



Guangren Elementary School

Grade 4 Newsletter Week 10: November 3rd - November 7th, 2025

光仁國小ESL雙語班週報 - 四年級
第一學期第十週 十一月三日 - 十一月七日

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Learning Goals This Week

每週學習目標

Oral Communication:

- We are learning to effectively communicate our ideas and ask questions about various topics (eg. simple machines) during discussions with classmates.

Reading:

- We are learning to make connections from text to text

Writing:

- We are learning to identify and use different structures for organizing our ideas individually and writing in full sentences

口說表達：

我們正在學習如何在與同學討論各種主題（例如：簡單機械）時，有效地表達自己的想法並提出問題。

閱讀：

我們正在學習如何在不同的文章之間建立聯結。

寫作：

我們正在學習如何辨識並運用不同的文章結構來組織自己的想法，並能獨立寫出完整的句子。

Weekly Learning - Oral



每週學習內容 - 口說

During oral communication this week, students participated in a range of speaking activities designed to build their fluency and confidence when discussing simple machines, with a focus on pulleys. They explored how pulleys are used in everyday situations and shared their ideas through group and partner discussions. Using the think-pair-share strategy, students exchanged opinions with classmates and later presented their thoughts to the class. They also took part in question-and-answer sessions with peers and the teacher to reinforce comprehension. To further develop their speaking skills, students worked in pairs to perform short role-play presentations on the previous weeks topic of levers.

在本週的口說課中，學生們參與了各種口語活動，特別著重於滑輪（pulleys）這個主題。旨在培養他們在討論「簡單機械」時的流暢度與自信心。

學生們探討了滑輪在日常生活中的應用，並透過小組與配對討論分享自己的想法。運用「思考—配對—分享」（Think-Pair-Share）策略，學生們先與同學交換意見，接著向全班發表自己的觀點。

此外，他們還與同學及老師進行問答練習，以加強理解能力。為了進一步提升口說技巧，學生們兩人一組，根據前一週的主題「槓桿（levers）」進行了簡短的角色扮演發表。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students extended their ability to make connections by relating what they learned from a text to other books or texts they have read. They developed their understanding by identifying main ideas, characters, and possible problems and talking to their classmates about other times they have read about similar topics, or problems. This skill not only enhances reading comprehension but develops student's vocabulary and social skills as well.

在本週的閱讀課中，學生們進一步培養了建立文本之間聯結的能力，能夠將從一篇文章中學到的內容與其他曾閱讀過的書籍或文本聯繫起來。他們透過辨識主要想法、人物以及可能出現的問題，加深了對文本的理解，並與同學討論曾在其他閱讀中遇過類似主題或情節的經驗。這項技能不僅能提升閱讀理解力，同時也有助於擴展學生的詞彙量並培養他們的人際溝通能力。

Weekly Learning - Writing

每週學習內容 - 寫作



In writing this week, students practised writing in full sentences. They continued using organizers to plan their writing and structure their thoughts clearly. Students also worked on revising and editing their drafted texts to make their writing clearer and more complete.

在本週的寫作課中，學生們練習了書寫完整句子。他們持續運用寫作組織圖來規劃內容，並清楚地組織自己的想法。學生們同時練習修改與編修草稿，讓自己的作品更加清晰、完整。

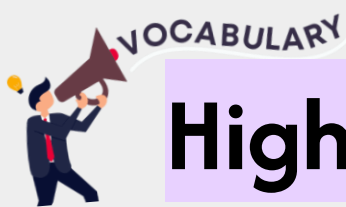
Weekly Learning - Art

每週學習內容 - 美術



For art this week, students continued to apply what they have learned about text features as they created engaging posters about pulleys. Focusing on essential elements like titles, bold words, pictures, labels, and captions, they explored how these components enhance understanding and communication. Each poster not only showcased their artistic skills but also highlighted the importance of clear information presentation.

在本週的美術課中，學生們持續應用他們所學의 文本特徵知識，製作關於滑輪的海報。他們專注於標題、加粗字、圖片、標籤和說明文字等重要元素，探索這些元素如何提升理解力與溝通效果。每一張海報不僅展現了學生的藝術能力，也凸顯了清楚呈現資訊的重要性。

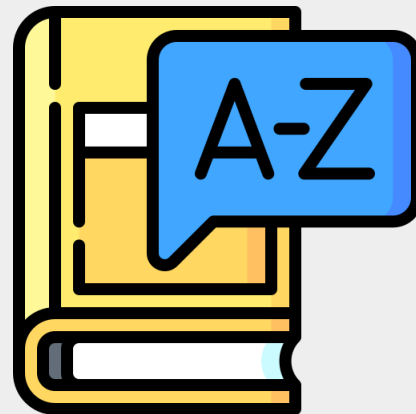


High Frequency Words (HFW) 高頻單字

land	土地
turn	轉動
toward	朝向
year	年
life	生活

Content/Keywords Words 關鍵字彙

pulley	滑輪
wheel	輪子
rotate	旋轉
rope	繩子
elevator	電梯
lift	提升；升起
rise	上升；升起
higher	更高的
lower	更低的
well (noun)	水井



Grammar Focus 文法重點

● Irregular Comparative/Superlative

- Some words change in a special way when we compare things or say something is the most.
- These words don't just add "-er" or "-est" like regular words do.

● 不規則比較級/最高級

- 有些單字在比較事物或表示「最…」時會有特殊的變化。
- 這些單字不像一般單字那樣，只需加上「-er」或「-est」。

Examples:

Irregular word	comparative	superlative
good	better	best
bad	worse	worst
many/much	more	most
little	less	least
far	farther/further	farthest /furthest

不規則單字	比較級	最高級
好	較好	最好
壞	較壞	最壞
許多	較多	最多
少	較少	最少
遠	較遠	最遠

Social Conventions 主題句型

"What invention did you read about?"

"I read about _____."

"How was life before the _____?"

"Life was _____, before the invention"

"How is life after the invention?"

"Life is now _____."

"Why is this invention important?"

"This invention is important because it _____."

「你讀到哪個發明了？」

「我讀到的是 _____。」

「在 _____ 出現之前，生活是怎樣的？」

「在這項發明之前，生活是 _____。」

「這項發明之後，生活如何？」

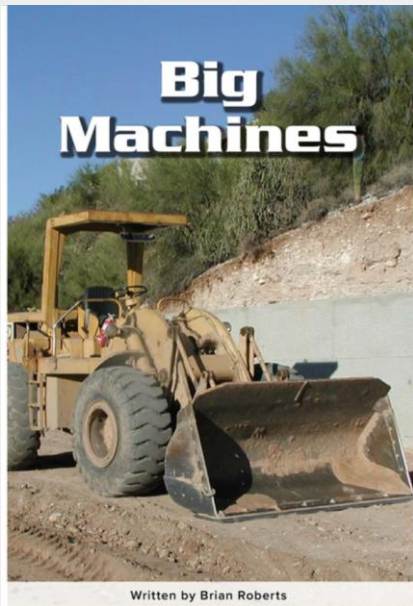
「現在的生活是 _____。」

「為什麼這項發明很重要？」

「這項發明很重要，因為它 _____。」



Raz-Kids Feature Book Raz-Kids本週推薦書籍



Title 書名: Big Machines
Author 作者: Brian Roberts
Book Level 書籍等級: L

In class:

We read the book to introduce other machines that are used nowadays, this was to help students have more understanding of how inventions have changed our lives.

At Home:

1. Read the book together.
2. After reading, ask your child:
“What is the book about?”
“What did you learn about big machines?”
“How do these machines help us?”

Your child could say:

“The book is about ...”
“I learned that big machines help us...”

在課堂上:

我們閱讀這本書是為了介紹現今使用的其他機械，目的是幫助學生更了解發明如何改變了我們的生活。

在家可以試試:

1. 與孩子一起閱讀這本書。
2. 閱讀後，請問孩子：
「這本書是關於什麼的？」
「你學到了哪些大型機械的知識？」
「這些機械如何幫助我們？」

孩子可以這樣回答:

「這本書是關於……」
「我學到大型機械可以幫助我們……」¹²

General Information 一般資訊



- Nov 13th - I Love Writing Competition Preliminary Round
- Nov 20th - A Crown Test #2

- 11月13日 - 我愛寫作比賽（初賽）
- 11月20日 - A冠王測驗 第二輪

A Crown Vocabulary Test Word List



A冠王字彙測驗 單字表

High-frequency Words 高頻單字

Students should be able to understand, read and write these with correct spelling.

學生們應該能夠理解、閱讀並正確的書寫出這些內容。

Week 7	
today	今天
without	沒有
until	直到
upon	在...之上
usually	通常
today	今天

Week 8	
since	自從；因為
high	高的
let	讓；允許
move	移動
top	頂端；最上面
try	嘗試

Week 9	
enough	足夠
light	輕 / 光
far	遠
large	大
near	近

A Crown Vocabulary Test Word List



A冠王字彙測驗 單字表

Key Words 關鍵字彙 - Students should be able to understand, read and write these.

學生應該能夠理解、閱讀和書寫這些關鍵字。

Week 7	
society	社會
simple	簡單
machine	機械
inclined	傾斜的
plane	平面
impact	影響
force	力
distance	距離
reduce	減少
effort	努力

Week 8	
invention	發明
steep	陡的
slope	斜坡
lift	抬起；舉起
lever	槓桿
fulcrum	支點
push	推
pull	拉
load	負載；載重
balance	平衡

Week 9	
invent	發明
wood	木頭
scissors	剪刀
energy	能量
board	板子
design	設計
thick	厚的
thin	薄的
flat	平的
fix	修理 / 固定

I Love Writing Competition

故事有創意

Date 日期:
11月13日 (三、四年級) 初賽
11月14日 (五、六年級) 初賽

Time 時間: 12:15-13:00

Location 地點:
Trophy Room 校史室

Topic 題目:
Given during the competition 於比賽公布

I Love Writing Competition



Participants: G3-G6

Time:

Preliminary Round- Nov 13 G3&G4

Nov 14 G5&G6

Final Round- Dec 9 G3&G4

Dec 10 G5&G6

Registration:

Students (individually or in teams, up to 3 members per team, in the same grade) must submit their registration form to the ESL Office between October 27 and October 31, by 4:00 p.m. Late submissions will not be accepted.

Activity Instructions:

Students may freely form teams to create and submit an English story based on the designated topic. The activity will be conducted in two stages.

- Stage 1: Students will creatively write an interesting story on-site, in English, based on a given topic and submit it at the designated location. The judges will select entries to proceed to Stage 2.
- Stage 2: The selected students will participate in the final on-site story creation based on a new given topic.

Awards for Creative Storytelling:

- Outstanding: Trophy and 3 Honour Cards
- Superior: Trophy and 2 Honour Cards
- Excellent: Trophy and 1 Honour Card

More details to come when you sign up...

I Love Writing Competition



參加對象: 雙語班三年級至六年級學生

比賽時間及日期:

- 初賽: 三四年級 11月13日; 五六年級 11月14日
- 決賽: 三四年級 12月9日; 五六年級 12月10日

報名方式:

學生(個人或團隊)於10月27日至31日16時止, 繳交報名表至雙語辦公室, 逾期繳交將不受理參賽。

活動方式:

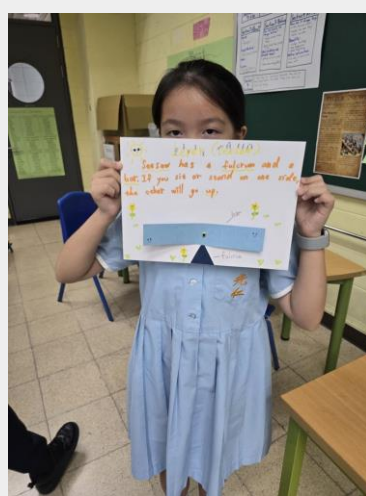
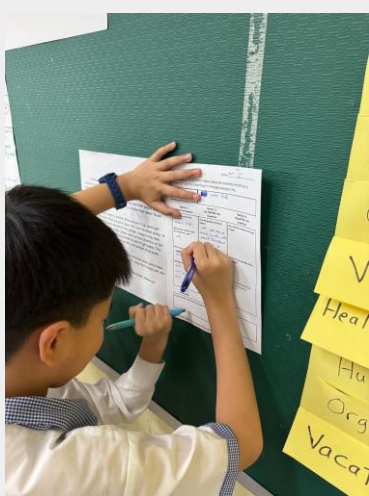
同年級學生自由組隊報名創寫故事, 每隊至多3人。
分二階段實施
第一階段: 現場公布題目, 學生用英文自由發揮創作, 由評審擇優錄取, 進入決賽。
第二階段: 第一階段獲勝隊伍, 現場進行英文故事創作。

獎勵方式:

特優: 可獲得本校獎盃一座、榮譽卡3張。
優等: 可獲得本校獎盃一座、榮譽卡2張。
佳作: 可獲得本校獎盃一座、榮譽卡1張。

更多資訊將於報名完成後發下賽前通知

Photos 照片



Thank you!

感謝您!

