

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Dec. 9th, 2024 - Dec. 13th, 2024

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



Class Edmonton (left) and class Winnipeg (right) discuss questions about the influence of a media advertisement.
Edmonton 和 Winnipeg 的學生正在討論廣告媒體影響力的相關問題

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 students explored the impact and influence of the media on the way people think, feel and act. They expanded their media vocabulary knowledge by making connections between definitions and taking

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，學生們探索了媒體對人們思考、感受和行為的影響及其作用。他們透過將定義與實例聯繫起來，擴展了有關媒體的詞彙量，並注意到其中

<p>notice of how many of these words represent abstract concepts. Students then focused on media through the form of advertisements and discussed in groups how these influence people to buy products. Using the media triangle to help guide their discussions around a particular advertisement, students were able to analyze what it was about, who it was made for, who developed the advertisement, and why.</p> <p>Students were gradually introduced to the process of opinion writing by looking at an advertisement and communicating their own thoughts about it. This was built sentence by sentence with a focus on writing their opinion, giving a reason for their opinion, and giving examples within the advertisement to support their claim. Students were provided prompts for each step to help them express their thoughts in writing. Afterwards, students watched a new advertisement and repeated the process on their own.</p> <p>Media bias was explored by the introduction of advertisement techniques. Students used this knowledge to view advertisements and read various texts to identify what techniques were being used and how they affect and influence an audience. Students also spent time doing independent reading where they used what they have learned so far to identify any possible techniques used to influence the reader.</p> <p>The learning skills and curriculum expectations being focused on these two weeks included:</p> <p>Learning Skill: Organization and collaboration</p> <p>Reading: Identify features and sections of text to locate information.</p> <p>Speaking: Demonstrate understanding of simple</p>	<p>許多詞彙代表抽象概念。隨後，學生們將焦點放在廣告形式的媒體上，並分組討論這些廣告如何影響人們購買產品。透過使用媒體三角架作為討論指引，學生們分析了一則特定廣告的內容、目標對象、製作者及製作原因。</p> <p>學生們逐步學習了意見寫作的過程，從分析一則廣告開始，並傳達他們對該廣告的看法。這個過程以逐句方式進行，重點在於表達自己的觀點、提供觀點的理由，並運用廣告中的例子來支持自己的論點。每個步驟都提供了提示，幫助學生以文字表達自己的想法。之後，學生觀看了一則新的廣告，並獨立完成相同的寫作過程。</p> <p>學生們透過廣告技巧來探索媒體偏見。他們運用這些知識觀察廣告並閱讀各種文本，以辨識其中使用的技巧以及這些技巧如何影響和引導觀眾。學生們還進行了獨立閱讀，運用至今所學的內容，識別文本中可能存在的影響讀者的技巧。</p> <p>這兩週的學習技能和課程目標包括：</p> <p>學習技能：組織能力與合作能力</p> <p>閱讀：辨識文本的特徵與章節以找到所需資訊。</p> <p>口語表達：在各種互動性課堂環境中展示對簡單英語的理解能力。</p> <p>寫作：運用寫作過程來完成草稿。</p>
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<p>English in a variety of interactive classroom settings.</p> <p>Writing: Use process of writing to produce drafts.</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) 	<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;">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>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 style="text-align: center;">Tutorial 課後延伸學習</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>Tuesday, Dec. 17 5:00 – 6:00 ESL Classroom Focus: Speaking</p> </td><td style="vertical-align: top;"> <p>12 月 17 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: center;">3F Edmonton (633 教室): Vic, Ryder, Charlie</p> <p style="text-align: center;">4F Winnipeg (643 教室): Ann H, Vivian, John, Ivan</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<u>回家作業筆記本</u>上直接留</p>	<p>Tuesday, Dec. 17 5:00 – 6:00 ESL Classroom Focus: Speaking</p>	<p>12 月 17 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>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>下訊息，中英文皆可以，我們會儘快回覆。</p>
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