

語文領域-英語文領域課程綱要運作模擬教學單元 (國中)

科目/領域別：語文領域-英語文領域	台北市民生國中葉芳吟
學習/教育階段：第四學習階段 (國中)	教學年級：九年級
單元名稱：Time To Say Goodbye	
教學資源/設備需求：康軒版英文課本 (第六冊第 6 課 Reading)、教科書電子書、自編投影片、自編講義、學習單、磁鐵白板	
總節數：2 節 (每節 45 分鐘)	
一、課綱轉化： <ol style="list-style-type: none">在總綱核心素養 A 面向「自主行動」【A2 系統思考與解決問題】中，本課程具體的學習重點有二：<ol style="list-style-type: none">閱讀文章時，能預測文章上下文的内容與關係，並能攫取文章大意。閱讀文章時，能從文章中找出支持推理與幫助理解的細節。在總綱核心素養 B 面向「溝通互動」【B1 符號運用與溝通表達】中，本課程具體的學習重點有二：<ol style="list-style-type: none">在聽、說、讀、寫英語文的基礎上，透過閱讀文章聚焦學生脈絡化的閱讀策略。學生除了可以學習單字和片語，亦培養學生提取整體概念的能力，提升理解與運思的素養能力。在與生活情境的連結以及大量的提問引導中，提供學生活用國中階段所學字詞及句型的機會。	
二、課程安排： <ol style="list-style-type: none">本單元課程授課時間為三堂課，帶領學生融會綜合發展聽、說、讀、寫四種技能。引導學生從閱讀文本的主題切入，導入單字與句型的介紹或複習並透過 Think-Pair-Share 的活動，讓學生能針對相關主題進行英語語言的分享與溝通。文本閱讀過程中，透過文章大意的提取與 5W1H 的基本文本組織元素去解構理解篇章內容，同時運用自我監控 (monitoring) 的策略培養學生能自我覺察學習難點所在，透過學生與學生 (分組合作)、老師與學生 (課堂教學) 的對話互動釋疑。透過文本字裡行間的脈絡，讓學生能根據上下文語境釐清不同訊息間的因果關係，並強化學生理解歷程中的運思與論證。以書寫英文感謝信 (Thank You Note) 收尾，讓學生回顧國中三年曾經獲得的幫助並運用學習到的句型與單字抒發心中的感謝，啟發學生情意的層面。	
三、教學策略： <ol style="list-style-type: none">鷹架建構的教學：強調文章大意的提取以 5W1H 的文本組織元素解構並架構文意的理解且	

- 勾勒文章發展脈絡，透過閱讀策略的應用搭建學生擷取大意、猜測字義、推敲文意的鷹架。
2. 提問教學：教學活動以大量地提問方式進行，鼓勵老師與學生、學生與學生的持續互動。
 3. 差異化教學：在 Think-Pair-Share 的口語活動和書寫英文感謝信活動中，提供學生呈現差異化的模板，讓學生可以自由選擇想要採用的書寫格式。
 4. 語言學習聽、說、讀、寫四技能並重。

核心素養、學習重點 (含學習表現與學習內容)、學習目標對應情形

核心素養	總綱	<p>A2 系統思考與解決問題</p> <p>具備問題理解、思辨分析、推理批判的系統思考與後設思考素養，並能行動與反思，以有效處理及解決生活、生命問題。</p> <p>B1 符號運用與溝通表達</p> <p>具備理解及使用語言、文字、數理、肢體及藝術等各種符號進行表達、溝通及互動，並能瞭解與同理他人，應用在日常生活及工作上。</p>
	領綱	<p>英 J-A2</p> <p>具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。</p> <p>英 J-B1</p> <p>具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。</p>
學習重點	學習表現	<p>*3-IV-12 能熟悉重要的閱讀技巧，如擷取大意、猜測字義、推敲文意、預測後續文意及情節發展等。</p> <p>*4-IV-8 能依提示書寫簡短的段落。</p> <p>9-IV-1 能綜合相關資訊作合理的猜測。</p> <p>9-IV-3 能根據上下文語境釐清不同訊息間的因果關係。</p>
	學習內容	<p>A 語言知識</p> <p>Ad- IV-1 國中階段所學的文法句型。</p> <p>*◎Ae-IV-7 敘述者的觀點、態度及寫作目的。</p> <p>*Ae-IV-8 簡易故事及短文的大意。</p> <p>D 思考能力</p> <p>D-IV-1 依綜合資訊做合理猜測。</p>
議題融入		

與其他領域/科目的連結		
<p style="text-align: center;">學習目標</p>	<ol style="list-style-type: none"> 1. 能預測閱讀文本的大意。 2. 能應用新學到的單字和片語以及辨識文章中 5W1H (who/ what/ where/ when/ why/ how~) 的策略，了解閱讀文本的內容。 3. 能透過上下文的訊息線索 (context clues)，推論並且深化文本的理解與新文本。 4. 能完成感謝信 (Thank You Note) 將所學實踐於日常生活中。 	
教學活動略案	評量策略 (包含評量方法、過程、規準)	
<p>第一節</p> <ol style="list-style-type: none"> 1. Warm-up(5 min) <ol style="list-style-type: none"> (1) Making connection <ul style="list-style-type: none"> ● 老師提問投影片中 yearbook 的圖片內容，或是直接拿一本畢業紀念冊連結學生的生活經驗。 <ul style="list-style-type: none"> ➢ T: What do you see here in the picture(or in my hand)? ➢ S: A yearbook. ➢ T: When do you get a book like this? ➢ S: When we are leaving school./ When we are saying goodbye./ When it's time to say goodbue. 2. Pre-reading(25 min) <ol style="list-style-type: none"> (1) Skimming and Main-idea Predicting <ul style="list-style-type: none"> ● 承上，根據學生問題的回答 time to leave school, time to say goodbye，老師請學生瀏覽課第 68 至 69 頁的圖片、標題以及生字預測本課的主旨內容，並請學生提出預測本課主旨大意的線索為何 (How do you know?)。(附件一 Poster: How to find the main idea.)。 <ul style="list-style-type: none"> ➢ The title of the reading is “Time To Say Goodbye”, so the main idea of the reading would be about saying goodbye or leaving school (graduating from school). ➢ Memory is the new word we are going to learn in this unit. When people talk about memories, they usually talk about the past and it is usually when it's time people say goodbye to the past. (參考答案) (2) Vocabulary building and reviewing (or previewing) <ul style="list-style-type: none"> ● 老師提問畢業紀念冊內容相關問題，並且參考投影片中的圖片以引導出文本中的關鍵生字和片語。 	<p>評量方式： 口頭提問。 採志願者舉手作答，答對者得到點數一點。平日的班級經營就有集點制度，每名學生都有集點卡。</p> <p>提醒： 老師可以帶自己的國中畢業紀念冊讓學生比較版面或內容的異同，從畢業紀念冊中的照片來鋪陳相關問題的回答。</p> <p>評量方式： 口頭提問。 What is the main idea? How do you know?</p>	

- T: What did you put on the pages of your yearbook?
- S: Words and photos.
- T: What are the photos on your yearbook pages about?
- S: School life/ Things we did together.(for example, the camping trip/ the singing contest/ the tug of war/ the volleyball game...)
- T: Why did you choose these photos to be on your yearbooks?
- S: Because they are important parts of our three-year school life or because they were fun or because we worked hard together.
- T: These fun things or important things are moments in your junior high school. Some of them were fun and maybe some of them were sad, but you are going to remember them in your life and they will become your memories. How do you spell memory?
- S: m-e-m-o-r-y.
- T: Yes, m-e-m-o-r-y. (老師透過投影片呈現 memories 參見附件二) Now, repeat after me “memories”.
- S: Memories.

- 老師逐一參考投影片中的圖片以引導出文本中的關鍵生字和片語。以 talents 的投影片為例(其他參見附件二)。

- PPT: When you look back to the past three years, what comes to your mind?
- T: Did you have English song contests or basketball games?
- S: Yes, we had basketball games and an English song contest.
- T: Did you win the contest or games? For students who can sing well, what do they have for singing? For students who are excellent basketball players, what do they have for playing basketball?
- S: Talents.
- T: Yes, how do you spell talents?
- S: T-a-l-e-n-t.
- T: Yes, t-a-l-e-n-t. (老師透過投影片呈現 talents 參見附件二) Now, repeat after me “talents”.
- S: Talents.

- (3) Vocabulary application—The Thing I Remember Most (參見附件三)。(contextualizing students’ learning through think-pair-share)

- T: When looking back to the past three years, what comes to your mind?

- 學生須完成書寫 4 個問題學習單，老師先示範。

- T: What did you remember the most?

提醒：

一開始建議老師鼓勵同學的參與，因此同學可以用中文表達(Chinese is allowed/ Mother tongue can be applied) · 老師進一步協助學生將中文答案轉為英文寫在黑板上，並且在進入下一階段教學時帶讀並請學生記錄在課本或筆記本上以供學生在進行後面的 The thing I remember most 和 Thank you card 活動時可以運用。

評量方式：

生字的拼音背誦。

- T: When did it happen?
- T: Who was with you then?
- T: Why did you remember it the most?
- 老師示範。
 - Q: What did you remember the most?
 - A: The volleyball game.
 - Q: When did it happen?
 - A: In the eighth grade.
 - Q: Who was with you then?
 - A: Claire, Sammy, Grace, Leo, Annie and Donald was with me.
 - Q: Why did you remember it the most?
 - A: We didn't win the first prize, but we spent days and nights practicing and we tried our best.
 - T: Now it's your turn.
- 學生兩兩一組完成書寫學習單，精熟者協助需要幫助的同學完成，並彼此練習互相問答講述自己的經驗。

3. Exit Slip (15 min)—Memory Collector Vs Memory Giver (參見附件四)

- 學生將透過兩兩聽寫蒐集到的資料 (同學的 The Thing I Remember The Most) 完成學習單書寫 (Memories We Have) 。
- 老師將學生分站 4 排 (依據班級總人數決定每排人數)，每兩排面面對。每一排的成員在完成一次任務時輪流向右手邊移動，進行第 2 次任務，總共需完成 4 次任務。前兩輪由第 1、3 排同學扮演 Memory Giver 的角色，述說自己的學習單內容 (The Thing I Remember The Most)；第 2、4 排同學則扮演 Memory Collector 的角色，運用聽到的資訊以完成學習單 (Memories We Have)。後兩輪則由第 2、4 排同學扮演 Memory Giver 的角色述說自己的學習單內容 (The Thing I Remember The Most)；第 1、3 排同學扮演 Memory Collector 的角色，運用聽到的資訊完成學習單 (Memories We Have)。老師先說明流程並與英文小老師示範該活動的進行方式。下課時，老師將學生完成的學習單收回。
- 參考答案：(老師和英文小老師 Amy 示範)
 - T: What did you remember the most?
 - Amy: The camping trip.

評量方式：
學習單的完成。

評量方式：
生字的拼音背誦以及口說自身經驗表達。

差異化教學：
完成學習單書寫。

- T: When did it happen?
 - Amy: In the eighth grade.
 - T: Who was with you then?
 - Amy: All my classmates were with me.
 - T: Why did you remember it the most?
 - Amy: We prepared our own dinner and we had a wonderful campfire party.
- 參考答案:(老師示範依據上述 Amy 提供的答案完成下列學習單書寫)
 - Memories We Have
 - ___Amy___ (who) remembers___ the camping trip___ (what) the most. It happened___in the eighth grade___ (when). ___Her classmates___ were with her/him. He/ She remembers it the most because ___they cooked their own dinner and they had a wonderful campfire party.___

總結性評量方式：

能運用蒐集到的資完成學習單。學生以口語表達自己學習單的內容，並聆聽和紀錄夥伴的學習單的內容。

第二節

1. Warm-up(5 min)—Gallery Walk

- 老師將上一堂課收回批改學生的學習單 (Memories We Have) 張貼於教室的四周，給學生 3 分鐘在教室四周瀏覽同學們在國中 3 年最難忘的事，接下來回到組別討論同學提及的事情有哪些是記載在他們的畢業紀念冊中，請各組寫在磁鐵白板上發表。

2. Text Reading(35 min)

(1) 5W1H elements and the paragraph main ideas(5 min)

- 第一輪文本閱讀 (Find It Out)
- 透過上述活動，老師連結同學自身難忘的國中經驗，引導出閱讀文本的作者為 Cynthia，並播放電子書動畫內容。在播放電子書之前，引導學生聚焦文本中出現的人物 (Who) 以及課本第 68 和第 69 兩頁文本段落的主要大意。播放電子書的時候只有顯現英文字幕，播完電子書，詢問學生「Who did you read about in the reading?以及 What are the main idea of the texts on P. 68 and P. 69?
 - Q: Who did you read about in the reading?
 - A: We read about Cynthia, Mandy, Brad and Andy.
 - Q: What are the main ideas of the texts on P. 68 and P. 69 ?
 - A: On P. 68, Cynthia shows thanks to her classmates. Or P. 68 talks mainly about why Cynthia wanted to say thank you to her three classmates.

On p. 69, Cynthia shares her feelings about saying goodbye to junior high school and her feelings about going to senior high school or Cynthia talked about how she felt about saying goodbye to her junior high school and saying hello to her senior high school. Or P. 69 talks mainly about Cynthia's mixed feelings about saying goodbye.

- 第二輪文本閱讀 (Shout it out!) (5 min)
- 接下來給學生 3 分鐘自行閱讀，請學生用螢光筆畫出段落大意的關鍵字詞至多 3 個。小組討論 2 分鐘後，舉手大聲說出段落大意的關鍵字詞。
 - P. 68 words to show thanks repeat in every Thank you note for Mandy, Andy and Brad.
 - P. 69 words and phrases like “sad”、”hate to “ show Cynthia doesn't want to say goodbye, but words and phrases like “excited “、 “can't wait to” show Cynthia is happy to go to senior high school (to start a new chapter), so this page talks about Cynthia's mixed feelings of graduating from junior high school.

(2) Reading through monitoring : 針對第 68 頁文本進行 monitoring 。

- 第一輪文本閱讀(3 min)
- 請同學自己默讀 (silent reading) ，一邊閱讀一邊監控 (monitor) 自己對文本的理解，逐句標示下列兩種符號在課本上。
 - ✓ (代表 I understand it : 我讀懂這個句子並了解它的句構。)
 - ? (代表 I don't get it : 我讀不懂這個句子或我不了解它的句構。)
- 第二輪文本閱讀(7 min)
- 第一輪默讀結束後，全班一起朗讀，學生們進行對文本理解第二次的自我監控 (self -monitoring) 。大聲朗讀中，如果讀通了原來不懂的句子，請學生將標示的「 ? 」改成「 ! 」。
 - ! (代表 I fix it myself by re-reading the whole text.再次閱讀後，我理解這個句子並了解它的句構。)
- 接下來學生們針對仍然有不甚瞭解的句子，提出至小組討論。進行討論後，各組將已經釋疑的句子寫在筆記本上交

評量方式：

學生能找出支持文本大意的關鍵字詞。

給老師，組內討論後仍不確定是否解讀正確或仍有疑問的句子寫在磁鐵白板上，貼在黑板上由老師進行全班解惑，老師再給兩個句構類似的句子讓學生可以立即審視自己對文本的理解。

(3) Reading for supporting details and reading to make inferences(15 min)

- 老師解答個別句子的字面意思與句構後，呈現課文內容在投影片上，透過提問檢核學生是否掌握文本細節的理解。老師透過提問檢核學生是否掌握文本細節的理解後，引導各組進行推論文本隱含訊息的步驟（見附件七學習單）。
- 老師於投影片上呈現課文內容：
 - When I was asked to write something for this yearbook, many memories came back. I had a rough start, but you guys helped me get through it.
- Questions:
 - T: Based on the text, how did Cynthia feel when memories came back?
 - S: She might feel helpless (or upset or hopeless or lost) but happy (or sweet). (參考答案)
 - T: Why?
 - S: She had a rough start in junior high school. Something rough usually makes people sad or upset or helpless or lost. But her friends or classmates helped her to get through the rough start, so she might also feel happy at the same time. (參考答案)
 - T: Can you give me a word that carries the similar meaning of “rough”?
 - S: Difficult/ hard.
 - T: From the passage, what does the last word “it” mean?
 - S: A rough start.
 - T: Good. Let’s move on.
- 老師於投影片上呈現課文內容：
 - 寫給 Mandy 的感謝卡
 - To Mandy
 - Thank you for saying “No” when I asked to copy your math workbook. At that time, I thought you were not my friend. But now I know you’re a true friend.
- Questions:
 - T: Based on the text, why did Cynthia say thank you to Mandy?
 - S: Mandy helped Cythia with her math. (對話曾提到)

提醒：

各組內將已經釋疑的句子寫在白紙上，交給老師是為了讓老師掌握學生可能的學習難點，做進一步的評量，了解學生是否真的理解。

提醒：

組內討論後仍不確定是否解讀正確或仍有疑問的句子，貼在黑板上後，也可鼓勵其他組別的同學回答或解說，老師再進行最後的統整，就看課堂的時間如何運用。

(參考答案)

- T: How did Cynthia feel when Mandy didn't lend her the math workbook?
- S: She was not happy.
- T: How do you know?
- S: Cynthia thought Mandy was not her friend. Most of the time, when we think of someone as not our friends, that someone must have done something that makes us unhappy. (參考答案)
- T: Then, why did Cynthia said Thank you to Mandy for saying "No"?
- S: Copying workbooks doesn't help with learning. If you don't practice or learn from making mistakes, you won't really learn. Mandy did the right thing when she said "No" to Cynthias. That's what a true friend will do—they do the right thing to help you. If you aren't doing the right thing, they stop you. (making inference→identify contextual information + use prior knowledge+read carefully for implied information)

(參考答案)

- 老師於投影片上呈現課文內容：
 - 寫給 Brad 的感謝卡
 - To Brad
 - Many thanks to you for bringing me to the hip-hop world. With your help, I've found my talents. I hope we both can shine on the dance floor in the future.
- Questions:
 - T: Why did Cynthia say thanks to Brad?
 - S: Brad invited Cynthia to the hip-hop world. (參考答案)
 - T: Is Cynthia good at hip-hop ?
 - S: Yes, in the reading, Cynthia thanked Brad for bringing her into the hip-hop world and then she wrote "With your help, I've found my talents." It means Cynthia has the talents for hip-hop. (參考答案)
 - T: Did Cynthia know about her talents in hip-hop before she met Brad?
 - S: No, she didn't because she used the word "found". People always found things that they didn't know in the beginning. (參考答案)
 - T: Do you think Cynthia will keep doing hip-hop or do you think Cynthia loves hip-hop?
 - S: Yes, she loves hip-hop and she will keep doing hip-hop because she wrote "I hope we both can shine on the dance floor in the future." (參考答案)

評量：

個別檢核。

學生對文本、或關鍵字和片語畫線。

- T: When someone shines on the dance floor, what will he or she become ?
- S: Successful or famous. When something shines, people notice it and it is always eye-catching. (參考答案)
- 老師於投影片上呈現課文內容：
 - 寫給 Andy 的感謝卡
 - To Andy
 - You're really a people person. Every time the students in our class have a fight, you're the one that helps stop it. Most importantly, you always bring us together again. Thanks to you, we've learned to respect each other.
- Questions:
 - T: Why did Cynthia say thanks to Andy?
 - S: He stops his classmates from fighting and brings the class together. (參考答案)
 - T: Cynthia wrote Andy is a people person. What do you think a people person or Andy is good at?
 - S: He is good at communicating with others. He can tell right from wrong. He has to be someone that wins others' respect (heart). He is someone good at reasoning. He doesn't take sides. He is someone who the others will listen to. (這個問題比較涉及個人的價值觀，建議可以允許小組學生先用中文回答，老師再教導孩子如何用英文表達。) (making inference → identify contextual information + use prior knowledge + read carefully for implied information) (參考答案)

評量方式：
口頭提問。

3. Exit Slip (5 min)—Up and Down (默契大考驗)

- 全班接力 1 人 1 句朗讀課文，每一句最多由 3 名同學朗讀，每名同學僅有 1 次機會。句子與句子之間不能停頓超過 3 秒，超過 3 人站起來朗讀或停頓接力 3 秒以上，或全班人力已經輪流完畢但課文尚未朗讀結束，老師喊 BANG! Again! 全班必須重新輪流朗讀。全班在同學順利唸完最後一句時，一起喊出「Yes!」任務順利完成，下課。

第三節

1. Warm up (5 min)—Matching

- 老師運用課本第 70 頁的 Read and Write (根據閱讀內容，

填入與所描述行為相符的同學名字) 複習前一節課的感謝卡內容。

- ① When I hear music playing, I just can't stop moving my body. Hip-hop is in my blood. I promise that you'll know me as "king of hip-hop" pretty soon!
- ② I feel great to be able to stop people from fighting and bring them to work together again. I want to be a person who can step up and be a good leader.
- ③ It kills me when I see people give up trying and just take a shortcut. I would like to be a special teacher who can help students with their learning difficulties, especially in math.

● Questions:

- T: Class, read over Read and Write on P.70 and fill in the person each passage talks about.
- S:
 - ① Talks about Brad.
 - ② Talks about Andy.
 - ③ Talks about Mandy.
- T: How do you know?
- S: (參考答案)
 - ① Talks about the one who loves hip-hop, so it should be Brad.
 - ② Talks about the one who stops people from fighting and brings people to work together again, so it should be Andy.
 - ③ Talks about the one who wants to help students with learning difficulties in math and she doesn't like to see people take a shortcut. Copying others' homework or workbook is a shortcut ,so it should be Mandy.

2. Text Reading (15 min)

(1) Reading through monitoring : 針對第 69 頁文本進行閱讀策略 monitoring

- 第一輪文本閱讀(2 min)
- 請同學自己默讀 (silent reading) , 一邊閱讀一邊監控 (monitor) 自己對文本的理解 , 逐句標示下列兩種符號在課本上。
 - ✓ (代表 I understand it : 我讀懂這個句子並了解它的句構。)
 - ? (代表 I don't get it : 我讀不懂這個句子或我不了解它的句構。)

提醒 :

當答案涉及較深的生字詞時 , 處理的方式可以用下面的步驟 :

1. 組間成員先 brainstorm 如何用英文表達 (如果教室內配備有網路和行動載具 , 老師可以讓學生運用線上字典。)
2. 沒有線上字典可用 , 組間成員先用中文表達。
3. 老師解答或徵求班上同學一起思考如何用英文表達。
4. 老師請同學在筆記本上寫下習得的英文表達。

評量方式 :

朗讀課文的流暢度與班上的合作默契。

- 第二輪文本閱讀(5 min)
- 第一輪默讀結束後，全班一起朗讀，學生們進行對文本理解第二次的自我監控 (self -monitor)。大聲朗讀中，如果讀通了原來不懂的句子，請學生將標示的「？」改成「！」。
 - ！（代表 I fix it myself by re-reading the whole text.再次閱讀後，我理解這個句子並了解它的句構。）
- 接下來學生們針對仍然有不甚瞭解的句子，提出至小組討論。進行討論後，各組將已經釋疑的句子寫在筆記本上交給老師，組內討論後仍不確定是否解讀正確或仍有疑問的句子寫在磁鐵白板上，貼在黑板上由老師進行全班解惑，老師再給兩個句構類似的句子讓學生可以立即審視自己對文本的理解。

(2) Reading for supporting details (8 min)

- 老師解答個別句子的字面意思與句構後，呈現課文內容在投影片上，透過提問檢核學生是否掌握文本細節的理解。老師透過提問檢核學生是否掌握文本細節的理解後，引導各組進行推論文本隱含訊息的步驟（見附件五學習單）。
- 課文：
 - Saying “Goodbye” and saying “Hello” are both important moments in our circle of life. I hate to say goodbye to you guys. At the same time, I can’t wait to say “Hello” to senior high school life. Let’s make a deal: We’ll be best friends forever.
- Questions:
 - T: Why did Cynthia write saying “Goodbye” and saying “Hello” are both important moments in our circle of life”?
 - S: Circle is a round shape. It goes on and on without ending or beginning. When Cynthia write saying “Goodbye” and saying “Hello” are both important moments in our circle of life”, Cynthia meant that saying “Goodbye” and saying “Hello” are two things that happen in our life again and again. When we say goodbye, it is always time to start a new chapter as well. (參考答案)
 - T: Did Cynthia want to say “ Goodbye”?
 - S: No, she didn’t because she said “ I hate to say goodbye to you guys.” When people use the word “ hate”, they always talk about something they don’t

like or enjoy. (參考答案)

- T: So, does it mean that Cynthia doesn't want to go to senior high school?
- S: No, she is excited about going to senior high school at the same time because she said, "I can't wait to say "Hello" to senior high school." When people can't wait for something to happen, they look forward to it. They feel excited to see the thing happen. (參考答案)

3. Wrap it up—Thank You Note Writing (25 min)

- 老師總結：

- Sad things or difficult things happened from time to time when we grew up. Now you are ready to leave school. There must be someone who helped you get through something rough or difficult during the past three years. Let's write a Thank You card to that special someone or you can write a Thank You card to yourself for not giving up or for hanging on there.

(1) guided writing(sentences)

- 學生須完成書寫 4 個問題學習單，老師先示範。

- ① Share a rough time you had during the past three years. When did it happen?
- ② What happened then?
- ③ Who helped you get through the rough time?
- ④ What did he or she do to help you get through?

- 老師示範。

- ① Share a rough time you had during the past three years. When did it happen?
Answer: I had a rough start of junior high school in my seventh grade.
- ② What happened then?
Answer: I didn't get along with my classmates.
- ③ Who helped you get through the rough time?
Answer: Albert helped me get through it.
- ④ What did he or she do to help you get through?
Answer: He counted me in when they played basketball.

T: Now it's your turn.

- 學生兩兩一組完成書寫 guided writing(sentences)，精熟者協助需要幫助的同學完成。

(2) Thank You card Writing

- 學生完成 guided writing 4 個句子的書寫後，老師先示範把句子填入感謝卡中。

♥ **THANK YOU**

To _____

Many thanks to you for _____.

With your help, _____.

I hope _____.



(參考答案)

To Albert

Many thanks to you for counting me in when you played basketball.

With your help, I got along with the classmates.

I hope we can be friends forever.

Gladys

Thank you

To _____

Thank you for _____

when _____.

You're a true friend to me.



(參考答案)

To Albert:

Thank you for counting me in when I didn't get along with the classmates.

You're a true friend to me.

Gladys

差異化教學：

老師提供 3 種範本形式的英文感謝卡，學生可以自由選擇想要採用的書寫格式。比較 advanced 的學習者可以選擇自己設計感謝卡內容呈現的方式。附件如左。

THANK YOU



Dear _____:

Many thanks go to you. Thank you for _____.

We are leaving school and it's time to say goodbye, but let's make a deal. We are friends forever.

- (1) helping me in a tough time
- (2) staying with me when I was lonely.
- (3) telling me not to give up
- (4) opening your heart to me
- (5) sharing with me many things
- (6) cheering me up when I was sad
- (7) _____

Your friend

(參考答案)

Free Style example:

Dear Albert:

I still remember the first week of school in the seventh grade. I had a rough time getting along with the classmates. I felt so lonely. You came to me and invited me to play basketball with you guys. Little by little, all of us became good friends. Thank you for helping me get through the difficult time. Friends forever.

Glays

下課前老師收回感謝卡批閱後，請學生致贈卡片給要感謝的人。

評量方式：

英文感謝卡的完成。

Main Idea



The main idea is what a text is mostly about.

- 🔍 Look at the title & pictures.
- 🔍 Sometimes the main idea is in the first & last sentence.
- 🔍 Look for clue words repeated over & over.

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	<p>Time to say goodbye.</p> <p>yearbook</p> <p>What will the reading be about then?</p>
<p>What's there on your class pages in the yearbook?</p> <p>photos</p> <p>words</p>	<p>What are the photos about?</p> <p>Things you did together</p> <p>school life</p>
<p>Things you did together are moments in your life.</p> <p>We keep what has happened, happy moments or sad moments, in our minds and they become things we don't forget in our lifetime. They become our memories</p>	<p>When you look back to the past three years, what comes to your mind?</p> <p>talents</p>
<p>When you look back to the past three years, what comes to your mind?</p> <p>fight</p>	<p>When you look back to the past three years, what comes to your mind?</p> <p>respect</p>
<p>When you look back to the past three years, what comes to your mind?</p> <p>have a rough start</p> <p>get through</p>	<p>When you look back to the past three years, what comes to your mind?</p> <p>copy</p> <p>borrow others' workbooks</p>
<p>Best Friends forever</p> <p>make a deal</p>	



The Thing I Remember Most

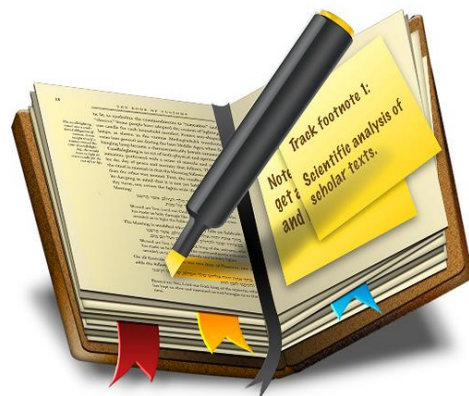
1. What did you remember the most?

2. When did it happen?

3. Who was with you then?

4. Why did you remember it the most?

Name: _____



附件四



*Memories
We Have*

Memory Collector(Name):

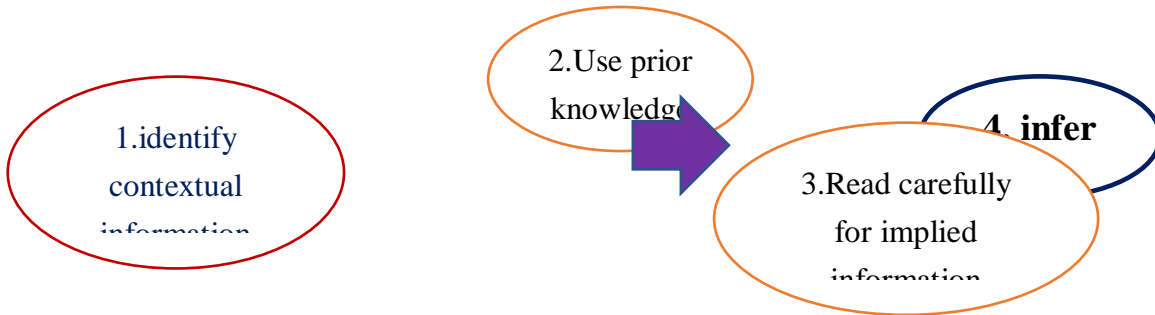
_____ (who) remembers _____
_____ (what) the most. It happened
_____ (when). _____ (who) was/ were with
him/ her. He/ She remembers it the most because

_____ (who) remembers _____
_____ (what) the most. It happened
_____ (when). _____ (who) was/ were with
him/ her. He/ She remembers it the most because

附件五

Making inference using contextual information (Steps)

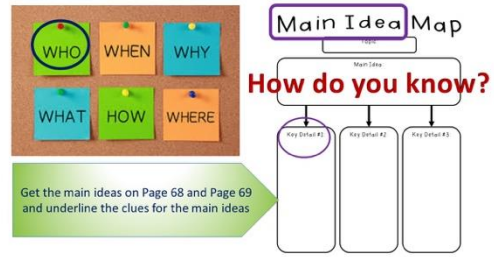
Group: _____



1. Identify contextual information	
2. Use prior knowledge	
3. Read carefully for implied information	
4. infer	



Listen carefully ,
focus on the following
and take notes.



Talk with your group about the main idea and **Underline** the sentences or words that help you get the main idea on the textbook.
(group work)

3 minutes

Who did you read about ?

Cynthia Andy
Brad Mandy

How do you know?

main ideas Page 68 → Why Cynthia wanted to say thanks to her friends
Page 69 → How Cynthia felt about saying goodbye.

main ideas Page 68 → Why Cynthia wanted to say thanks to her friends
Page 69 → How Cynthia felt about saying goodbye.

How do you know?
Shout out what your group underlined.



Exit Slip

Think-Pair-Speak up

* Share a rough time you had during your junior high school days and who helped you get through the trouble.



How do I say it?

I had a rough time getting along with some classmates (the problem you had)
When I was in 8th grade. Jim and Meg (who helped you get through)



How do I say it?

I had a rough time getting along with some classmates (the problem you had)
When I was in 8th grade. Jim and Meg (who helped me get through by bringing us together (what the person did to help you)



How do I say it?

I had a rough time _____ (the problem you had)
When I was in _____ grade. _____ (who) helped me get through (by _____ (what the person did to help you)

*Time To
Say Goodbye*

B6 U6 Reading (worksheet)

1. Who did you read about in the reading?

2. Why did Cynthia say thanks to Mandy, Brad and Andy?

What did Mandy, Brad and Andy do

(1) Mandy:

(2) Brad

(3) Andy

Share your thought

* To you, what makes a friend?

* Have you found in yourself any talents during junior high school days? If yes, what is it?

* Who is a people person in your class? What makes him or her a people person ?

* How do you feel about saying goodbye?

A journey begins where a journey ends!

附件七

 <p>Do silent reading (finger reading) by yourself.</p> <p> 5minutes</p>  <p>Please finish Questions 1~3 on the worksheet</p>	 <p>Talk with your group about the answers to the three questions (group work)</p> <p> 3 minutes</p>
 <p>Why did Cynthia say thanks to Mandy, Brad and Andy?</p> <p>hard difficult</p> <p>She had a rough start and they helped her get through it.</p> <p>To pass something difficult</p>	 <p>2.What did Mandy, Brad and Andy do?</p>
<p>To Mandy, what is a true friend?</p> <p>To Mandy</p> <p>Thank you for saying “No” when I asked you if I could borrow your math workbook to copy the answers. At that time, I thought you were not my friend. But now I know you’re a true friend.</p> <p>To Cynthia ,what made a friend then?</p>	<p>To Andy</p> <p>the person</p> <p>You’re really a people person. Every time the students in our class have a fight, you’re the one that helps stop it. Most importantly, you always bring us together again. Thanks to you, we’ve learned to respect each other. the fight</p>
<p>To Brad</p> <p>What talent does Cynthia have ? Did Cynthia know about her talents before?</p> <p>Many thanks to you for bringing me to the hip-hop world. With your help, I’ve found my talents. I hope we both can shine on the dance floor in the future.</p> <p>To be successful</p> <p>What does it mean to shine on the dance floor?</p>	 <p>3.How does Cynthia feel about saying goodbye ?</p>
<p>Saying “Goodbye” and saying “Hello” are both important moments in our circle of life.</p> <p>I hate to say goodbye to you guys. At the same time, I can’t wait to say “Hello” to senior high school life.</p> <p>Let’s make a deal: We’ll be best friends forever.</p> <p>1.How lucky I am to have something that makes saying goodbye so hard.</p> <p>2.Good friends never say goodbye. They simply say see you again.</p> <p>3.Don’t cry because it’s over. Smile because it happened.</p> <p>4.If you are brave enough to say goodbye, life will reward you with a new hello.</p> <p>How does Cynthia feel? Excited and sad.</p> <p> Parting is such sweet sorrow.</p>	 <p>There’s someone special who helps you get through hard time.</p> <p>Say thanks !</p>  <p>One of the best gifts you can give someone is thanking them for being part of your life.</p>



Exit Slip

Thank You Note

* Write a note to someone you want to say thanks to.



Free style

To Jenny

Many thanks to you for helping me with my math
With your help, I don't fail the tests all the time
I hope we can be friends forever

To Woody

Thank you for standing by me
when I am lonely and sad. You're a true friend to me.

附件八

Thank you 

Dear _____

