

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Dec. 16th, 2024 - Dec. 20th, 2024

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



Left: Students in class Edmonton work on writing their first independent OREO paragraph.

Right: Students in class Winnipeg are eager to share their answers in class.

左圖：Edmonton 班級的學生正在獨立完成 OREO 段落

右圖：Winnipeg 的學生正積極地分享他們的答案

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 Past Week

作業

提醒家長，七年級學生需在每週一、週二和週四完成 ESL 作業。請檢查孩子的作業，並在他們的作業簿上簽名。作業也將發布在 Google Classroom 上，並可能需要學生使用線上資源。

本週

本週，學生們運用他們新學到的關於意見表達和

<p>This week, students took their new knowledge of opinions and O.R.E.O (Opinion, Reason, Example/Evidence, Opinion restated) paragraphs to analyze an advertisement on their own. They took detailed notes while watching a Coca Cola ad, then broke into small groups to discuss the commercial, what it was implying, and the claims it made, before writing their individual OREO paragraphs.</p> <p>To support our discussions on identifying media claims/opinions, giving reasons and supporting evidence for these opinions, students prepared a presentation of their findings from the Coke ad for the class. Students focused on speaking with confidence, clarity and expression, making eye contact with the audience, as well as staying on topic.</p> <p>In their readings, students focused on identifying the opinions of others, as well as the reasons and examples for those opinions in various texts. Students will work their way from identifying these components in simpler texts to much harder, more natural texts that do not always state their opinions, reasons, and evidence explicitly.</p> <p>In addition, students created new word wall vocabulary cards to aid them in class. This consisted of working together to match definitions to our term vocabulary words, then translating the words to Chinese, stating the word's part of speech (e.g., noun, verb, adjective, etc.), and writing proper sentences containing these words. These word wall cards will be displayed in the class for students to refer back to throughout their learning.</p> <p>The learning skills and curriculum expectations being focused on these two weeks included:</p>	<p>O.R.E.O (意見、理由、例子/證據、重述意見) 段落的知識，來獨自分析廣告。他們在觀看可口可樂廣告時詳細記錄，隨後分成小組討論該廣告的內容、暗示的含義以及提出的主張，最後撰寫個人的 OREO 段落。</p> <p>為了支持關於辨識媒體主張/意見，並提供理由及證據支持這些論點，學生們準備了一份關於可口可樂廣告分析的結果，並展示給全班。學生們專注於以自信、清晰且有表情的表達發言，與觀眾進行眼神交流，並確保言之有物，且不偏離主題。</p> <p>在閱讀部分，學生們透過不同的文章練習辨識他人意見，以及這些意見的理由和例子。他們將從較簡單的文本中辨識這些組成部分，逐漸過渡到更困難、更自然的文章，這些文張可能並未明確陳述意見、理由和證據。</p> <p>此外，學生們製作了新的單字牆卡，用以幫助課堂學習。他們共同協作，將詞彙定義與相應的單詞匹配，翻譯成中文，標註單詞的詞性（如名詞、動詞、形容詞等），並用這些詞語造句。這些字牆卡片將展示在教室內，供學生在學習過程中隨時參考。</p> <p>這兩週的學習技能和課程期望重點包括：</p> <p>學習技能： 自我規範、獨立工作與組織能力</p> <p>閱讀： 辨識文章的特徵，以找到相關資訊。</p> <p>口說： 為學術目的呈現想法與資訊。</p> <p>寫作：</p>
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<p>Learning Skill: self-regulation, independent work, and organization</p> <p>Reading: Identify features and sections of text to locate information.</p> <p>Speaking: Present ideas and information for academic purposes.</p> <p>Writing: Write complex texts to communicate information and ideas for academic purposes.</p>	<p>撰寫複雜文本以傳達學術用途的資訊與想法。</p>		
<p style="text-align: center;">Grammar 文法</p> <ul style="list-style-type: none"> - Using conjunctions to connect sentences and connecting phrases to link ideas/paragraphs. - 使用連接詞來連接句子，並使用連接短語來銜接想法或段落。 - Concrete and abstract nouns 具體名詞與抽象名詞 - Subject-verb agreement 主動詞一致 - Using OREO paragraphs to scaffold writing (Opinion, Reason, Evidence/Example, Opinion restated) - 使用 OREO 段落架構來輔助寫作（意見、理由、證據/例子、意見重申） - Evidential writing and using supporting examples in writing - 論證文以及在寫作中使用支持性範例 <p style="text-align: center;">Vocabulary 單字</p> <p>impact (n./v.) 衝擊（力）; 撞擊（力）</p> <p>influence (n./v.) 影響，作用；有影響的人（或物）</p> <p>media (n.) 大眾傳播媒介，媒體</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Tuesday, December 24th - School anniversary (no classes) 星期二, 12 月 24 日 - 校慶</p> <p>Wednesday, December 25th - No Classes 星期三, 12 月 25 日 - 放假一天</p> <p>Wednesday, January 1st - New Year's Holiday 星期三, 1 月 1 日 - 元旦放假一天</p> <p>Thursdays, January 16th and Friday, January 17th - Term 3 exams 星期四/五, 1 月 16-17 日 - 第三次段考</p> <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, Dec. 31 5:00 – 6:00 ESL Classroom Focus: Speaking</p> </td><td style="vertical-align: top; width: 50%;"> <p>12 月 31 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 style="text-align: right; margin-top: 20px;"> 3F Edmonton (633 教室): Daniel, Hussien, Mike Chen 4F Winnipeg (643 教室): Patty, Al-lin, Amy, Casper </p>	<p>Tuesday, Dec. 31 5:00 – 6:00 ESL Classroom Focus: Speaking</p>	<p>12 月 31 日星期二 下午 5:00-6:00 地點: 雙語教室 課程重點: 口語</p>
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<p>argue (v.) 爭論;爭吵;爭辯</p> <p>belief (n.) / believe (v.) 相信; 信心; 信任</p> <p>bias (n.) 偏見;偏心;偏袒</p> <p>claim (n./v.) 聲稱;宣稱;斷言;主張</p> <p>crisis (n.) 危機，極其困難的時期</p> <p>debate (n./v.) 談論，討論;爭論，辯論</p> <p>discussion (n.) 討論，議論，談論</p> <p>honest / dishonest (adj.) 誠實的，可信的/ 不誠實的，不老實的，不正直的</p> <p>effective / ineffective (adj.) 能產生預期結果的；有效的/ 不起作用的，無效果的，不奏效的</p> <p>expert (n.) 專家;內行;行家</p> <p>opinion (n.) 意見，看法，主張</p> <p>perspective (n.) (思考問題的) 角度，觀點，想法</p> <p>shock (n./v.) 令人震驚的事件（或經歷）；驚愕，震驚</p> <p>source (n.) 來源，出處;發源地;起源，根源</p> <p>imply (v.) 暗指，暗示</p> <p>advertising (n./v.) 廣告（業）</p> <p>advertisement (n.) 廣告;啟事</p> <p>action (v.) 行動；行動過程；行為</p> <p>audience (n.) 觀眾；聽眾；讀者</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。</p>
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