

靜修中學雙語課程

ESL Program Newsletter

Grade 8
Ottawa / Toronto

Sept. 23rd, 2024 - Sept. 27th, 2024

Toronto: Ms. Jensen
Ottawa: Mr. Morgan



Left image: Students working together to organise adjectives into hidden or visible traits.

左圖：在 Toronto 班的課堂上，學生一起合作，將形容詞分類為隱性的或顯性的特質。



Right image: Mr. Morgan introducing an activity based on the new adjectives.

右圖：在 Ottawa 班的課堂上，Mr. Morgan 老師正在介紹一個形容詞的活動。

Homework

Please remember to check the homework and sign the homework books.

Homework this week included:

Monday: read a story and answer questions in their homework books.

Tuesday: to write sentences reflecting on the classroom and routines.

Thursday: read a story and answer their story table (the table stuck into their homework books that asks about the story elements) in the homework books.

家庭作業

家長需在學生完成作業後，在作業筆記本上簽名確認。

本週作業包括：

週一：閱讀一個故事並回答作業本中問題。

週二：寫句子反思課堂和日常流程。

週四：閱讀一個故事，並回答作業本中的故事表格（貼在作業本中的故事元素表格）的問題。

<p style="text-align: center;">This Past Week</p> <p>Students are developing their use of adjectives. They have not only read these adjectives, but have been using them in their own writing about existing and made-up characters. They have also been identifying and classifying visible and hidden traits of characters.</p> <p>We have moved onto settings as a story element. Students have identified settings as a story element. They have used their newly used adjectives to write about a setting. They have also orally communicated about setting in groups as well as with the teacher.</p> <p>The final story element has been briefly introduced and students have been working on sequencing events from plots in stories.</p> <p>The learning skill and curriculum expectations being focused on these this week includes:</p> <p>Learning Skill: collaboration, independent work.</p> <p>Speaking: students were to respond to a speaking assessment based on their understanding of character and setting.</p> <p>Reading: students read a text to identify character and setting.</p> <p>Writing: writing assessment where students filled in a graphic organiser to describe setting and characters.</p>	<p style="text-align: center;">上週</p> <p>學生正在發展他們對形容詞的運用。他們不僅閱讀了這些形容詞，也在自己的寫作中使用這些形容詞來描述現有和虛構的角色。他們還識別並分類了這些角色的外顯和隱藏的特質。</p> <p>我們進一步學習了故事元素中的「場景(背景)」。學生已經能識別場景作為故事元素。他們使用新學到的形容詞寫出並描述一個場景，並且也在小組中以及與老師口頭交流有關場景的內容。</p> <p>最後的故事元素「情節事件的排序」，學生對情節事件順序有初步的理解，也開始練習從故事的情節中排序事件順序。</p> <p>本週的學習技能和課程目標重點包括：</p> <ul style="list-style-type: none"> • 學習技能：合作與獨立工作 • 口說：學生針對他們對角色和背景的理解進行口說評估。 • 閱讀：學生閱讀文本以識別角色和背景。 • 寫作：寫作評估中，學生填寫組織圖來描述場景和角色。
<p style="text-align: center;">Grammar 文法</p> <p>Writing using a variety of adjectives 在寫作時運用多種不同的形容詞</p> <p style="text-align: center;">+</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Thursday, October 10th- Taiwan National Day (no class)</p> <p>Tuesday, October 15th & Wednesday, October 16th- Term 1 Exams</p>

writing/reading strategy

閱讀與寫作策略

Reading for setting 背景閱讀

Vocabulary 單字

(happy) 與「快樂的」相近詞

pleased 高興地

cheerful 快樂的/愉快的

(scary) 與「可怕的」相近詞

afraid 害怕的

creepy 詭異的

(big) 與「大的」相近詞

enormous 巨大的

massive 龐大的

(small) 與「小的」相近詞

tiny 極小的

minute 微小的

(sad) 與「傷心的、難過的」相近詞

gloomy 陰沉的

upset 難過的

(pretty) 與「漂亮的」相近詞

elegant 優雅的

gorgeous 華麗的

Saturday, October 26th - Parent-Teacher Interviews

10月10日(四)-國慶日放假

10月15(三)-16(四)-第一次段考

10月26日(六)-親師晤談

Tutorial 課後延伸學習

Tuesday, October 22nd 10月22日星期二

5:00 - 5:50

下午 5:00-5:50

ESL Classroom

地點：雙語教室

Focus: Speaking

課程重點：口說

7F Ottawa (671 教室): Jason, Eason, Joanna, Nina

7F Toronto (672 教室):

Jason, Louis, Yumi, Naoto, Naomi, Ginny

有任何與英文課相關事宜想要和外師聯繫，可以
直接在回家作業筆記本上留下訊息，
中英文皆可以，我們會儘快回覆。