

ESL Program Newsletter

Grade 8

Dec. 9th, 2024 - Dec. 13th, 2024

Mr Morgan (Ottawa)
Ms Jensen (Toronto)



Left image: Students in Toronto collaborating to complete a past tense verb challenge.

左圖：Toronto 班級的學生正在合作完成過去式遊戲。



Right image: Small group reading support is an ongoing activity in all classes.

右圖：班級上正在進行的閱讀小組活動。

Homework

To encourage reading at home:

Homework this week included:

Monday: Taiwanese English Magazine or provided book.

- Read any article in the magazine or the given book.
- In your homework book, write down:

1. The name of the article,
2. One thing you **learned** from the article.

Tuesday:

Write sentences using the past tense of the following verbs:

家庭作業

為了鼓勵學生在家閱讀，本週的家庭作業包括：

週一：

- 閱讀中英雜誌或提供的書籍。
- 閱讀雜誌中的任一文章或指定書籍的內容，並在作業本中寫下：

1. 文章的名稱；
2. 從文章中學到的一件事。

週二：

is, are, am, take, stand, ask, talk, understand, dance, and read.

Thursday:

Make a text-self-connection with the article or book read on Monday.

This Past Week

We are still using the same vocabulary and ideas to speak about advertisements that have gender stereotypes in them. The focus will be on “fair”, “unfair” as well as “equal”. We start including the role of stereotypes as well as how we judge the world around us. We will read information on how to identify stereotypes. Students will also write OREO paragraphs on what they think about stereotypes in their society. Students began practising speaking to each other, creating dialogues in anticipation of the upcoming culminating task.

The learning skill and curriculum expectations being focused on these two weeks include:

Learning Skill: collaboration, independent work and responsibility.

Speaking: students acted out a scenario that is unfair and created their own dialogue for the role-play. They focused on actions and speaking with expression.

Reading: students read a piece on stereotypes and answered comprehension questions based on it.

Writing: students are using past tense verbs to write about stereotypes.

使用以下動詞的過去式造句：

is, are, am, take, stand, ask, talk, understand, dance, 和 read。

週四：

與週一閱讀的文章或書籍內容建立「文本與自我連結」（Text-Self Connection）。

本週

我們繼續使用相同的詞彙和觀念來討論廣告中存在的性別刻板印象。重點將放在“公平”、“不公平”以及“平等”上。我們開始加入刻板印象的角色，以及我們如何評判周遭的世界。學生們將閱讀有關如何辨別刻板印象的資料，並撰寫 OREO 段落，表達他們對社會中刻板印象的看法。學生也開始練習互相對話，創作對話內容，為即將到來的單元總結性作品做準備。

這兩週的學習技能和課程期望包括：

學習技能： 合作能力、獨立工作及責任心。

口語表達： 學生表演了一個不公平情境的場景，並為角色扮演創作了自己的對話。他們專注於行動表達及帶有表情的說話方式。

閱讀： 學生閱讀了一篇有關刻板印象的文章，並根據內容回答理解問題。

寫作： 學生使用過去式動詞來撰寫有關刻板印象的內容。

<div><div><div>Grammar 文法 or Writing/ Reading strategy 寫作閱讀策略</div><div>Text-to-self reading strategy 文本與自我的連結</div><div>Text-to-world reading strategy 文本與世界的連結</div><div>affixes in words 詞語中的詞綴</div><div>Using the past tense 使用過去式</div></div><div><div>Vocabulary 單字</div><div>stereotype (n.) (尤指錯誤的) 刻板印象 · 老套俗見 · 成見</div><div>role (n.) 角色</div><div>unfair (adj.) 不公平的</div><div>gender (n.) 性別</div><div>hide (v.) 躲藏</div><div>judge (v.) 斷定 · 判斷 · 估計</div><div>accept (v.) 接受;收受;領受</div><div>identity (n.) 身份 ; 本身 ; 特性</div></div></div> <td data-bbox="841 191 1529 1222"><div><div>Important Dates 重要日期</div><div>Tutorial December 31st, 2024 課後延伸學習</div><div>Toronto: Elisa, Jason, and Yumi</div><div>Ottawa: Sushi, Jeanette, Sunny, and Aslan</div><div>School Anniversary: December 24th, 2024 校慶 : 12 月 24 日</div><div>Christmas Day (no school): December 25th, 2024 聖誕節 (放假一天) : 12 月 25 日</div><div>New Year Holiday: January 1st, 2025 元旦 (放假一天) : 1 月 1 日</div></div><div>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。</div></td>	<div><div>Important Dates 重要日期</div><div>Tutorial December 31st, 2024 課後延伸學習</div><div>Toronto: Elisa, Jason, and Yumi</div><div>Ottawa: Sushi, Jeanette, Sunny, and Aslan</div><div>School Anniversary: December 24th, 2024 校慶 : 12 月 24 日</div><div>Christmas Day (no school): December 25th, 2024 聖誕節 (放假一天) : 12 月 25 日</div><div>New Year Holiday: January 1st, 2025 元旦 (放假一天) : 1 月 1 日</div></div> <div>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。</div>
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