

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Nov. 4th, 2024 - Nov. 8th, 2024

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



Students in class Edmonton (**left**) and class Winnipeg (**right**) use their knowledge of descriptive and informative writing to create travel ads for Taiwan.

在 Edmonton(左圖)與 Winnipeg(右圖)的課堂上，學生正在運用他們對描述性和資訊性寫作的知識創作來台灣旅遊的廣告。

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.

Due to the Grade 7 field trip on Monday, there was no Monday homework this week.

This Past Week

This week Edmonton and Winnipeg focused on writing topics and concluding sentences for their informative paragraphs. We discussed finding the main topic of pre-written paragraphs in order to create a

家庭作業

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。

由於七年級學生週一參加校外教學，本週沒有週一的家庭作業。

本週

本週，Edmonton 和 Winnipeg 班級的學生專注於為資訊性段落撰寫主題句和結尾句。我們討論了如何找到預先寫好的段落之主要主題，以創造出吸引人的主題句，以及如何重述主題句

catchy topic sentence, as well as how to restate the topic sentence to form a concluding sentence. Students then used their newly learned skills to create topics and concluding sentences for their own paragraphs. Writing topics and concluding sentences is a helpful skill that students can use in all their writing.

Our readings consisted of assessing life in Taiwan's past and comparing it to life in Taiwan today. Students read informative texts about Taiwan's past and related their own lives to the past. Additionally, students learned how to identify and understand photo captions to aid them in their reading comprehension and in making connections. Analyzing photo captions also aided students in writing their own informative paragraphs, explained below.

Our presentations from last Friday carried into Monday, so this week students began to create this informative writing. They used their new knowledge of descriptive words and new unit vocabulary to discuss old photos of Taiwan. We discussed how to describe the foreground and background of photographs. Students then moved into small groups in order to discuss these photos more in-depth, making self-connections and comparing what they saw in these photos to present-day Taiwan.

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

Learning Skill: responsibility, initiative

Speaking: Use a variety of conversational expressions to negotiate interactions.

Reading: Identify the organisational patterns found in text forms.

以形成結尾句。隨後，學生運用新學到的技能，為自己的段落創作主題句和結尾句。撰寫主題句和結尾句是學生在各種寫作中都能運用的有用技能。

我們的閱讀內容包括評估台灣過去的生活並將其與今天的生活進行比較。學生們閱讀了關於台灣過去的資訊性文本，並將自己的生活與過去進行了聯繫。此外，學生學習了如何辨識和理解照片標題，這有助於提高他們的閱讀理解能力並進行聯繫。分析照片標題還幫助學生在撰寫自己的資訊性段落時提供支持，具體解釋如下。

上週五的演示活動延續到週一，因此本週學生開始創作這些資訊性寫作。他們運用新學到的描述性詞彙和新單元詞彙來討論台灣的舊照片。我們討論了如何描述照片的前景和背景。隨後，學生分組深入討論這些照片，進行自我聯繫，並將照片中所見的內容與現今的台灣進行比較。

本週的學習技能和課程目標包括：

學習技能：責任心、主動性

口說：使用多種對話表達方式進行互動協商。

閱讀：辨識文本中的組織結構。

寫作：使用連接詞語和短語以展示想法或段落之間的關聯性。

<p>Writing: Use connecting words and phrases to show the relationship between ideas/paragraphs.</p>			
<p style="text-align: center;">New writing/reading strategy 閱讀與寫作策略</p> <p>Noticing adjectives and adverbs in reading 注意閱讀中的形容詞和副詞</p> <p>Compound sentences 複合句</p> <p>Comparatives and Superlatives 比較級和最高級</p> <p>Descriptive adjectives, verbs, and adverbs 描述性形容詞、動詞和副詞</p> <p>Informative Writing 資訊性寫作</p> <p>Topic and concluding sentences 開頭與結尾句</p> <p>Text-to-self Connections 文字與自我的連結</p> <p style="text-align: center;">Vocabulary 單字</p> <p><u>New: 新增單字</u></p> <p>album (n.) 相簿</p> <p>camera (n.) 相機</p> <p>caption (n.) 圖片說明文字</p> <p>background (n.) 背景</p> <p>foreground (n.) 前景</p> <p>photograph (n.) 照片</p> <p>photographer (n.) 攝影師</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Wednesday, November 27th and Thursday, November 28th – Term 2 Exams</p> <p>Saturday, December 7th - BIS School Fair</p> <p>11 月 27(三)-28(四)-第二次段考 12 月 7 日-校園園遊會</p> <hr/> <p style="text-align: center;">Tutorial 課後延伸學習</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <p>Tuesday, Nov. 12 5:00 – 6:00 ESL Classroom Focus: Speaking</p> </td><td style="vertical-align: top; width: 50%;"> <p>11 月 12 日星期二 下午 5:00-6:00 地點: 雙語教室 課程重點: 口語</p> </td></tr> </table> <p>3F Edmonton (633 教室): Henry, Ryan Hong, Hussien</p> <p>4F Winnipeg (643 教室): Kartlie, Miffy, Ivan, Fifi</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>	<p>Tuesday, Nov. 12 5:00 – 6:00 ESL Classroom Focus: Speaking</p>	<p>11 月 12 日星期二 下午 5:00-6:00 地點: 雙語教室 課程重點: 口語</p>
<p>Tuesday, Nov. 12 5:00 – 6:00 ESL Classroom Focus: Speaking</p>	<p>11 月 12 日星期二 下午 5:00-6:00 地點: 雙語教室 課程重點: 口語</p>		

photography (n.) 攝影

impact (v./n.) 影響

Review 複習:

vintage (adj.) 最佳的，最典型的，經典的

wonderful (adj.) 絕妙的，令人驚嘆的，極好的

manufacture (v.) 製造，生產

downtown (n.) 市中心

connection (n.) 聯繫

specific (adj.) 特定的；特有的

research (n./v.) 研究；調查；探索

national (adj.) 國家的，國民的

urban (adj.) 城市的，城鎮的

rural (adj.) 鄉村的，農村的；似鄉村的

history (n.) 歷史；歷史學

historical (adj.) 歷史的；有關歷史的

ancient (adj.) 古代的；古老的；年代久遠的

classic (adj.) 經典的；優秀的；一流的

countryside (n.) 農村，鄉下；郊外

describe (v.) 描述，描寫，描繪

eastern (adj.) 東部的；來自東部的

famous (adj.) 著名的，出名的，有名的

favourite (adj.) 最喜歡的；特別喜愛的

industry (n.) 工業；產業；生產製造

technology (n.) 技術

local (adj.) 當地的，本地的
