

## 靜修中學雙語課程

# ESL Program Newsletter

Grade 8  
Ottawa / Montreal

Oct. 28 - Nov. 1, 2024

Mr Morgan (Ottawa)  
Ms Jensen (Toronto)



Toronto finishing their final Professional Profile after following the writing process.

在 Toronto 的課堂上, 學生在完成寫作後接續完成學習檔案。

Ottawa finishing ensuring their revision and editing corrections are included in their Professional Profiles.

在 Ottawa 的課堂上, 學生完成他們的學習檔案, 其中包含修訂、編輯與更正。

### Homework

Homework this week included:

**Monday:** Reading any article from the Taiwanese English Magazine.

**Tuesday:** Write the answer to the questions about careers.

**Thursday:** Make a text-to-self connection about the article from Monday.

### This Past Week

Thank you to all the parents that attended the PTL.

This week has been about developing speaking skills in asking and answering questions about

### 家庭作業

本週的家庭作業包括：

星期一：閱讀英語雜誌上的任何一篇文章。

星期二：回答關於職業的問題。

星期四：對星期一的文章做自我連結。

### 上週

感謝所有參與親師晤談的家長。

本週的重點是發展學生在詢問和回答有關夢想工作及不想從事之工作的問題時的口語能力，學生們也開始比較和對照自己的技能、優勢和劣勢，

<p>dream jobs and jobs that students do not want. Students have also started comparing and contrasting their own skills, strengths and weaknesses to the descriptions of jobs to help establish suitability and develop compare and contrast vocabulary. This is where the Professional Profile created in Week 9 has come in very handy. Students are continuing to develop the text-to-self reading strategy to help them compare and contrast in both speaking and writing.</p> <p><b>Learning Skill: collaboration, independent work, responsibility</b></p> <p><b>Speaking: students were to respond to a speaking assessment based on their dream jobs and jobs they do not want.</b></p> <p><b>Reading: students read a text to complete a graphic organiser which helps compare and contrast their profiles to that found in job descriptions.</b></p> <p><b>Writing: writing assessment where students filled a graphic organiser about their dream jobs and wrote brief dialogues using the information.</b></p>	<p>與職位描述進行對照，以幫助確定適合度並發展比較和對比的詞彙。在這方面，第九週創建的專業檔案非常有幫助。學生們持續發展自我連結的閱讀策略，幫助他們在口語和寫作中進行比較和對比。</p> <p><b>學習技能：合作、獨立工作、責任感</b></p> <p>口語：學生們根據夢想工作和不想從事的工作進行口語評估。</p> <p>閱讀：學生們閱讀文本，填寫圖形組織者，幫助他們將自己的檔案與職位描述進行比較和對比。</p> <p>寫作：學生們進行寫作評估，填寫有關夢想工作的圖形組織者，並使用這些資訊寫出簡短的對話。</p>
<p><b>new writing/reading strategy</b> <b>閱讀與寫作策略</b></p> <p>text-to-self reading strategy 自我連結閱讀策略 Using colons in dialogues 對話中的冒號使用</p> <p>Using graphic organisers to help plan writing 使用圖形組織者來幫助寫作計劃</p> <p><b>Vocabulary 單字</b></p> <p>similar 相似的</p>	<p><b>Important Dates 重要日期</b></p> <p><b>Nov 27, 2024 and Nov 28, 2024</b> Term 2 Examination Day</p> <p>11 月 27-28 日第二次段考</p>

different 不同的  
compare 比較  
contrast 對比  
opinion 意見  
reason 原因  
example 例子  
5Ws and 1H 五個 W 和一個 H  
Do / does 做 / 做的  
Do not / Does not 不做 / 不做的

## Tutorial 課後延伸學習

**Tuesday, Nov., 5th**

11 月 5 日星期二

**5:00 – 6:00**

下午 5:00-6:00

**ESL Classroom**

地點: 雙語教室

**Focus: Speaking**

課程重點: 口說

7F Halifax (671 教室): Kelly, Zoe, Laura, Ella

7F Fredericton (672 教室): Benson, Eunice, Ashley,  
Wayne

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。