

# ESL Program Newsletter

Grade 9  
Halifax / Fredericton

May 5th, 2025 - May 16th, 2025

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**Left image:** Students work in groups to prepare their evidence for writing and debating about a topic.

**左圖：**學生分組準備關於寫作和辯論的證據。

**Right image:** Students work in groups to “Read and Retell” what they have read.

**右圖：**學生們分組針對他們所閱讀的內容進行重述。

## Homework

**Wednesday:** Write a five-sentence paragraph reflecting on Grade 9. What are the good, the bad, the “still working on,” in terms of knowledge and skills, and what are your hopes for the future?

## This Past Week

The Culminating Task week saw students working in groups to “Read and Retell” a factual piece on social media. Thereafter, they identified “for” and “against” arguments from a reading passage about the effects of social media on students and children. Students also showed their final understanding of writing PEEL paragraphs about their stance on the topic. The students also used voice projection, clarity of speech, and fast thinking replies in a debate on various aspects of social media. This is the end of Term 5’s content and skills teaching and learning.

## 作業

**星期三：**寫一段五句話的短文，來回顧九年級的學習。從知識與技能的角度來說，有哪些是好的、哪些是不足的、哪些是你仍在努力改進的？你對未來又有哪些期望呢？

## 本週

在單元總結作業中，學生們分組閱讀與重述一篇關於社群媒體的事實性文章。隨後，他們從一篇探討社群媒體對學生與兒童影響的文章中，找出具有支持性與反對性的論點。學生們也展示了對撰寫 PEEL 文章以表達對該主題的最終理解。接著，他們參與了一場關於社群媒體不同面向的辯論，練習了聲音的傳達、口齒清晰度與即時的反應能力。這也代表著下學期第二階段內容的結束。

<p style="text-align: center;"><b>This Week</b></p> <p>This will be the week leading up to the final examinations for Grade 9. We will use class time to continue using Read Theory to help students with their reading comprehension. The program allows for various activities for comprehension strategies and is a valuable tool for students and teachers to track progress. Students will also have other activities to help consolidate writing skills and speaking.</p> <p>The learning skills and curriculum expectations being focused on these two weeks include:</p> <p><b>Learning Skills:</b> collaboration, independent work, organisation, and self-regulation.</p> <p><b>Speaking:</b> students were to respond to a speaking assessment based on a debate.</p> <p><b>Reading:</b> students read a text to practice “Read and Retell” as well as complete a graphic organiser with ‘for’ and “against” arguments.</p> <p><b>Writing:</b> writing assessment in which students write evidence-backed PEEL paragraphs about their stance on a topic.</p>	<p style="text-align: center;"><b>下週</b></p> <p>本週是九年級會考的準備週。我們將利用課堂時間繼續運用 Read Theory，幫助學生們提升閱讀理解能力。這個程式提供多樣化的理解策略練習，是學生與老師追蹤學習進度的實用工具。學生們也將進行其他活動，以強化寫作與口語技巧。</p> <p>這兩週的學習技能與課程重點包括：</p> <p><b>學習技巧：</b>團隊合作、獨立作業、組織性及自我調適。</p> <p><b>口說：</b>學生進行一項口說評量，根據一場辯論作出回應。</p> <p><b>閱讀：</b>學生閱讀一篇文章，以練習「閱讀與重述」，並完成一張組織圖，整理出支持與反對的論點。</p> <p><b>寫作：</b>在寫作評量中，學生撰寫有證據支持的 PEEL 文章，表達他們對主題的立場。</p>
<p style="text-align: center;"><b>Grammar 文法</b></p> <p>Review all grammar structures from the year. 回顧今年學過的所有文法結構。</p> <p style="text-align: center;"><b>New writing/reading strategy 新的寫作與閱讀策略</b></p> <p>We continue to consolidate using the writing process effectively. We also begin writing factual and descriptive writing. 我們持續強化有效運用寫作過程的能力，同時也加強事實性文章的寫作技巧。</p>	<p style="text-align: center;"><b>Important Dates 重要日期</b></p> <p>May 30th - Dragon Boat Festival 5 月 30 日 端午節</p> <hr/> <p style="text-align: center;"><b>Tutorial 課後延伸學習</b></p> <p>A gentle reminder that Grade 9 will not have any Tutorials in Semester 2. 九年級在下學期中不會有課後延伸學習。</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。</p>

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## Vocabulary 單字

Influence 影響

identity 身分；身分認同

social 社會的；社交的

social groups 社會群體

category 類別

society 社會

religion 宗教

gender 性別

nationality 國籍

experiences 經驗

bias 偏見

transparency 透明性

accountability 問責制

fairness 公平性

autonomy 自主性；自治權

algorithms 演算法

automation 自動化

machine learning 機器學習

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