

ESL Program Newsletter

Grade 8
Montreal

February 11th - 21st, 2025

Ms. Chua



Welcome Back!

Hello everyone, and welcome back to another exciting semester of the ESL Program at Blessed Imelda High School! I hope you all had a wonderful and joyous Chinese New Year filled with happiness and good fortune. As we step into this new term, let's continue to learn, grow, and support one another on our language-learning journey.

Homework

All homework for each week is posted on Google Classroom. Grade 8 students will have three homework assignments each week which will be checked by the teacher. They will receive feedback on each task. It is a great way for students to practise or challenge themselves in a safe environment with no academic score assigned.

This Past Week

This week, our students explored the idea of fake

歡迎回來！

大家好，歡迎回到靜修中學的雙語課程，開啟另一個令人興奮的學期！希望大家度過了一個充滿歡樂與好運的愉快農曆新年。讓我們在新的學期中繼續學習、成長，並彼此支持，一同在語言學習的旅程上邁進。

家庭作業

每週的所有作業都會發布在 Google Classroom。八年級學生每週將有三項作業，老師會進行檢查並提供反饋。這是一個讓學生在無需擔心學術評分的安全環境中練習或挑戰自我的好機會。

本週

本週，學生透過一系列活動探索了「假新聞」的

news through a range of activities aimed at developing critical thinking about media information. They analyzed various texts and engaged in discussions, learning to recognize different perspectives and the subtle differences between factual reporting and manipulated content. Throughout the week, students identified, compared, and contrasted various forms of news. They also actively participated in discussions and presentations, which concluded with a written response to pieces of fake news.

Next Week

Next week, students dive into fake news in dystopian fiction, sharpening their reading, writing, and speaking skills while analyzing media manipulation. In reading, they will examine an excerpt from a dystopian novel, identifying bias and propaganda. Through discussions, they will compare fictional and real-world fake news, reinforcing key vocabulary like manipulation, censorship, and propaganda.

For writing, students will craft a dystopian fake news article, using exaggeration and bias to promote government propaganda before rewriting it objectively. Finally, in speaking, students will participate in a Breaking News Role-Play, acting as a government news anchor. These activities encourage students to think critically about media influence while enhancing their ESL skills!

The learning skill and curriculum expectations being focused on this week include:

Learning Skill: Organization, self-regulation, and collaboration

Speaking: Students engaged in discussions, presentations, and answering questions orally.

Reading: Students read, identified, compared, and contrasted various forms of news, developing critical thinking about media information. They used graphic organizers to identify key

concepts, cultivating critical thinking about media information. They analyzed various texts and participated in discussions, learning to recognize different perspectives, and distinguishing between factual reporting and manipulated content. Throughout the week, students identified, compared, and contrasted various forms of news, and actively participated in discussions and presentations, which concluded with a written response to pieces of fake news.

下週

下週，學生將深入探討反烏托邦小說中的假新聞，透過分析媒體操控來提升閱讀、寫作和口說技能。在閱讀方面，他們將研究反烏托邦小說的節選內容，識別其中的偏見與宣傳手法。透過討論，學生將比較虛構與現實世界中的假新聞，加強對「操控」、「審查」和「宣傳」等關鍵詞彙的理解。

在寫作方面，學生將創作一篇反烏托邦風格的假新聞報導，運用誇大和偏見來推動政府宣傳，然後再將其改寫為客觀報導。最後，在口說方面，學生將參與「突發新聞角色扮演」，扮演政府新聞主播進行播報。這些活動鼓勵學生對媒體影響進行批判性思考，同時提升他們的語文技能！

本週學習技能與課程目標：

學習技能：組織能力、自我調節、合作能力

口說：學生透過討論、展示及口頭回答問題來練習表達能力。

閱讀：學生閱讀、識別、比較並對比各種新聞形式，培養對媒體資訊的批判性思維。他們使用圖表來整理新聞文章的關鍵資訊。

<p>information from a news article.</p> <p>Writing: Students wrote responses to a fake news article, and used pre-writing strategies to compare and contrast as well as write a dystopian fake news article. Students also applied capitalization and punctuation rules, subject-verb agreement, and correct spelling on their reports and visual aid.</p>	<p>寫作：學生撰寫對假新聞文章的回應，並運用寫作前的策略來進行比較與對比。此外，他們還創作了一篇反烏托邦假新聞文章，並在報告和視覺輔助資料中應用正確的大小寫、標點符號、主謂一致以及正確拼寫。</p>		
<p style="text-align: center;">Grammar 文法 Verbs 動詞 Adjectives 形容詞 Adverbial Phrases 副詞片語 Figures of Speech (Hyperbole) 誇飾法</p> <p style="text-align: center;">Reading Skills Evaluating 評估 Comparing and Contrasting 比較與對比</p> <p style="text-align: center;">Vocabulary 單字</p> <p>censored news 審查新聞 claim 主張 / 聲稱 click bait 誘點擊標題 credible 可信的 / 可靠的 dystopia 反烏托邦 manipulate 操控 propaganda 宣傳 satire 諷刺 bias 偏見 deceive 欺騙</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Saturday, February 22nd: School Day Tuesday, February 25th: Start of Tutorial Friday, February 28th: Memorial Day (No Class) March 3rd ~ 7th: Grade 8 Field Trip Saturday, March 15th: PTI</p> <p>2 月 22 日(六) - 學校家長日 2 月 25 日(二) - 雙語課後延伸學習第一天 2 月 28 日(五) - 和平紀念日放假 3 月 3-7 日 - 八年級校外教學 3 月 15 日(六) - 雙語親師晤談</p> <hr/> <p style="text-align: center;">Tutorial 課後延伸學習</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Tuesday, Feb. 25th 5:00 – 6:00 pm ESL Classroom</p> </td><td style="width: 50%; vertical-align: top;"> <p>2 月 25 日 星期二 下午 5:00-6:00 地點：雙語教室</p> </td></tr> </table> <p>7F Montreal (673 教室): Sophia, Jinny, Emily</p> <hr/> <p>有任何與英文課相關事宜想要和外師聯繫，可以直接在<u>回家作業筆記本</u>上直接留下訊息，中英文皆可以，我們會儘快回覆。</p>	<p>Tuesday, Feb. 25th 5:00 – 6:00 pm ESL Classroom</p>	<p>2 月 25 日 星期二 下午 5:00-6:00 地點：雙語教室</p>
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