

ESL Program Newsletter

Grade 8
Montreal

Week of Sept. 23rd to 27th, 2024

Ms. Chua



Students working together in synthesising the information gathered from various sources using technology for a news article.

學生合作使用平板，整合從各種來源收集的資訊，以撰寫新聞文章。



Students presenting their news article in front of the class.

學生在全班面前報告他們的新聞文章。

Last Week

Last week, students worked on synthesising information by engaging in collaborative group activities to write brief news reports. They were tasked to research and gather information from various sources of information related to a specific topic—such as quotes, statistics, and background facts, and combine these into a clear news report.

Throughout the week, they engaged in structured practice sessions to improve their abilities to organise information effectively into well-structured news reports. In addition, students expanded their vocabulary by learning new terms related to journalism, applying these in both written and spoken contexts.

上週

上週，學生透過參與小組活動，練習整合資訊，撰寫出簡短的新聞報告。他們針對特定主題進行研究，並從各種資訊來源中收集素材，例如引言、統計數據和背景事實。然後，將這些內容結合成一篇清晰的新聞報告。

整個星期，學生進行了有結構的練習，以提高他們有效組織資訊並編寫結構良好的新聞報告的能力。此外，學生藉由學習與新聞學相關的新詞彙來擴展他們的詞彙量，並在書寫和口語中應用這些詞彙。

<p>The week's lessons were reinforced through group presentations, where they shared their synthesised reports with the class, and vocabulary exercises aimed at strengthening comprehension. These helped the students understand and apply the skills as well as the language required for effective news reporting.</p>	<p>本週的課程透過小組報告，學生向全班分享他們整合後的報告，並藉由詞彙練習來加強理解能力。這些活動幫助學生理解並應用有效新聞報導所需的技能和語言。</p>
<p>The learning skill and curriculum expectations being focused on this week include:</p> <p>Speaking:</p> <p>1.1 demonstrate comprehension of specific detailed information in more complex instructions and presentations</p> <p>1.2 demonstrate understanding of more complex spoken English in a variety of interactive classroom settings</p> <p>Reading:</p> <p>1.1 read a wide variety of more complex authentic literary, informational and graphic texts</p> <p>Writing:</p> <p>1.3 Write longer and more complex texts to communicate information for community and workplace purposes</p> <p>4.1 use prewriting strategies to generate vocabulary and ideas, and organize ideas for writing</p>	<p>本週的學習技能和課程目標重點包括：</p> <p>口說：</p> <p>1.1 展示對更複雜指示和演示中的具體詳細資訊的理解。</p> <p>1.2 展示在各種互動式課堂環境中對更複雜英語的理解。</p> <p>閱讀：</p> <p>1.1 閱讀各種更複雜的真實文學、資訊性和圖形文本。</p> <p>寫作：</p> <p>1.3 撰寫更長、更複雜的文章，以便向社區和工作場所傳達資訊。</p> <p>4.1 使用預寫策略來生成詞彙和想法，並組織寫作思路。</p>
<p>Grammar 文法</p> <p>Past Tense 過去式 Punctuation 標點符號</p> <p>Figures of Speech (Alliteration and Pun) 修辭手法（頭韻和雙關語）</p>	<p>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> <p>Saturday, October 26th - Parent-Teacher Interviews</p>

Skills

Oral Communication: Active listening, engagement in group and class discussions with proper diction and grammar,

Reading: understanding new vocabulary, extracting main idea, summarising, researching key information, synthesising

Writing: brainstorming, organising ideas using graphic organisers, headline and news article writing

技能

口語溝通：積極聆聽，參與小組和課堂討論，使用正確的用詞和語法。

閱讀：理解新詞彙，擷取主要思想，摘要，研究關鍵資訊，整合。

寫作：腦力激盪，使用組織圖組織想法，撰寫標題和新聞文章。

Vocabulary 單字

coherent 連貫的

gather 收集

organise 組織

brief 簡短的

criteria 標準

relevant 相關的

reliable 可靠的

firsthand 直接的/第一手的

perspective 觀點

journalism 新聞業

journalistic interview

新聞訪談

technique 技巧

engaging 有吸引力的

tone 語氣，腔調，口吻

probe 盤問；追問；探究

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 Montreal (673 教室):

Sophia, Jinny, Emily, Max, Aaron

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。