

靜修中學雙語課程

ESL Program Newsletter

Grade 7
Edmonton and Winnipeg

Sept. 23rd, 2024 - Sept. 27th, 2024

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



Mr. Epp's class (left) and Ms. Graham's class (right) work in groups to create a visual that sequences a story they read in class.

Edmonton 班(左)與 Winnipeg 班(右)的學生，在課堂上進行小組活動，創作一個視覺圖表，並將他們在課堂上閱讀的故事進行排序。

Homework

Monday, September 23rd: Students wrote a paragraph containing five sentences using the verb 'to have' to talk about their family.

Tuesday, September 24th: Students wrote a paragraph containing four sentences and conjunctions to describe themselves using the verbs 'to be' and 'to have'.

Thursday, September 26th: Students wrote three sentences describing a picture using "there is" and "there are".

家庭作業

9月23日星期一：

學生寫了一段包含五個句子的段落，使用動詞 "to have" 來描述他們的家庭。

9月24日星期二：

學生寫了一段包含四個句子和連接詞的段落，使用動詞 "to be" 和 "to have" 來描述自己。

9月26日星期四：

學生寫了三個句子，用 "there is" 和 "there are" 描述一張圖片。

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 practise retelling and recounting stories and routines through sequencing and graphic organizers (plot). We reinforced these skills through group and individual exercises and games to help prepare students to complete a reading, writing and speaking assessment on sequencing.

Students also focused on the use of the verbs 'to be' and 'to have' in order to describe their families, interests and qualities. Students performed a variety of activities to practise proper conjugation of these two verbs.

Students expanded their understanding of parts of speech through multiple exercises involving the verb 'to be', adjectives and adverbs. Students described various pictures using 'there is' and 'there are'. Through this activity students also practised recognizing singular and plural nouns. Students were then introduced to the different adjective endings 'ed' and 'ing' and how to correctly use them to describe thoughts and feelings. Students were also taught how to recognize the difference between adjectives and adverbs and how to use them correctly in a sentence.

提醒家長們，七年級學生的作業日是每週的星期一、星期二和星期四。請檢查您孩子的作業，並在孩子完成作業後在他們的作業筆記本內簽名。一旦學校的電子郵件和 iPad 設定完成，作業也會發佈在 Google Classroom 上，未來也會使用線上資源。

上週

上週，我們持續地透過排序和組織圖（情節）來練習複述和重述故事及日常流程。我們藉由小組、個人練習以及遊戲來強化這些技能，幫助學生為閱讀、寫作並針對排序做口語評估來做好準備。

學生專注於使用動詞 "to be" 和 "to have" 來描述他們的家庭、興趣和特質。他們進行了各種活動來練習這兩個動詞的正確變位。

學生透過包括動詞 "to be"、形容詞和副詞的多種練習，拓展了對詞類的理解。學生使用 "there is" 和 "there are" 描述了不同的圖片，並藉由這個活動練習辨識單數和複數名詞。隨後，學生認識了形容詞的不同結尾，如 "ed" 和 "ing"，並學習如何正確使用它們來描述想法和感受。學生還學會了辨識形容詞和副詞之間的區別，並學習如何在句子中正確使用它們。

<p><i>The learning skills and curriculum expectations focused on for week 5 included:</i></p> <p>Learning Skills: collaboration and initiative</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:</p> <ol style="list-style-type: none"> 1. Read a variety of adapted literary, informational and graphic texts. 2. Organize data through sequencing. <p>Writing:</p> <ol style="list-style-type: none"> 1. Express ideas and feelings on personal topics. 2. Organize, develop, and produce personal narratives with proper grammar forms. 	<p>第五週的學習技能和課程目標包括：</p> <p>學習技能：合作與主動性</p> <p>口說：</p> <ol style="list-style-type: none"> 1. 在情境和視覺支持下，展示對具體訊息、指令和報告的理解。 2. 參與關於熟悉主題的結構化口頭互動。 <p>閱讀：</p> <ol style="list-style-type: none"> 1. 閱讀各類改編的文學、資訊性和圖像型文本。 2. 通過排序來組織資訊。 <p>寫作：</p> <ol style="list-style-type: none"> 1. 針對個人的主題，表達想法和感受。 2. 組織、發展並創作具有正確語法形式的個人敘述。
<p style="text-align: center;">Grammar 文法</p> <p>Parts of speech</p> <p>Nouns singular and plural 詞類：單數與複數</p> <p>Verbs 動詞複習：‘to be’ (am, is, are, was, were), ‘to have’ (have, has, had), and ‘There is/ There are’</p> <p>Adjectives ending in ‘ed’ and ‘ing’</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>Thursday, October 10th- Taiwan National Day (no class)</p> <p>Tuesday, October 15th & Wednesday, October 16th- Term 1 Exams</p> <p>Saturday, October 26th - Parent-Teacher Interviews</p> <p>10 月 10 日(四)-國慶日放假 10 月 15(三)-16(四)-第一次段考 10 月 26 日(六)-親師晤談</p>

Adverbs ending in 'ly' and irregular endings

Sentence Connectors: and, or, but, so, however, although, if, because, as well as

句子連接詞：和，或者，但是，所以，然而，雖然，如果，因為，也

Sequencing words (First, second, next, then, after that, eventually, finally)

順序詞（首先、其次、接下來、然後、之後、最終、最後）

Vocabulary 單字

Review 複習

Home & Family 家與家人：

fiction (n.) 小說、虛構文本

nonfiction (n.) 紀實文本

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 (adj.) 年輕的

Tutorial 課後延伸學習

Tuesday, October 22nd 10月22日星期二

5:00 - 5:50 下午 5:00-5:50

ESL Classroom 地點：雙語教室

Focus: Speaking 課程重點：口說

3F Edmonton (633 教室): Demi, Nini, Rachel

4F Winnipeg (643 教室): Miffy, Cynthia, Fifi, Ann H.

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留下訊息，中英文皆可以，我們會儘快回覆。

old (n.) 年老

Common Adjectives 常見形容詞:

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
