

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

April 28th - May 2nd, 2025

Mr. Epp
Ms. Graham



Left: Students in class Edmonton work in groups to research a component of well-being.

左圖:Edmonton 班的學生分組研究幸福感的一個組成部分。

Right: Students in class Winnipeg work in groups to research a component of well-being.

右圖:Winnipeg 班的學生分組研究幸福感的一個組成部分。

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 exploring the theme of well-being through their group work focusing on the

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，我們繼續透過小組合作探討幸福感這個主題，聚焦於幸福感的四個組成部分：身理、情緒、

four components of well-being—physical, emotional, social, and cognitive. After deciding on the most important information, groups created infographics to organize their ideas clearly and effectively. They then used these visuals to support their group presentations. This focused on using important speaking skills like speaking loudly and clearly, using good pace and pronunciation, showing confident body language and expression. Each student was responsible for presenting an equal part to the class.

In writing, we continued with our second-person journal entries, encouraging students to reflect on well-being while also practicing giving advice using modal verbs like *should*, *might*, *must* and *could*. These skills also came up during class discussions, where students worked with partners to give advice that matched different problems.

Finally, we completed a second assessment on using context clues to figure out the meaning of new words. Students practiced identifying the type of clue (using our IDEAS acronym) and finding the keywords that helped them. Students continue to grow their reading skills using this strategy.

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, initiative, responsibility

Speaking: Demonstrate comprehension of specific detailed information in more complex instructions and presentations.

Reading: Locate information from research material, and acknowledge their sources.

Writing: Write complex texts to communicate

社交和認知。在決定最重要的資訊後，各小組製作資訊圖表，清楚且有實際地組織他們的想法，並以此作為小組報告的輔助工具。報告過程中，學生們練習了多項口說技巧，例如：大聲且清晰地說話、適當的語速與發音、自信的肢體語言與表情。每位學生都向全班呈現相等份量的報告。

在寫作部分中，我們繼續進行第二人稱的日記寫作，鼓勵學生反思幸福感，同時練習使用情態助動詞（如 *should*、*might*、*must* 和 *could*）來給予建議。這些技巧也出現在課堂討論中，學生們與夥伴合作，根據不同的問題提供相應的建議。

最後，我們完成了第二次評量，內容是運用上下文線索來推測生字的意思。學生們練習識別線索類型（運用我們的 IDEAS 字母縮寫法）並找出協助他們理解的關鍵字。學生們持續透過這個策略來提升他們的閱讀技能。

學生們也繼續進行獨立閱讀，識別情感與支持性上下文，或與老師進行一對一的閱讀檢測。

學習技巧: 團隊合作、主動性、責任感

口說: 展示對於複雜和詳細資訊及指示的理解。

閱讀: 從研究資料中尋找資訊，並標註其來源。

寫作: 撰寫複雜的文本，以傳達學術目的資訊和觀

information and ideas for academic purposes.	點。
<div>Grammar 文法</div> <div><div><div>- 1st, 2nd and 3rd person point of view</div><div>- simple present and past tenses</div><div>- subject-verb agreement</div><div>- modal verbs</div></div></div> <div>New writing/reading strategy 新的寫作/閱讀策略</div> <div><div><div>- using 2nd person point of view to record diary entries</div><div>- using IDEAS context clues to understand new words and the text as a whole</div><div><div>- Inferencing</div><div>- Definition</div><div>- Examples</div><div>- Antonyms</div><div>- Synonyms</div></div></div></div> <div>Vocabulary 單字</div> <div>stress (v./n.) 壓力</div> <div>destress (v.) 紓壓</div> <div>diary (n.) 日記</div> <div>develop (v.) 發展</div> <div>environment (n.) 環境</div> <div>express (v.) 表達</div> <div>habit (n.) 習慣</div> <div>pleasure (n.) 愉悅</div> <div>stigma (n.) 汙名</div> <div>mental health (n.) 心靈健康</div> <div>self-esteem (n.) 自尊</div>	<div>Important Dates 重要日期</div> <div>May 14th and 15th: Term 5 Exams May 30th: Dragon Boat Festival June 6th (6-7PM): Celebration of Learning 5 月 14 日 – 15 日 第二次段考 5 月 30 日 端午節 6 月 6 日 18:00 – 19:00 學習分享活動</div> <div>Tutorial 課後延伸學習</div> <div><div><div>Tuesday, May 6th 5:00 – 6:00 ESL Classroom Focus: Writing</div><div>5 月 6 日 星期二 下午 5:00-6:00 地點: 雙語教室 課程重點: 寫作</div></div><div>3F Edmonton (633 教室): Charlie, Mike Tseng, Cola, Ryan Hong 4F Winnipeg (643 教室): Ann C, Fifi, Cynthia, Al-lin</div></div> <div>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。</div>

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 component (n.) 組成部分	
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