

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

May 5th - May 16th, 2025

Mr. Epp
Ms. Graham



Class Edmonton (**left**) and class Winnipeg (**right**) work together to write their skits about mental health issues.
Edmonton 班(**左圖**)以及 Winnipeg 班(**右圖**)的學生們和他們的小組一起編寫心靈健康短劇本。

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

Students worked on the culminating task (final project) for term 5 this past week: a mental health skit. This project included using all the skills of reading, writing, and speaking that they have learned this term.

First, students did research on mental health. They read an article about managing mental health, organizing its ideas, using context clues to identify unfamiliar words, and

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

學生們在上週完成了下學期第二階段的單元總結專題：一場關於心理健康的短劇。這個專題結合了本學期所學的閱讀、寫作與口說等各項技能。

首先，學生們針對心理健康主題進行了資料蒐集。他們閱讀了一篇有關心理健康管理的文章，整理出重點，運用上下文線索來了解不熟悉的單字，並將文章

relating this information to what they have already learned about mental health, stress, and well-being in term 5.

Next, students used the information from their research to create a script for their mental health skit. They began this by planning their ideas for the characters, plot, problem, and solution of the skit. This finished with writing the script lines for each character, focusing on creating a conversation around helping a friend through a detailed problem related to a mental health issue, making sure to include modal verbs and 2nd person point of view.

Finally, students had time to practise performing their skits, keeping in mind the presentation skills they have learned around speaking with expression and using body language to convey meanings and emotions. They performed these skits in front of their classmates and each group was asked questions and given constructive comments from their peers. Well done on your creative skits, everyone!

Next Week

Next week we will be wrapping up the Culminating Task and focusing on review for the final exam, which will be on Thursday, May 15th. See the Exam Scope for details on Google Classroom. After the exam period, we will go over the students' exam answers and work on preparations for the Celebration of Learning.

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

Learning Skill: collaboration, organization, and initiative
Reading:

1. Read a variety of adapted/authentic literary, informational and graphic texts.
2. Locate information from research material, and acknowledge their sources
3. Organize information using a variety of graphic organizers.

中的資訊與本學期學習的心理健康、壓力及身心福祉等概念作聯繫。

接著，學生們利用研究所得的資料撰寫心理健康短劇的劇本。他們先規劃角色、劇情、衝突與解決方式，最終為每位角色撰寫對白，內容著重於如何協助朋友面對與心理健康相關的問題，並在對話中加入情態助動詞及第二人稱視角。

最後，學生們運用時間來練習他們的短劇表演，並應用他們在本學期所學的口語表達技巧，例如帶有情感的語調與運用豐富的肢體語言來傳達意義與情緒。他們在同學面前演出短劇，並接受來自同學的提問與反饋。大家的創意短劇表現得非常棒！

下週

下週我們將完成單元總結作業，並專注於段考的複習，考試將於5月15日星期四舉行。請至 Google Classroom 查閱考試範圍的詳細資訊。考試結束後，我們將一同檢討學生們的考卷，並開始準備學習成分享活動。

這兩週的學習重點與課程目標：

學習技巧:團隊合作、組織能力和主動性

閱讀:

1. 閱讀各類改寫/真實文本、資訊性及圖示文本。
2. 從研究資料中尋找資訊，並標註資料來源。
3. 使用各種組織圖來整理資訊。

Speaking:

1. Present ideas and information for academic purposes.
2. Use a number of pronunciation, stress, rhythm and intonation patterns of spoken English.

Writing:

1. Organize ideas using a series of connected paragraphs.
2. Apply grammatical structures and conventions appropriately.

口說:

1. 為學術目呈現想法與資訊。
2. 運用多種發音、重音、節奏及語調模式來進行英語口語表達。

寫作:

1. 使用一系列連貫的段落來組織想法。
2. 適當地運用文法結構和語言規範。

Grammar 文法

- 1st, 2nd and 3rd person point of view
- simple present and past tenses
 - subject-verb agreement
 - modal verbs (should, could, might, etc.)
 - 第一、第二人稱與第三人稱視角
 - 現在簡單式與過去式
 - 主詞動詞一致性
 - 情態助動詞 (should, could, might 等等...)

New writing/reading strategy**新的寫作/閱讀策略**

- using 2nd person point of view to record diary entries
- 以第二人稱視角紀錄日記
- using IDEAS context clues to understand new words and the text as a whole
- 運用 IDEAS 上下文技巧來理解整體文章及生字
 - Inferencing 推論
 - Definition 定義
 - Examples 例子
 - Antonyms 反義字
 - Synonyms 同義字
- Presentation skills: eye contact, clear and loud voice
- 演講技巧: 眼神交流、口齒清晰且聲音洪亮。
- Acting skills: speaking with expression and body language
- 表演技巧: 帶有表情的口語表達和肢體語言的運用

Important Dates 重要日期

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

Tutorial 課後延伸學習

Tuesday, May 20th	5月20日星期二
17:00 – 18:00	下午 17:00-18:00
ESL Classroom	地點: ESL 雙語教室
Focus: Writing	課程重點: 寫作

3F Edmonton (633 教室): Hussein, Laurent, Mike Chen, Paul
 4F Winnipeg (643 教室): Kartlie, Poseidon, Enya, Andy

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。

Vocabulary 單字

stress (v./n.) 壓力	proud (adj.) 自豪的
destress (v.) 紓壓	impatient (adj.) 不耐煩的
diary (n.) 日記	grumpy (adj.) 暴躁的
develop (v.) 發展	well-being (n.) 幸福
environment (n.) 環境	emotional well-being (n.) 情緒健康
express (v.) 表達	physical well-being (n.) 身理健康
habit (n.) 習慣	cognitive well-being (n.) 認知健康
pleasure (n.) 愉悅	social well-being (n.) 社交健康
stigma (n.) 汙名	loss (n.) 失去
mental health (n.) 心靈健康	negative (adj.) 負面的；消極的
self-esteem (n.) 自尊	appearance (n.) 外貌
frustrated (adj.) 挫折	aid (n.) 幫助
disappointed (adj.) 失望的	appetite (n.) 食慾
battle (v./n.) 戰鬥	pattern (n.) 形式
doubt (v./n/) 懷疑	confidence (n.) 信心
energy (n.) 能量	manage (v.) 管理
failure (n.) 失敗	component (n.) 組成部分