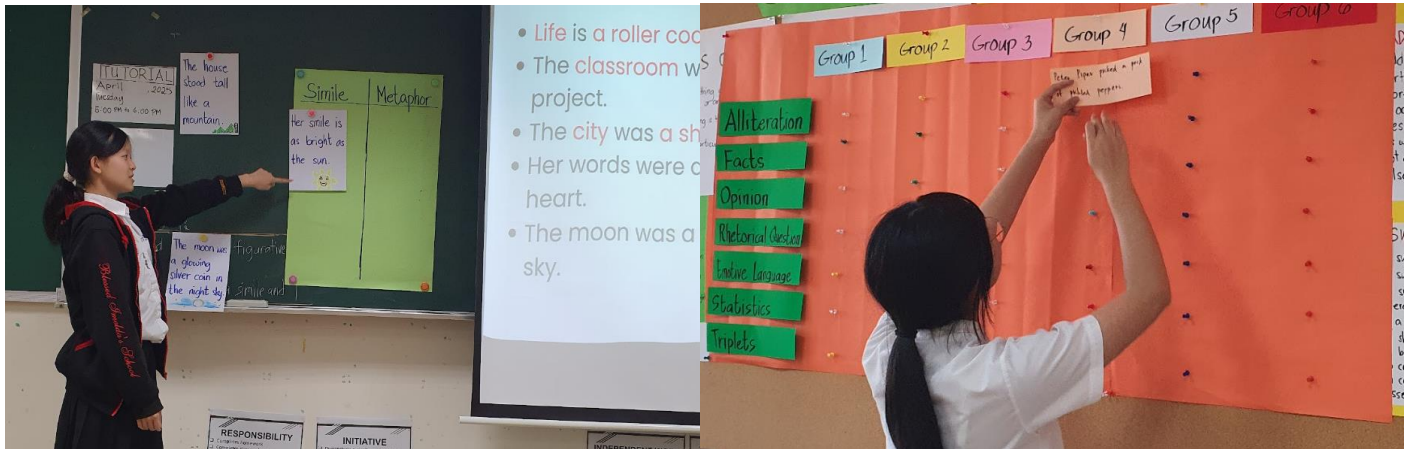


# ESL Program Newsletter

Grade 8  
Montreal

April 14th - 18th, 2025

Ms. Chua



**Left image:** A student clearly and confidently explaining her reasoning behind the figurative language categorization.

左圖：一位學生清晰且自信地解釋她對修辭語言分類的推理。

**Right image:** A student putting up her group's crafted sentence for the alliteration category during the writing challenge activity.

右圖：一位學生在寫作挑戰活動中，將他們小組創作的句子貼在「頭韻法」分類下。

## Homework

All homework for each week is posted on Google Classroom.

## Last Week

Last week, the students continued exploring the art of persuasion through speech writing. In oral communication, students participated in meaningful class discussions, collaborated with peers during planning activities, and presented parts of their classwork. In reading, they worked together to analyze sample speeches, identifying key structural elements like the hook, arguments, conclusion, and the persuasive device used in writing. This helped them better understand how effective speakers organize their ideas. In writing,

## 作業

本週的所有作業已發布在 Google Classroom 上。

## 本週

上週，學生們透過寫作演說持續探索說服的藝術。在口語表達方面，學生們參與了充滿意義的課堂討論，在規劃活動中與同學合作，並展示了部分課堂作品。在閱讀方面，他們共同分析了範例演講，指出關鍵的結構元素，如開場白、論點、結論，以及寫作中使用到的說服技巧。這有助於他們更深入地了解優秀的演說者如何組織自己的想法。在寫作方面，學生們針對主題集思廣益，運用圖示整理工具規劃演講內容，並草擬了

<p>students brainstormed topics related to the theme, planned their speeches using graphic organizers, and drafted their first persuasive pieces with the incorporation of AFOREST (Alliteration, Fact, Opinion, Rhetorical Question, Emotive Language, Statistics, and Triplets) techniques. They gave and received peer feedback using a checklist that helped them refine their arguments. Students also worked collaboratively on their plans in preparation for the Celebration of Learning.</p> <p>The learning skill and curriculum expectations being focused on this week include:</p> <p><b>Learning Skill:</b> Responsibility, self-regulation, and collaboration.</p> <p><b>Speaking:</b> Students engaged in presentations and discussions.</p> <p><b>Reading:</b> Students critically read and analyze different speeches, identifying key structural elements like the hook, arguments, conclusion, and the persuasive device used in writing.</p> <p><b>Writing:</b> Students wrote informative and persuasive while incorporating the use of any of the persuasive devices. Students also applied capitalization and punctuation rules, correct spelling, subject-verb agreement, pronouns, and adverbial phrases on these writing styles.</p>	<p>第一篇說服性文章，當中融合了 AFOREST 技巧（頭韻法、事實、觀點、修辭性問題、情感語言、統計數據與三重詞法）。他們使用檢核表給予彼此回饋，以精進論點。學生們也一同合作規劃，為即將到來的學習成果展作準備。</p> <p>本週學習技能與課程目標：</p> <p><b>學習技巧：</b>責任感、自我調適和團隊合作。</p> <p><b>口說：</b>學生們進行報告及討論。</p> <p><b>閱讀：</b>學生們批判性地閱讀並分析不同的演講內容，辨識出關鍵的結構要素，例如開場白、論點、結論，以及演講中使用的說服手法。</p> <p><b>寫作：</b>學生在寫作資訊性與說服性文章時，運用了各種說服技巧。他們同時在這些寫作風格中，應用了大小寫與標點符號的規則、正確的拼字、主詞與動詞一致性、代名詞的使用，以及副詞片語的運用。</p>
<p style="text-align: center;"><b>Grammar 文法</b></p> <p>Imperatives 祈使句 Modal Verbs 情態助動詞 Adjectives 形容詞 Nouns 名詞</p>	<p style="text-align: center;"><b>Important Dates 重要日期</b></p> <p>May 14-15 – Term 5 Exam May 30th - Dragon Boat Festival 5 月 14-15 日 第二次段考 5 月 30 日 端午節</p>

<p><b>Reading Strategy 閱讀策略</b></p> <p>Read Aloud 朗讀</p> <p><b>Reading Skills 閱讀技巧</b></p> <p>Identifying 識別 Analyzing 分析</p> <p><b>Vocabulary 單字</b></p> <p>Alliteration 頭韻法 Triplets 三重詞法 Argument 論點 Evoke 喚起；引起 Impact 影響 Audience 聽眾；觀眾</p>	<p><b>Tutorial 課後延伸學習</b></p> <p><b>Tuesday, April 22th</b>                      <b>4 月 22 日 星期二</b> <b>5:00 – 6:00 pm</b>                              <b>下午 5:00-6:00</b> <b>ESL Classroom</b>                              <b>地點: 雙語教室</b></p> <p><b>7F Montreal (673 教室): Angel and Megan</b></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>
--	--