

ESL Program Newsletter

Grade 7
Edmonton and Winnipeg

Oct. 14th, 2024 - Oct. 25th, 2024

Mr. Epp (Edmonton)
Ms. Graham (Winnipeg)



Both Mr. Epp's Edmonton class (**left**) and Ms. Graham's Winnipeg class (**right**) work on creating their autobiographies for the Term 1 culminating task.

在 Edmonton (左) 和 Winnipeg 的課堂上 (右)，學生正在為第一學期的單元總結作業創作他們的自傳。

Last Week

Last week students completed the speaking assessment for their culminating task by presenting their autobiography to the class. Students prepared for their final exam by reviewing the exam scope and completing group activities where they focused on identifying parts of speech, using the correct form of *go*, *play*, *do*, *have* and *be*, sequencing, expressing opinions and making comparisons.

After their exam days, students were introduced to the *Read Theory* platform on their iPads and completed their portfolios for Unit 1.

上週

上週，學生們完成了期末作業的口語評估，向全班展示了他們的自傳。學生們還通過複習考試範圍和進行小組活動為期末考試做準備，活動重點在於識別詞性、正確使用 *go*、*play*、*do*、*have* 和 *be* 等動詞的形式，進行排序，表達意見，以及進行比較。

考試結束後，學生們在 iPad 上使用了 *Read Theory* 平台，並完成了第一單元的作品集。

This Week

On Monday, the class began the Unit 2 theme called *Taiwan: Through the Eyes of a Camera*. During this first week of Unit 2, the students discussed their prior knowledge of the geography, religion and culture of Taiwan in small groups. They were introduced to descriptive text and descriptive language. Students practised identifying descriptive adjectives in their readings through *Read Theory* or their library books.

The class explored Taiwanese history by looking at important historical photographs. We looked at how to describe these images using interesting adjectives and bubble maps to develop their vocabulary. We also touched upon comparative and superlative adjectives to compare Taiwan's past and present, as well as using descriptive verbs and adverbs to brighten up their writing.

Vintage advertisements were used to examine the use of adjectives and adverbs in media, and next week, students will create their own poster advertisements as the first assessment of Unit 2.

Additionally, the students used synonyms and visualization to develop a deeper understanding of the vocabulary needed to talk about Taiwan, and they used these skills to add to the classroom word wall. A short time was allotted to discuss the custom/holiday of Halloween and to create Halloween decorations for the classroom.

Report Cards for Term 1 were given to students at the end of the week. Parents should review them and sign them for students to return them to school.

The learning skills and curriculum expectations being focused on this week included:

本週

週一，課堂開始了第二單元的主題《透過鏡頭看台灣》。在這一週，學生們通過小組討論分享了對台灣地理、宗教和文化的先前了解。他們也初步接觸了描述性文本和描述性語言。學生們通過 *Read Theory* 或圖書館的書籍，練習識別文章中的描述性形容詞。

班級還通過查看重要的歷史照片來探索台灣歷史。我們學習了如何使用有趣的形容詞來描述這些圖片，並使用泡泡圖來擴展他們的詞彙量。我們也簡單介紹了比較級和最高級形容詞，來比較台灣的過去與現在，並且學習使用描述性動詞和副詞讓他們的寫作更加生動。

我們利用復古廣告來分析形容詞和副詞在媒體中的使用，下週學生們將創作他們自己的海報廣告，作為第二單元的第一次評估。

此外，學生們還使用同義詞和可視化技術來深入理解討論台灣所需的詞彙，並將這些技能應用到教室的詞彙牆中。課堂上還留了一些時間討論萬聖節的習俗和節日，並製作教室的萬聖節裝飾。

第一學期的成績單於週末發放給學生。家長們應該檢視並簽名，然後讓學生帶回學校。

本週關注的學習技能和課程目標包括：

<p>Learning Skill: Self regulation, initiative</p> <p>Reading: use a variety of reading strategies to support meaning-making before, during, and after reading adapted/authentic texts.</p> <p>Speaking: demonstrate understanding of more complex spoken English in a variety of interactive classroom settings.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Use prewriting strategies to generate vocabulary and ideas, and organize ideas for writing. 2. Use the process of writing to produce drafts (e.g. brainstorming templates, graphic organizers). 	<p>學習技能：自我調節，主動性</p> <p>閱讀： 運用多種閱讀策略，在閱讀改編/真實文本的前、中、後支持理解。</p> <p>口語： 在各種互動課堂環境中，展示對較複雜英語的理解。</p> <p>寫作：</p> <ol style="list-style-type: none"> 1. 運用預寫策略來產生詞彙和想法，並組織寫作思路。 2. 使用寫作過程來撰寫草稿（例如：頭腦風暴模板、圖示組織器）。
<p style="text-align: center;">Grammar 文法</p> <ul style="list-style-type: none"> - Noticing adjectives and adverbs in reading 在閱讀中識別形容詞和副詞 - Compound sentences 複合句 - Comparatives and Superlatives 比較級和最高級 - Descriptive adjectives, verbs, and adverbs 描述性形容詞、動詞和副詞 <p style="text-align: center;">Vocabulary 單字</p> <p>camera (n.) 相機</p> <p>magazine (n.) 雜誌</p>	<p style="text-align: center;">Tutorial 課後延伸學習</p> <p>Tuesday, October 29nd 10月29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</p> <p>3F Edmonton (633 教室): Charlie, Daniel, Ryder 4F Winnipeg (643 教室): Ingrid, Al-lin, John, Casper</p> <hr/> <p style="text-align: center;">Important Dates 重要日期</p> <p>Saturday, October 26th – Parent-Teacher Interviews Monday, November 4th – Grade 7 Field Trip (no class)</p> <p>10月26日(六)-親師晤談 11月04日(一)-七年級校外教學</p>

<p> museum (n.) 博物館 connection(n) 連接，關聯 research (v.) 研究 specific (adj.) 具體的 national (adj.) 國家的 / 全國性的 trustworthy (adj.) 值得信賴的 history (n.) 歷史 historical (adj.) 歷史的 source (n.) 來源 advantage (n.) 優勢 disadvantage (n.) 劣勢 plagiarism (n.) 抄襲 traditional (adj.) 傳統的 Confucius (n.) 孔子 coast (n.) 海岸 countryside (n.) 鄉村 forest (n.) 森林 photograph (n.) 照片 photographer (n.) 攝影師 rural (adj.) 鄉村的 / 農村的 urban (adj.) 城市的 valley (n.) 山谷 population (n.) 人口 </p>	<p> 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。 </p>
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