NOTES

學生版 · 原創銜接教材

Think Before You Share

中一英文 · 讀懂觀點，寫出有分寸的建議

姓名 Name: _____ 班別 Class: _____ 日期 Date: _____
建議時間 60 分鐘（含筆記）| 閱讀 20 + 語境運用 8 + 寫作 12 = 40分
學生版：筆記、閱讀、語境運用及寫作練習；教師答案另檔提供。

Learning goals 學習目標

1. 找出主旨、語境詞義、代名詞指涉及作者立場。
2. 用文本證據推論，不把推測寫成事實。
3. 區分現在完成式／一般過去式，寫120至150字建議電郵。

Useful words 主題詞彙

permission 許可	**forward** 轉發
embarrassed 尷尬的	**audience** 受眾
delete 刪除	**responsible** 負責任的

Language in use 語境中的文法

重點	規則及例句
經歷／現在相關	have / has + 過去分詞；不說已完結的時間 *I have shared photos before. The photo is online now.*
已完結的時間	past simple：yesterday / last Friday / in 2025 *I shared a photo last Friday.*
持續到現在	since + 起點；for + 一段時間 *I have known her since September / for two months.*
否定及疑問	have not / has not；Have / Has ...? *She has not replied yet. Have you asked her?*
讀寫銜接	主張 + 理由 + 文本證據／具體例子 *Do not forward it, because another copy may spread further.*

Echo reading tip
人物最初的想法、後來的理解、作者最後的建議可能不同。留意however、although、instead等轉折線索。

本教材按年級培養通往DSE的閱讀及寫作能力，並非完整DSE程度試卷；文法部分屬校本能力鞏固。

READ

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A photo is not just a file

A. Reading 閱讀理解 | 20 marks | Questions on page 3

Read the blog. Paragraph letters help you locate evidence. The writer is reflecting on an invented school incident. For multiple-choice questions, circle ONE answer.

[A] Have you ever shared something because everyone else was sharing it? Last Friday, I posted a photo of my friend Noah asleep on the bus after football practice. I added a funny caption. My account had only twelve followers, and I thought they would understand the joke. Within an hour, someone had sent a screenshot to another group. By the next morning, pupils I hardly knew were repeating my caption in the corridor.

[B] Noah did not laugh. He had stayed up late caring for his little brother, but I had never asked why he looked so tired. When he saw the post, he stopped replying to my messages. I deleted it and expected the problem to disappear. It did not. Copies were still travelling through other people's phones. Deleting my post was a necessary first step, but it could not remove every copy or undo Noah's embarrassment.

[C] Our form teacher did not tell us to stop using the internet. Instead, she asked us to consider three questions: Have I checked what this shows? Have I asked the person for permission? Would I be comfortable if a much wider audience saw it? A private account can limit the first audience; it cannot control what every follower does afterwards. She also explained that asking permission means accepting 'no', not asking again until the person gives in.

[D] I have learnt to pause before pressing 'share'. I apologised to Noah without blaming the person who forwarded the screenshot. With his agreement, I asked the groups I knew to remove their copies. I did not repost the image to explain my mistake, because that would have given it another audience. Noah and I have spoken since then, but he has not wanted to take photos with me yet. Rebuilding trust takes longer than deleting a file. Responsible sharing is not about being afraid of every post; it is about remembering that a real person may live with its effects.

Before answering 作答前整理

Underline key facts. Circle any conditions or changes of view.
先標記證據；答案要能返回文本核對。

Evidence notes / reading annotations (not marked):

READ

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Reading questions

A. Reading 閱讀理解 | 20 marks

A1. Why did the writer initially believe the post would be harmless? Give two reasons from paragraph A. **(2)**

A2. What does "It" in "It did not" (paragraph B) refer to? **(2)**

A3. Find ONE word in paragraph B meaning "a feeling of being uncomfortable or ashamed". **(2)**

A4. What does the screenshot reaching another group demonstrate about a private account? **(2)**

A5. True or false? The teacher advised pupils never to use the internet. Give evidence. **(2)**

A6. In paragraph C, why is repeatedly asking until someone agrees not proper permission? **(2)**

A7. Why did the writer avoid reposting the image when explaining the mistake? **(2)**

A8. Which TWO details in paragraph D show that the writer accepts responsibility? **(2)**

A9. Which description best matches the writer's attitude at the end? Give one supporting detail. **(2)**

A. Proud of being popular
B. Reflective and responsible
C. Angry with Noah
D. Certain that deleting fixes everything

A10. Complete the summary. Copy ONE word from paragraph C for each blank. Ask for (i) _____ and think about the wider (ii) _____ before sharing. **(2)**

USE

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Language in context

B. 語境運用 | 8 marks

B1-B4: Use the present perfect or past simple form. B5-B6: Rewrite as instructed. Do not change the meaning.

B1. Last Friday, the writer _____ (post) a photograph. **(1)**

B2. The photo is still online. I _____ (not delete) it yet. **(1)**

B3. Noah and I _____ (know) each other since September. **(1)**

B4. Yesterday, our teacher _____ (explain) the rules. **(1)**

B5. I first joined the club in September and I am still a member. Begin: I have been ... **(2)**

B6. The writer has already asked Noah for permission. Change this into a yes/no question. Keep "already". **(2)**

Check your work 完成後檢查

Read each full sentence again. Check the subject, verb form and punctuation.
把答案放回句子再讀一次，檢查主語、動詞和標點。

WRITE

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Advice to a classmate

C. Writing 寫作 | 12 marks

You are Alex. Your classmate Sam has received an embarrassing video of a friend and is unsure whether to forward it. Write Sam a 120-150-word email giving advice. You may use ideas from the blog, but do not copy whole sentences.

Include the following:

1. Acknowledge Sam's situation without insulting anyone.
2. Explain two reasons not to forward the video.
3. Suggest two practical steps Sam can take.
4. Use a supportive tone and a suitable ending.

Plan first 先想清楚

Opening: acknowledge the situation + clear advice

Body: reason 1 + reason 2 + practical steps

Ending: supportive final message

Dear Sam, | I understand that ... | One concern is ... | You could ... | Best wishes,

Your writing:

Self-check: task points / complete sentences / verb forms / capitals and punctuation

字數為練習目標，評分以內容、語言及組織為準；不按字數機械扣分。