

ESL Program Newsletter

Grade 8
Montreal

April 7th - 11th, 2025

Ms. Chua



Left image: A student narrating his reflective essay, skillfully adjusting volume, voice, pacing, and pauses to bring his story to life.

左圖：一位學生在敘述他的反思性文章時，巧妙地調整音量、語氣、節奏和停頓，使他的故事栩栩如生。

Right image: A student finalizing his reflective narrative essay, meticulously following each step of the writing process.

右圖：一位學生在完成他的反思性敘事文章，細心地遵循寫作過程中的每一個步驟。

Homework

All homework for each week is posted on Google Classroom.

Last Week

Last week, we began with students working on the final draft of their reflective narrative essays, bringing their ideas to life through thoughtful revisions and polished writing. They then actively engaged in meaningful textual analysis, honing their ability to critically determine an author's intent—whether to inform, persuade, or entertain. Through reading and analyzing diverse texts, they identified the author's purpose by thoughtfully

作業

本週的所有作業已發布在 Google Classroom 上。

本週

上週，我們開始讓學生們著手完成反思性敘事文章的最終稿，透過深思熟慮的修訂和精確的書寫，學生們的想法變得栩栩如生。接著，他們積極參與有意義的文章分析，無論作者是為了提供資訊、說服還是娛樂，藉此磨練了批判性判斷作者想法的技巧，透過閱讀和分析各種文本，他們通透引用文本證據來了解作者的目的。在寫作方

<p>citing textual evidence. In writing, students composed short informative, entertaining, and persuasive paragraphs while incorporating the use of figurative language such as metaphor and simile. In speaking, they engaged in presentations and collaborative discussions on certain topics.</p> <p>The learning skill and curriculum expectations being focused on this week include:</p> <p>Learning Skill: Responsibility, self-regulation, and collaboration.</p> <p>Speaking: Students engaged in presentations and discussions.</p> <p>Reading: Students critically read and analyze texts, using textual evidence to identify the author's purpose.</p> <p>Writing: Students wrote short informative, entertaining, and persuasive paragraphs while incorporating the use of figurative language such as metaphor and simile and responses to reading materials. Students also applied capitalization and punctuation rules, correct spelling, subject-verb agreement, pronouns, and adverbial phrases on these writing styles.</p>	<p>面，學生們撰寫了簡短的資訊性、娛樂性和說服性文章，同時融入了暗喻和明喻等修辭手法。在口語表達方面，他們進行了有關特定主題的演講和合作討論。</p> <p>本週學習技能與課程目標:</p> <p>學習技巧：責任感、自我調適、團體合作</p> <p>口說：學生們參與討論和報告。</p> <p>閱讀：學生們批判性地閱讀和分析文章，利用文本證據來確定作者的目的。</p> <p>寫作：學生們撰寫了簡短的資訊性、娛樂性和說服性文章，並運用了暗喻和明喻等修辭手法，以及對閱讀資源的回應。學生們還在這些寫作風格中運用了大寫和標點符號規則、正確的拼寫、主詞動詞一致性、代名詞和副詞片語。</p>
<p style="text-align: center;">Grammar 文法</p> <p>imperatives 祈使句 simile 明喻 metaphor 暗喻</p> <p style="text-align: center;">Reading Strategy 閱讀策略</p> <p>read aloud 朗讀</p> <p style="text-align: center;">Reading Skills 閱讀技巧</p> <p>identifying 識別 analyzing 分析</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>May 14-15 - Exam May 30th - Dragon Boat Festival 5 月 14-15 日 第二次段考 5 月 30 日 端午節</p> <hr/> <p style="text-align: center;">Tutorial 課後延伸學習</p> <p>Tuesday, April 15th 4 月 15 日星期二 5:00 – 6:00 pm 下午 5:00-6:00 ESL Classroom 地點: 雙語教室</p> <p>7F Montreal (673 教室): Michael and Owen</p>

Vocabulary 單字

inform 通知

persuade 說服

entertain 娛樂

simile 明喻

metaphor 暗喻

figurative 比喻的

imperative 祈使的

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直接留下訊息，中英文皆可以，我們會儘快回覆。