



Guangren Elementary School

Grade 5 Newsletter Week 11: April 20th - April 24th , 2026

光仁國小ESL雙語班週報 - 五年級
第二學期 第11週 四月二十日至四月二十四日, 2026

Contents 內容

- Learning Goals
- Weekly Learning
- High Frequency Words
- Content Keywords
- Grammar Focus
- Raz Kids Book of the Week
- General Information
- 學習目標
- 每週學習內容
- 高頻單字
- 關鍵字彙
- 文法重點
- Raz Kids 本週推薦書籍
- 一般資訊



Learning Goals

學習目標



We are learning to... 本週我們學會了。。。。

Oral Communication: 口說技巧

- listen to short discussions and videos, ask and answer simple questions
仔細聆聽短的討論與影片，並進行提問與回答簡單的問題。

Reading: 閱讀技巧

- independently practise summarizing texts and their key ideas
獨立完成總結文章以及關鍵想法。

Writing: 寫作技巧

- write a biography
撰寫一篇人物傳記。

Weekly Learning - Oral

每週學習內容- 口說



To practise oral communication, students are continuing to use “WH” question words to form questions about our featured artists to learn about their early life. In their expert learning groups, students practised asking and answering questions about what education and experiences their artist had. Students also learned to describe various artists’ work using Unit 5 vocabulary.

針對本週的口說技巧練習，同學們持續使用「WH-」的疑問詞來提問上週關注的藝術家。每一組別代表一位藝術家，並以學習專家的角色彼此問答有關該藝術家的教育背景與早期的生活。同時同學們也學習使用第五單元的詞彙來描述不同藝術家的作品。

Weekly Learning - Reading

每週學習內容- 閱讀



For reading, students have practised how to summarize texts and identify key ideas, all through the theme of *Artists From Around the World*. By exploring the biographical information about different famous artists, students have been practising how to better understand and communicate what they read. Summarizing not only strengthens their literacy skills, but also broadens their appreciation of different cultures and types of art.

針對本週的閱讀技巧練習，同學們透過「世界各地的藝術家」主題，學習如何總結文章與辨識關鍵性的重點。藉由探索不同著名藝術家的傳記，同學們學會更理解與表達他們所閱讀的內容。總結不僅能強化同學們識字的技能，同時也能使他們欣賞不同文化和藝術類型。

Weekly Learning - Writing

每週學習內容- 寫作



This week, students learned about how to write biographies of famous artists. Students focused on writing about an artist's early life and how the artist's career started. Using the knowledge they gained, students also used flow maps to organize their ideas before writing about an artist's early life and career. Writing about an artist's early life and how the artist's career started prepares students for completing their biographies by writing about later stages in an artist's life later on.

針對本週的撰寫技巧練習，同學們學會如何撰寫著名藝術家的傳記。利用所學到的知識，同學們使用流程圖來組織想法，並著重描寫藝術家的早期生活與職業生涯的開始。此練習是為了準備同學們之後能順利描述撰寫完一篇有關一位藝術家生命晚期階段的傳記。

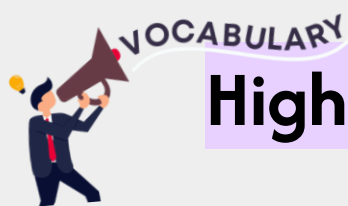
Weekly Learning - Art

每週學習內容-藝術



For art this week, students will continue to work on their cityscapes. They gained an understanding and ability to explain the difference between bird's eye perspective and worm's eye perspective. Using this, they will practise using a vanishing point to create an illusion of someone's viewpoint looking up. Students had the opportunity to give positive and constructive feedback to their peers to practise their ability to describe and express their opinion about each other's artwork.

針對本週的藝術課程，同學們延續上週的城市風景畫。同學們不僅理解，更能區別鳥瞰視角與仰視視角。藉此，他們練習使用一個消失點來創造一種向上看的視角錯覺。除此之外，同學們有機會向彼此提供正面與建設性的回饋，以加強他們口說描述與表達對彼此藝術作品的看法。



High Frequency Words (HFW)

高頻單字

began	開始 (begin的過去式)
change	改變
family	家庭
later	之後
once	曾經
study	學習

Content Keywords 關鍵字彙

support	支持
apprentice	學徒
landscape	景觀
comics	漫畫
traditional	傳統
hobby	嗜好
influence	影響 (名詞與動詞都是同樣寫法)
vibrant	鮮豔
bold	大膽
creative	創意



Grammar Focus

文法重點



Negative informational questions



A **negative informational question** is a question that asks for information, but it uses "**not**" or other negative words like "**no**" or "**never**". These questions ask why something didn't happen or isn't happening.

How to Make a Negative Informational Question:

1. Start with a question word like "why", "what", or "when"
2. Use a negative form of an auxiliary verb (like "don't", "doesn't", "didn't", "isn't", or "can't").
3. Finish with the rest of the sentence with subject + verb + object (as needed).

We don't usually use negative questions to find out "yes" or "no." Instead, we use them to:

- **Confirm something we think is true:** "Aren't you finished yet?" (I thought you would be finished by now).
- **Show surprise:** "Don't you like ice cream?" (I am surprised because almost everyone likes it).
- **Make a suggestion or give an opinion politely:** "Wouldn't it be better to leave early?"
- **Seek agreement:** "Isn't it a beautiful day?"

Answering negative informational questions:

Question: "Aren't you tired?"

Answer: "Yes" (means, I **AM** tired)

Answer: "No" (means, "I am **NOT** tired)

Question: "Don't you have a car?"

Answer: "Yes, I don't." (I do **not** have a car)

Answer: "No, I do." (I **do** have a car)

Grammar Focus 文法重點



否定疑問句

否定疑問句的目地是要求對方提供更多資訊，而在其中使用了「不」、「沒有」或「從不」的否定詞。此類的問法詢問為何某件事尚未發生或沒有正在發生。

否定疑問句構的結構如下：

1. 以**疑問詞作開頭** 如「為什麼」、「什麼」、或「何時」。
2. 使用**助動詞的否定形式** 如 單數、複數的沒有、沒有做一件事的過去式、不是現況的現在是、無法的現在式。
3. 透過其餘部分的**句子元素完成一整句** 主詞 + 動詞 + 受詞（視需要）。

否定疑問句的使用適用於以下情境，並非套用單純答覆「是」或「否」的疑問：

- **確認我們認為事是事實**：「你還沒做完嗎？」
（我以為你現已經完成了）。
- **表達驚訝**：「你不喜歡冰淇淋嗎？」
（我很驚訝，因為幾乎每個人都喜歡）。
- **禮貌地提出建議或意見**：「提早離開會不會比較好？」
- **尋求同意**：「今天的天氣不錯吧？」

回應否定疑問句：

疑問者：「你不累嗎？」

答覆者：

- 「是」意思指 我很累
- 「否」意思指 我不累

疑問者：「你沒有車嗎？」

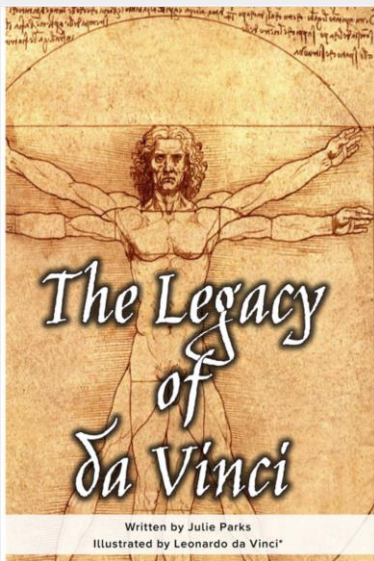
答覆者：

- 「是的，我沒有。」指的是我沒有車)
- 「不，我有。」指的是我有車)

Raz Kids Feature Books Raz Kids 本週推薦書籍



達文西傳奇



At school:

We used this book to discover how great artists like Leonardo Da Vinci were inspired to create their works. They were inspired by reading books, studying the past and other artists. Artists around the World is a topic that continues to show us how art is invaluable for everyone.

At home:

Discuss with your child what can inspire them to create art. Do they need to learn about the topic they want to represent before they start working in their artistic creations? Why or why not?

在學校：

我們透過達文西傳奇了解李奧納多·達文西，這樣的偉大藝術家是如何從閱讀書籍、研究歷史與借鑒其它藝術家獲得靈感與啟發。「世界各地的藝術家」是一個不斷向我們展示藝術對每個人都具有非常深的意義的主題。

在家裡請爸爸媽媽與您的孩子：

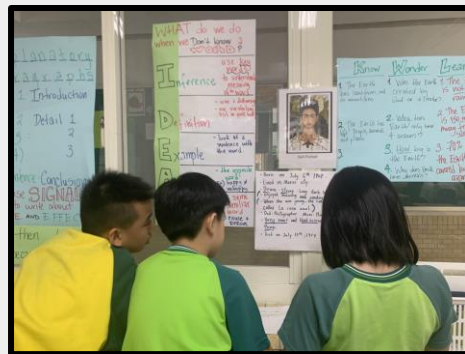
討論什麼人、事、物會啟發他們的創作藝術？在開始藝術創作之前，孩子們是否需要先了研究一下如何呈現一個主題？如不需要，也請孩子說明解釋。

General Information 一般資訊



- **Report cards will be sent home on Wednesday, April 29th.**
學生的成績單將於4月29日發放給學生帶回家。

Photos 照片



Thank you!

謝謝各位家長閱讀！