

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Jan. 6th, 2025 - Jan. 10th, 2025
Jan. 13th, 2025 - Jan. 17th, 2025

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



Students in class Edmonton and class Winnipeg work hard to research social media use by teenagers for their culminating task.

學生在 Edmonton 和 Winnipeg 的課堂上，專心使用青少年版的社群媒體，尋找關於他們單元總結作業的資訊。

Homework

Parents are reminded that the days for assigning ESL homework to Grade 7 students are every Monday, Tuesday, and Thursday. Please check your child's homework and sign inside their homework notebook. Homework will also be posted on Google Classroom and might involve using online resources.

This Past Week

This week, students focused on completing their culminating task for Term 3, which centered on the impact of social media on teenagers. They researched and read articles to analyze opinions, reasons, and evidence, which they then used in their written essay. This critical analysis helped them sharpen their reading

家庭作業

提醒家長，七年級學生需在每週一、週二和週四完成 ESL 作業。請檢查孩子的作業，並在他們的作業簿上簽名。作業也將發布在 Google Classroom 上，並可能需要學生使用線上資源。

上週回顧

本週，學生專注於完成第三學期的單元總結作業，該作業以社交媒體對青少年的影響為主題。他們研究並閱讀了相關文章，分析其中的觀點、理由和證據，並將這些內容運用到自己的作文中。這種批判性分析幫助學生提升了閱讀理解能力，以及對複雜問題進行批判性思考的能力。

comprehension skills and their ability to think critically about complex ideas.

Using their research, students crafted a four-paragraph essay. They began by introducing the topic, followed by summarizing both the positive and negative aspects of social media as presented in their articles. Finally, they shared their own perspective on social media in a thoughtful conclusion. This writing process helped students strengthen their organization and self-regulation skills, as they had to structure their ideas clearly and manage their time effectively.

The next step was creating a one-slide presentation to summarize one of the two perspectives, positives or negatives. This task reinforced initiative and oral communication skills, as students independently designed and presented their ideas to their peers.

Next Week

Students will finalize and present their perspectives on social media, while everyone will have a chance to ask questions about each other's presentations, fostering a collaborative learning environment.

We will also focus on exam review to help students prepare for Thursday's final exam. Good luck to all and study hard!

We would like to congratulate our students on their hard work and growth this past semester! They have shown a lot of improvement in reading, writing, and speaking, as well as in their independent work, organization, and self-regulation. Wishing everyone a joyful and restful Lunar New Year holiday! Mr. Epp and Ms. Graham look forward to starting a fresh and exciting second semester after the winter break.

The learning skills and curriculum expectations being

透過研究，學生撰寫了一篇四段式的作文。他們首先介紹主題，接著總結文章中提到的社交媒體的正面和負面影響，最後在結論中分享了自己對社交媒體的觀點。這個寫作過程幫助學生加強了組織能力和自我管理能力，因為他們需要清晰地結構化自己的想法並有效管理時間。

下一步，學生創建了一個單頁投影片，用以總結其中一個觀點（正面或負面）。這項任務加強了他們的主動性與口語表達能力，因為學生需要獨立設計並向同學們展示自己的想法。

下週

學生將完成並展示他們對社交媒體的看法，並有機會互相提問，營造合作學習的環境。

此外，我們將重點進行考試復習，幫助學生為週四的期末考試做好準備。祝大家好運並努力學習！

我們要祝賀學生們在過去一學期中的努力和進步！他們在閱讀、寫作和口語表達方面，以及在自主完成、組織和自我管理能力上，都展現出了顯著的提升。祝大家擁有一個愉快而放鬆的農曆新年假期！Epp 老師和 Graham 老師期待在寒假後迎來一個嶄新且充滿活力的第二學期。

<p>focused on these two weeks included:</p> <p>Learning Skill: Independent work, initiative, self-regulation, and organization</p> <p>Reading: Use a variety of reading strategies to support meaning-making before, during, and after reading adapted/authentic texts.</p> <p>Speaking: Present ideas and information for academic purposes</p> <p>Writing: Write complex texts to communicate information and ideas for academic purposes</p>	<p>這兩週的學習技能與課程目標包括：</p> <p>學習技能： 自主完成、主動性、自我管理與組織能力</p> <p>閱讀： 使用多種閱讀策略，在閱讀改編/真實文本之前、期間及之後支持理解</p> <p>口語表達： 為學術目的展示想法和資訊</p> <p>寫作： 撰寫複雜文本，以傳達學術目的的訊息和想法</p>
<p style="text-align: center;">Grammar 文法</p> <ul style="list-style-type: none"> Using conjunctions to connect sentences and connecting phrases to link ideas/paragraphs. 使用連接詞來連接句子，並使用連接短語來銜接想法或段落。 Concrete and abstract nouns 具體名詞與抽象名詞 Subject-verb agreement 主動詞一致 Using OREO paragraphs to scaffold writing (Opinion, Reason, Evidence/Example, Opinion restated) 使用 OREO 段落架構來輔助寫作 (意見、理由、證據/例子、意見重申) Evidential writing and using supporting examples in writing 論證文以及在寫作中使用支持性範例 Adverbs and Verbs of Possibility 可能性副詞與動詞 <p style="text-align: center;">Vocabulary 單字</p> <p>impact (n./v.) 衝擊 (力); 撞擊 (力)</p> <p>influence (n./v.) 影響, 作用; 有影響的人 (或物)</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Thursdays, January 16th and Friday, January 17th - Term 3 exams</p> <p>Tuesday, February 11th - First day of Term 4</p> <p>1 月 16-17 日 - 第三次段考 2 月 11 日 - 開學第一天</p> <p style="text-align: center;">Tutorial 課後延伸學習</p> <p>The last tutorial of the semester was on Tuesday, December 31st. There will be no more tutorials until semester 2.</p> <p>本學期的最後一次課後延伸學習為 12 月 31 日。新的課後延伸學習名單會在下學期時公告在週報與官方 Line 上。</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>

media (n.) 大眾傳播媒介，媒體	
argue (v.) 爭論；爭吵；爭辯	
belief (n.) / believe (v.) 相信；信心；信任	
bias (n.) 偏見；偏心；偏袒	
claim (n./v.) 聲稱；宣稱；斷言；主張	
crisis (n.) 危機，極其困難的時期	
debate (n./v.) 談論，討論；爭論，辯論	
discussion (n.) 討論，議論，談論	
honest / dishonest (adj.) 誠實的，可信的 / 不誠實的，不老實的，不正直的	
effective / ineffective (adj.) 能產生預期結果的；有效的 / 不起作用的，無效果的，不奏效的	
expert (n.) 專家；內行；行家	
opinion (n.) 意見，看法，主張	
perspective (n.) (思考問題的) 角度，觀點，想法	
shock (n./v.) 令人震驚的事件（或經歷）；驚愕，震驚	
source (n.) 來源，出處；發源地；起源，根源	
imply (v.) 暗指，暗示	
advertising (n./v.) 廣告（業）	
advertisement (n.) 廣告；啟事	
action (v.) 行動；行動過程；行為	
audience (n.) 觀眾；聽眾；讀者	
materialistic (adj.) 物質主義的 / 重視物質的	
consumer (n.) 消費者	