

ESL Program Newsletter

Grade 7
Edmonton and Winnipeg

Sept. 9th, 2024 - Sept. 20th, 2024

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



Photos: (Left): Class Edmonton gets to know each other with a human BINGO game.

(Right): Class Winnipeg works in groups to create skits for learning skills.

課堂照片：(左) Edmonton 班藉由人類賓果遊戲認識班上同學。

(右) Winnipeg 班以小組方式合作，創想學習技能短劇。

Homework

Monday, September 9th: Students wrote two complete sentences using the new vocabulary from Term 1 and with conjunctions (e.g., and, or, but, because, etc.).

Tuesday, September 10th: Created a short sequence of events for something they did on the weekend. Used at least three sequencing words (first, then, next, etc.) and events. Practised using past tense and conjunctions for longer sentences.

Thursday, September 12th: Created a sequence of events with choice of theme: (1) recipe or (2) past vacation.

Monday, September 16th: (Handout worksheet) Read the short story and put the events in the correct sequence(1-6). After that, students reread the text and

家庭作業

9月9日(週一)：學生使用第一學期的新詞彙和連接詞（例如：and, or, but, because 等）寫出兩個完整的句子。

9月10日(週二)：學生創作了一個關於他們週末活動的簡短事件順序。使用至少三個順序詞（例如：first, then, next 等）和事件，並練習使用過去式和連接詞來撰寫較長的句子。

9月12日(週四)：學生選擇一個主題創作事件順序：（1）食譜或（2）曾經度過的假期活動。

9月16日(週一)：（學習單一張）學生閱讀短篇

circle the nouns, underline the verbs, and put a box around the adjectives.

Thursday, September 19th: After choosing a library book, students will have to read their new book for 15 minutes and write down two sequences of events from the book.

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. Once school emails and iPads are set up, homework will also be posted on Google Classroom and might involve using online resources.

This Past Week

This past week we continued to strengthen classroom routines through sequencing practise, where students wrote the class entrance and exit routines using sequencing words (first, second, next, etc.). Students also focused on the use of the verbs 'to be' and 'to have' in order to describe their families and interests. Students performed a variety of activities to practise proper conjugation of these two verbs.

The main topic was *My Family History and Family Tree*. Students had a class discussion about who lives in a family, comparing and contrasting each other's families and different families around the world. They also wrote sentences about their families focusing on creatively expressing family dynamics, as well as punctuation and capitalization.

Students were also introduced to sequencing ideas and how sequencing can help with their reading and writing skills. In small groups, students identified key terms in a given text in order to retell the story using the correct sequence of events. Through collaboration, students were able to create and complete short stories with the aid of graphic organisers. Each student created one

故事，並將事件按正確的順序排列（1-6）。之後，學生重讀文本，圈出名詞、在動詞底下劃線、並用方框框出形容詞。

9月19日(週四)：學生從教室圖書區選擇書籍後，需閱讀選擇的書籍15分鐘，並從書中寫下兩個事件順序。

提醒家長：每週一、週二和週四是指派作業給7年級學生的日子。請檢查孩子們的作業，並在他們的作業筆記本內簽名。一旦學校電子郵件和平板設置完成，作業也會正式發布在班級 Google Classroom 上發布，並且使用線上資源。

本週

過去一週，我們持續透過排序練習來強化課堂常規。學生們使用排序詞（首先、其次、接下來等）寫出進出教室的流程。學生專注於動詞「to be」和「to have」的使用，以描述他們的家庭和興趣。學生們通過各種活動練習這兩個動詞的正確詞性變化。

本次的主題是「我的家族史和家譜」。學生進行關於家庭成員的課堂討論，並比較與對比彼此及世界各地不同的家庭。學生還寫了關於自己家庭的句子，著重於創造性地表達家庭動態，並注意標點符號以及大寫字母的使用。

學生學習如何將思想排序，並了解到排序如何幫助他們的閱讀與寫作技能。在小組中，學生識別了文本中的關鍵詞，然後使用正確的事件順序來重述故事。透過合作，學生使用圖形組織表創作並完成了簡短的故事。每位學生創作一個句子，並使用排序詞（首先、然後、最後等），有邏輯

sentence to string along with the whole group in a logical manner using sequencing words (first, then, finally, etc.).

Students were introduced to how to properly use an English-Chinese dictionary to help translate unknown vocabulary. Students also began to compare and identify the differences between fiction and non-fiction texts, as well as fact vs. opinion. Additionally, they learned to choose an appropriately-leveled text for themselves out of an assortment of library books.

Next Week

Students will be assessed on reading, writing, and speaking, with the aim being to test sequencing knowledge in a variety of contexts. Students will read a short story and put events into the correct chronological order according to story information. Students will use sequencing sentence starters (e.g., first, next, after that, etc.) to write about their bedtime routine or classroom entrance and exit routines. Finally, students will speak one-on-one with the teacher to sequence a previous family vacation or what they would like to do for the coming weekend. Emphasis on using last week's vocabulary items, sequencing words, and conjunctions to link ideas.

Students will be introduced to new vocabulary surrounding the topic of sports and hobbies. They will collaborate to complete vocabulary cards to stick on our Word Wall.

Students will begin using their iPads and go over rules and expectations. Students will practise logging into Google Classroom and Read Theory, where they will complete a reading placement test. Homework will now be posted on Google Classroom for parents and students to view.

Students will write in full paragraphs about their hobbies and interests and share with their classmates. They will learn to match the correct verb with different hobbies, sports and activities (e.g., go swimming, play the piano, do

地串聯整個小組成員寫出的句子。

學生學會如何正確地使用英漢詞典，來幫助自己認識不熟悉的詞彙。學生開始比較和識別虛構與寫實文本的區別，以及分辨事實與觀點。此外，他們還學會了如何從圖書館書籍中為自己選擇合適難度的書籍。

下週

學生將接受閱讀、寫作和口語的評估，目的是測試他們在不同情境中的排序知識。學生將閱讀一篇短篇故事，並根據故事內容將事件按正確的時間順序排列。學生將使用排序句子開頭詞（如：首先、接著、之後等）來撰寫他們的睡前習慣或課堂進出習慣。最後，學生將與老師進行一對一的口語交流，描述之前的家庭旅遊假期或他們週末的計劃，強調使用上週學習的詞彙、排序詞和連接詞來連接想法。

學生將學習關於運動和興趣相關的新詞彙，並透過合作完成詞彙卡，將它們貼在教室內的單字牆上。

學生將開始使用他們的平板，並學習相關規則和期望。他們將練習登錄 Google Classroom 和 Read Theory，並在其中完成閱讀水平測試。作業將發布在 Google Classroom 上，供家長和學生查看。

學生將撰寫關於他們愛好和興趣的完整段落，並與同學分享。他們將學習如何使用正確的動詞在不同的愛好、運動和活動（如：游泳、彈鋼琴、做體操）上。並學著如何表達自己的觀點、喜好

<p>gymnastics). They will also learn how to express their own opinions, likes and dislikes, and how to compare and contrast their hobbies.</p> <p><i>The learning skills and curriculum expectations focused on for weeks 3 and 4 include:</i></p> <p>Learning Skills: Self-regulation, organization, independent work, and collaboration</p> <p>Speaking:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehension of specific information, instructions and presentations, with contextual and visual support. 2. Engage in structured spoken interactions on familiar topics. <p>Reading: Read a variety of adapted literary, informational and graphic texts.</p> <p>Writing:</p> <ol style="list-style-type: none"> 1. Organise ideas (e.g., graphic organizers, using a series of connected paragraphs and developed a family tree along with timelines). 2. Express ideas and feelings on personal topics. 	<p>與厭惡，以及如何比較和對比他們的愛好。</p> <p>第 3 週和第 4 週的學習技能和課程目標包括：</p> <p>學習技能：自我調節、組織能力、獨立工作和合作</p> <p>口語：</p> <ol style="list-style-type: none"> 1. 在具備上下文和視覺支持的情況下，展示對具體信息、指令和展示內容的理解。 2. 參與熟悉話題的結構化口語互動。 <p>閱讀：閱讀各類改編的文學、資訊和圖表文本。</p> <p>寫作：</p> <ol style="list-style-type: none"> 1. 組織想法（如使用圖示組織表，透過一系列連接的段落，並發展家庭樹和時間線）。 2. 表達個人主題的想法和情感。
<p style="text-align: center;">Grammar 文法</p> <p>Parts of speech Nouns, pronouns, verbs, adverbs, prepositions and adjectives. 詞類：名詞、代詞、動詞、副詞、介詞和形容詞。</p> <p>Review 動詞複習：of ‘to be’ (am, is, are, was, were), ‘to have’ (have, has, had), and ‘There is/ There are’</p> <p>Sentence Connectors: and, or, but, so, however, although, if, because, as well as</p> <p>句子連接詞：和，或者，但是，所以，然而，雖然，如果，因為，也</p> <p>Sequencing words (First, second, next, then, after that,</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Monday, September 17th- Mid-Autumn Festival (no class)</p> <p>Thursday, October 10th- Taiwan National Day (no class)</p> <p>Tuesday, October 15th & Wednesday, October 16th- Term 1 Exams</p> <p>9 月 17 日(一)-中秋節放假 10 月 10 日(四)-國慶日放假 10 月 15-16 日(三-四)-第一次段考</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，</p>

eventually, finally)

排序詞（首先、其次、接下來、然後、之後、最終、最後）

Verbs “go”, “do”, “play” + conjugation according to preceding pronoun (do/does, go/goes, play/plays)
動詞 “go”（去）, “do”（做）, “play”（玩）
+ 根據前面的代詞進行變位 (do/does, go/goes, play/plays)

Vocabulary 單字

Home & Family 家與家人:

fiction (n./adj.) 小說、虛構文本

nonfiction (n./adj.) 寫實文本

sequence (n./v.) 順序

graphic organizer (n.) 圖形組織表

there (pronoun) 那裡

their (possessive adj.) 他們的

cousin (n.) 堂或表兄弟姊妹

aunt (n.) 阿姨

uncle (n.) 叔叔

grandparents(n.) (外)祖父母

grandmother (n.) (外)祖母

grandfather (n.) (外)祖父

great-grandparents (n.)曾祖父母

step-parent (n.) 繼父母

half sibling (n.) 同父異母/同母異父兄弟姊妹

husband (n.) 丈夫

wife (n.) 妻子

partner (n.) 夥伴、伴侶

pets (n.) 寵物

cat (n.) 貓

dog (n.) 狗

young (n.) 年輕

old (n.) 年老

Common Adjectives 常見形容詞:

中英文皆可以，我們會儘快回覆。

beautiful (adj.) 美麗的、漂亮的 bored/boring (adj.) 無聊的/令人無聊的 excited/exciting (adj.) 興奮的/令人興奮的 hard-working (adj.) 勤奮的 interested/interesting (adj.) 感興趣的/有趣的 respect (n.) / respectful (adj.) 尊重/尊敬的 honesty (n.) / honest (adj.) 誠實/誠實的 kindness (n.) / kind (adj.) 善良/善良的 Other Terms 其他： rule (n.) 規則 routine (n.) 常規/作息	
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