

靜修中學雙語課程

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

April 14th - April 18th, 2025

Mr. Epp
Ms. Graham



left: Students in class Edmonton participate in a one-on-one reading assessment.

左圖：Edmonton 班的學生們進行一對一的閱讀評量。

right: Students in class Winnipeg collaborate to write sentences using different context clues.

右圖：Winnipeg 班的學生們合作運用上下文線索來書寫句子。

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 Week

This week, our class continued to build confidence with context clues. Students practised recognizing different types of clues and used

作業

提醒家長們, 七年級學生的 LES 家庭作業安排在一週一、週二和週四。請檢查孩子的家庭作業後並在作業本中簽名。家庭作業也會發布在 Google Classroom 上, 並使用線上資源。

本週

本週, 我們的課程持續加強學生對上下文線索的信心。學生們練習指出不同類型的線索, 並運用這些線索在閱讀時解析意思。為了強化這項技能, 學生

them to uncover meaning as they read. To reinforce the skill, they created their own example sentences using familiar words, providing helpful models they can return to throughout the unit.

We then applied these strategies through a reading about mental health, as well as short texts that included made-up words. These tasks helped strengthen our reading skills and also gave students a chance to explain their thinking out loud—building confidence in identifying clue types and sharing their reasoning. We also used context clues to help us define new vocabulary and create word wall cards for our mental health unit.

Students continued their ongoing reading assessments, focusing on identifying emotions in text and making self-connections. In writing, they used information from last week's brace maps to develop second-person journal entries about their personal stressors and how they manage them. These entries gave students a chance to reflect more deeply and use a narrative voice to express their experiences

Learning Skill: collaboration, organization, and responsibility

Speaking: Demonstrate comprehension of specific detailed information, instructions and presentations, with some contextual and visual support

Reading: Read, respond to and evaluate adapted/authentic texts.

Writing: Apply grammatical structures and conventions appropriately.

們創作了包含熟悉字彙的範例句子，提供有幫助的範本，讓他們可以在整個單元中隨時參考。

接著，學生們透過閱讀一篇關於心理健康的文章以及一些包含虛構單字的短文來應用這些策略。這些活動不僅加強了學生們的閱讀能力，也讓學生有機會解釋他們的思考過程，建立指出線索和分享推測的信心。學生們還運用了上下文線索來認識新詞彙，並創建了心理健康單元的單字牆卡片。

學生繼續進行閱讀評量，該評量著重於指出文章中的情緒並與自身做聯繫。在寫作方面，他們運用上週的括號圖資訊，撰寫以第二人稱為視角的日記，講述他們個人的壓力來源以及如何應對這些壓力。這些日記讓學生有機會進一步反思，並運用敘事口吻表達他們的經歷。

學習技能：團隊合作、組織能力、責任感

口說：在有一些上下文與視覺輔助的情況下，能夠理解特定的詳細資訊、指示和報告內容。

閱讀：閱讀、回應並評估改編或真實文本。

寫作：正確地運用文法結構及規範

Grammar 文法

- 1st, 2nd and 3rd person point of view
- simple present and past tenses
- 第一、第二、第三人稱視角
- 現在簡單式和過去式

New writing/reading strategy

新的寫作/閱讀測略

- using 2nd person point of view to record diary entries
- using context clues to understand new words and the text as a whole
- 運用第二人稱視角撰寫日記
- 運用上下文線索來理解新字彙及整體文章

Vocabulary 單字

stress (v./n.) 壓力

destress (v.) 舒壓

diary (n.) 日記

develop (v.) 發展

environment (n.) 環境

express (v.) 表達

habit (n.) 習慣

pleasure (n.) 愉悅

stigma (n.) 汙名

mental health (n.) 心靈健康

self-esteem (n.) 自尊

frustrated (adj.) 挫折的

disappointed (adj.) 失望的

proud (adj.) 自豪的

impatient (adj.) 不耐煩的

grumpy (adj.) 暴躁的

Important Dates 重要日期

May 14th and 15th: Term 5 Exams

May 30th: Dragon Boat Festival

5 月 14 – 15 日 第二次段考

5 月 30 日 端午節

Tutorial 課後延伸學習

Tuesday, April 22nd

5:00 – 6:00

ESL Classroom

Focus: Writing

11 月 05 日星期二

下午 5:00-6:00

地點: 雙語教室

課程重點: 寫作

3F Edmonton (633 教室):

Ryan Au, Henry, Vic, Ryder, Ben

4F Winnipeg (643 教室):

Phebe, Zoe, Casper

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。

well-being (n.) 幸福 emotional well-being (n.) 情緒健康 physical well-being (n.) 生理健康 cognitive well-being (n.) 認知健康 social well-being (n.) 社交健康 loss (n.) 失落 negative (adj.) 消極的 appearance (n.) 外貌 aid (n.) 幫助 appetite (n.) 食慾 battle (v./n.) 戰鬥 doubt (v./n.) 懷疑 energy (n.) 能量 failure (n.) 失敗 pattern (n.) 形式 confidence (n.) 信心 manage (v.) 管理	
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