me”, the son answered.

How Camping Changed a Troubled Child

By Ririro

Once upon a time, there was a child named Emily who loved nothing more than running, playing, and exploring. She was a curious and adventurous little girl, but she had one big problem: she didn't like school.

At school, Emily struggled to sit still, pay attention, and follow the rules. She would talk back to her teachers, disrupt her classmates, and even sneak out of the classroom when she got bored. Her parents and teachers tried everything they could think of to help her, but nothing seemed to work.

As summer approached, Emily's parents were at their wits' end. They didn't know what to do with their misbehaving child, and they were starting to worry that she would never learn to behave. But then, they came up with a brilliant idea: they would take Emily camping for the very first time.

At first, Emily was hesitant. She wasn't sure she would like sleeping in a tent, eating campfire food, and using an outdoor toilet. But once, they got to the campsite and started exploring, she was hooked. She loved learning about the plants and animals that lived in the woods, and she was fascinated

by the way the stars looked at night. She even learned how to build her own hut and cook her own food on the campfire.

As the days went by, Emily's parents and teachers noticed a big change in her behavior. She was more focused, more engaged, and more respectful than she had been at school. She listened to what others had to say, and she even started to help out around the campsite.

At the end of the summer, Emily's parents and teachers were thrilled to see how much she had grown and changed. They decided to work together to help her find a balance between the fun and freedom of the outdoors and the important teachings of the classroom. With their support, Emily continued to thrive and learn, both in school and out in the world.

【附件三】

財團法人張文津基金會第 6 屆澎湖縣學生英語演說暨朗讀比賽
演說項目文稿

學生		校名	
組別	<input type="checkbox"/> 高中組 <input type="checkbox"/> 國中組 <input type="checkbox"/> 國小組		
主題			
(演說文稿)			