

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

April 21st - April 25th, 2025

Mr. Epp
Ms. Graham



Students in class Edmonton (left) and class Winnipeg (right) work together to find and use context clues to understand the meaning of unfamiliar words in a text.

Edmonton 班(左)和 Winnipeg 班(右)的學生們都一起運用上下文線索來理解文章中不熟悉的字彙。

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 focus was on overall well-being and making healthy choices. Students learned about the different components of well-being

作業

提醒家長們，七年級學生的 ESL 家庭作業安排在每週一、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

本週我們著重於整體的福祉以及如何做出健康的選擇。學生們學習了不同層面的福祉（情緒、身理、認知與社交），並透過關於這些層面的討論活動來

(emotional, physical, cognitive, and social) and practised their speaking skills through discussions related to the different areas.

Students broke into small groups to become experts on one of the four well-being components. Each group divided the work amongst themselves to manage various group roles. They researched their component of well-being and filled out a graphic organizer, including a brace map with information related to their component. They organized this information to write about one component and to create a poster to assist in their presentation, where they taught their classmates what they learned. This writing portion also continued to reinforce their usage of 2nd person point of view.

Additionally, students continued to practise determining the meaning of unknown words through the use of context clues and making inferences about what they read. The texts they read are getting more difficult and they are expected to use context clues more independently.

They also continued with independent reading where they identified emotions and supporting context, or completed a one-on-one reading check with the teacher.

Learning Skill: collaboration, organization, and responsibility

Speaking: Engage in spoken interactions on a variety of personal and academic topics.

Reading: Identify the organizational patterns found in text forms.

Writing: Apply grammatical structures and conventions appropriately.

練習口說技巧。

學生們以小組為單位，各自成為一個層面福祉的專家。每位成員分工合作，負責不同的角色。他們針對所負責的福祉蒐集資訊，並完成一份組織圖，其中包含一個括號圖，整理與該福祉有關的資訊。他們將這些資料統整後，撰寫一篇關於該福祉的一篇文章，並製作海報以輔助他們的口頭報告，在報告中向同學分享他們所學的內容。這項寫作練習也同時強化了學生使用第二人稱視角的能力。

此外，學生們也持續練習運用上下文線索來判斷不熟悉字彙的意思，並針對閱讀內容進行推論。隨著學生們所閱讀的文章難度逐漸提高，老師也期待他們能更獨立地運用上下文線索來理解內容。

他們也持續進行自主閱讀活動，過程中學生會辨識文章中的情緒及其相關的上下文，或與老師進行一對一的閱讀檢核。

學習技巧：團隊合作、組織能力、責任感

口說：參與各種個人或學術主題的口語互動。

閱讀：辨識文章中的組織結構形式。

寫作：適當地運用文法結構與常用語。

Grammar 文法

- 1st, 2nd and 3rd person point of view
- simple present and past tenses
- subject-verb agreement
- 第一、第二人稱與第三人稱視角
- 現在簡單式與過去式
- 主詞動詞一致性

New writing/reading strategy 新的寫作/閱讀策略

- using 2nd person point of view to record diary entries
- 以第二人稱視角紀錄日記
- using IDEAS context clues to understand new words and the text as a whole
- 運用 IDEAS 上下文技巧來理解整體文章及生字
 - Inferencing 推論
 - Definition 定義
 - Examples 例子
 - Antonyms 反義字
 - Synonyms 同義字

Vocabulary 單字

stress (v./n.) 壓力

depress (v.) 紓壓

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

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 29th

4 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: Writing

課程重點: 寫作

3F Edmonton (633 教室): Regina Huang, Regina Xu, Nini, Demi

4F Winnipeg (643 教室): Vivian, John, Patty, Triton

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。

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

well-being (n.) 幸福

emotional well-being (n.) 情緒健康

physical well-being (n.) 身理健康

cognitive well-being (n.) 認知健康

social well-being (n.) 社交健康

loss (n.) 失去

negative (adj.) 負面的；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
