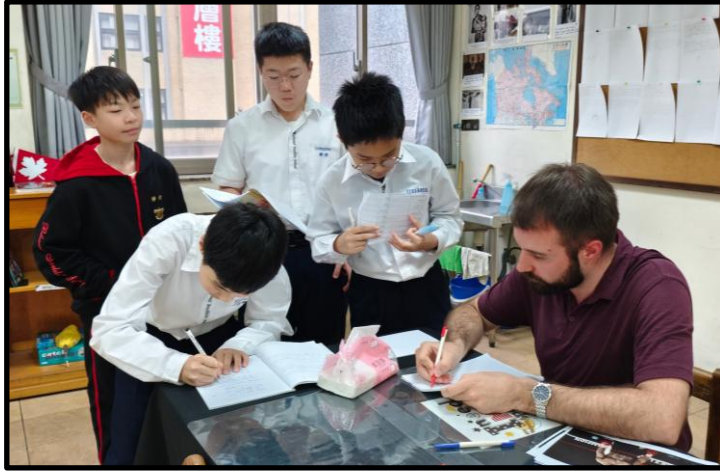


ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Feb. 24th, 2025 - Mar. 7th, 2025

Mr. Epp
Ms. Graham



Left image: Students in class Edmonton get feedback from Mr. Epp on their drafts for the *My Role Model* assignment.

左圖：Edmonton 班的學生們從 Mr. Epp 那裡獲得有關他們《我的榜樣》作業草稿的反饋。



Right image: Students in class Winnipeg discuss new vocabulary in groups and create posters.

右圖：Winnipeg 班的學生小組討論新字彙以及製作海報。

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.

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。

This Past Week

This week, students continued learning about inspirational people by focusing on Malala Yousafzai. They listened to a read-aloud of her story and answered questions to deepen their understanding of her struggles. Through this activity, they practised identifying cause and effect while using appropriate linking words to explain connections in the text.

For writing, students created their own *magic pencil* posters, imagining changes they would like to see in the world. Students chose improvements that they wanted to “draw into” the world, while they chose negative aspects of society that they wanted to “erase”. This activity encouraged creativity while reinforcing independent work and organization.

In speaking, students presented their posters, applying the skills we have been practising—eye contact, speaking clearly and with expression, and using appropriate pace and pauses. This was a great opportunity for them to build confidence in their presentation and speaking abilities.

Throughout the week, students demonstrated responsibility by staying focused and engaged in their tasks. They also practised independent work and organization as they planned and created their posters.

Next Week

Next week, students will continue developing their understanding of cause and effect. Students will work on writing cause and effect paragraphs, using either a cause-then-effect or effect-then-cause structure with a proper conjunction or linking phrase to clearly express an idea. This will also include revisiting and strengthening the use of catchy topic and concluding sentences to round off their paragraphs. They will apply

本週

本週，學生們繼續學習有關激勵人心的人物，重點放在瑪拉拉(Malala Yousafzai)身上。他們聽了她故事的朗讀並回答問題，以加深對她奮鬥歷程的理解。透過這項活動，他們練習了識別因果關係，同時使用合適的連接詞來解釋文章中的聯繫。

在寫作方面，學生們創作了自己的魔法鉛筆海報，想像他們希望在这个世界上看到的變化。學生們選擇了他們希望“畫入”世界的改進，同時選擇了他們想要“抹去”的社會負面現象。這項活動鼓勵了學生們的創造力，同時加強了獨立工作和組織能力。

在口語表達方面，學生們展示了他們的海報，並運用了我們一直在練習的技能—眼神接觸、清晰且配合表情地講話，以及使用適當的語速和停頓。這是他們建立自信、提升演講技巧和表達能力的絕佳機會。

在這週期間，學生們通過保持專注並積極參與任務，展現了責任感。他們在規劃和創作海報的過程中，也練習了獨立工作和組織能力。

下週

下週，學生們將繼續發展對因果關係的理解。學生們將練習寫因果關係文章，使用因果結構（先因後果或先果後因），並正確地運用的連接詞或連接詞來清晰表達觀點。這也將包括重新回顧並加強使用引人入勝的主題句和結尾句，以完整段落結構。他們將透過閱讀有關其他啟發性和勇敢人物的文章，運用自己的閱讀技巧，指出文中表

their reading skills by identifying cause-and-effect relationships in texts about other inspirational and courageous people. They will also practise writing their own paragraphs while using appropriate linking words to clearly explain these connections.

To support their learning, students will have opportunities to work with the teacher one-on-one and in small groups to strengthen their understanding. They will also demonstrate their knowledge through speaking, using small group discussions and activities to practise expressing cause-and-effect relationships verbally.

Collaboration and initiative will be key learning skills next week. Students will work together to discuss ideas, share their thinking, and support one another in group activities. By taking initiative, they will challenge themselves to apply their learning and communicate their ideas with confidence.

The learning skill and curriculum expectations being focused on these two weeks include:

Learning Skills: independent work, responsibility, initiative, collaboration

Speaking: Present ideas and information for academic purposes.

Reading: Use a variety of reading strategies to support meaning-making before, during, and after reading adapted/authentic texts.

Writing: Use the process of writing to produce drafts.

現出的因果關係。同時，他們還將練習寫出自己的文章，並運用適當的連接詞來清晰地解釋這些關聯。

為了輔助他們的學習，學生們將有機會與老師進行一對一輔導和小組討論，以加強他們的理解。他們也將通過口語表達來展示他們的知識，利用小組討論和活動來練習口頭表達因果關係。

下週，合作與主動性將是關鍵的學習技能。學生們將一起討論想法、分享點子並在小組活動中互相支持。透過主動參與，他們將挑戰自己運用所學，並自信地表達自己的想法。

這兩週的學習重點與課程目標：

學習技能：獨立工作、責任感、主動性、合作。

口說：為學術目的呈現想法和資訊。

閱讀：在閱讀改編或是真實文章之前、期間和之後，使用各種閱讀策略來支持意義建構。

寫作：運用寫作過程技巧來創作草稿。

Grammar 文法

- Fixing run-on sentences 修正連寫句
- Subordinating conjunctions 從屬連接詞
- Proper punctuation 正確標點符號
- Cause and effect linking words 因果關係連接詞

Vocabulary 單字

admire (v.) 欽佩

courage (n.) 勇氣

courageous (adj.) 勇敢的

bravery (n.) 英勇

brave (adj.) 勇敢的

humble (adj.) 謙遜的

humbleness (n.) 謙遜

inspire (v.) 啟發

inspiring (adj.) 啟發性的

inspiration (n.) 啟發性

integrate (v.) 融入

compassion (n.) 同情

compassionate (adj.) 富有同情心的

persistent (adj.) 堅持不懈的

persistence (n.) 堅持

selfless (adj.) 無私的

selfish (adj.) 自私的

role model (n.) 榜樣

Important Dates 重要日期

February 28th - National Holiday (No school)

March 15th - Parent-Teacher Conferences

Mar. 19th & 20th - Term 4 Exams

Monday, March 24 - Grade 7 Field Trip - No ESL Class

2月28日(五) - 和平紀念日放假

3月15日(六) - 雙語親師晤談

3月19(三)、20(四)日 - 第一次段考

3月24日(一) - 七年級校外教學不上 ESL 課程

Tutorial 課後延伸學習

Tuesday, Mar. 4

5:00 – 6:00

ESL Classroom

Focus: Speaking

3月4日(二)

下午 5:00-6:00

地點: 雙語教室

課程重點: 口說

3F Edmonton (633 教室):

Charlie, Ryan Au, Mike Tseng, Ryder, Ben

4F Winnipeg (643 教室):

Patty, Zoe, Ann C., Fifi

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。

struggle (v./n.) 奮鬥；掙扎

powerful (adj.) 有力量的

skillful (adj.) 熟練的

excellent (adj.) 優秀的

friendly (adj.) 友善的

generous (adj.) 慷慨的

growth (n.) 成長

praise (n.) 讚美

personal (adj.) 個人的

survive (v.) 生存

motivation (n.) 動機

(make a) difference (n.) (產生)影響

hero (n.) 英雄

focus (v.) 專注

leadership (n.) 領導力

possibility (n.) 可能性

support (n.) 支持

ordinary (adj.) 普通
