

# NJJS ESL NEWSLETTER

**3/4/2022 NJJS ESL DEPARTMENT**

今月のNJJS NEWSLETTERでは、2月の学習内容についてお伝えします。また、今年度のESL NEWSLETTERは今月号で最後となります。NJJS ESL DEPARTMENTの活動にご理解・ご協力をいただき、ありがとうございました。NJJS ESL DEPARTMENT一同、感謝申し上げます。来年度もどうぞよろしくお願いいたします。



## Grade 7 - 9

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| <p>Nichole</p> | <p>Your children are progressing nicely. They are excited to learn, and are improving their English each month. Everyone is doing a great job! In this class this month, our students are learning how to write a book report. They are learning how to summarize what they read, reading comprehension and understanding character motivation.</p> <p><b>In February we learned:</b></p> <ul style="list-style-type: none"><li>• how to summarize a story.</li><li>• definition of main characters and supporting characters.</li><li>• learned character motivation.</li><li>• how to find words in a story and write a definition.</li></ul>  |
| <p>Nadia</p>   | <p>This month we learned a lot about different occupations and the students picked one to make a short speech about. We also continued with spelling lessons, and they took another spelling test. We also learned about the February holidays, such as Groundhog Day, Valentine's Day and President's Day. Finally, we studied the modal verb "can" and talked about our abilities and what we can and can't do. This class has done an amazing job! I'm very proud of them.</p> <p><b>In February, we:</b></p> <ul style="list-style-type: none"><li>• continued with our spelling lessons (short "e" words) and took a spelling test.</li><li>• learned about the holidays in February: Groundhog Day, Valentine's Day and President's Day.</li><li>• studied vocabulary about occupations and what various jobs are, as well as preparing a short speech about a job of interest to them.</li><li>• practiced the modal verb "can and can't" and how to express ability.</li></ul> |

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| <b>Renata</b> | <p>This month was focused around occupations and careers. The students did wonderful with this month's lesson! We worked on getting our English ready to answer the top ten questions that would be asked on a typical job interview. We discussed the normal questions that would be addressed at an interview and came up with the best answers to get the job. Students researched two different types of occupations and prepared interview questions and responses. We conducted "mock" interviews to prepare the students for real life skills.</p> <p><b>In February we:</b></p> <ul style="list-style-type: none"><li>● researched different types of occupations.</li><li>● prepared for interview questions.</li><li>● worked in Google Slides to create a presentation on a "mock" interview.</li><li>● held class discussions on multiple different types of careers and job responsibilities.</li></ul> |
| <b>Robin</b>  | <p>This class put a lot of time and effort into researching and writing their biographies. They used graphic organizers to take notes and then wrote a 5 paragraph biography. Everyone did an excellent job presenting their biographies to the class. They also worked in small groups to learn about inference. They all read short tasks cards and had to infer together in their group about the short paragraph. Awesome job everyone!</p> <p><b>In February we:</b></p> <ul style="list-style-type: none"><li>● wrote a 5 paragraph biography.</li><li>● presented biographies to the class.</li><li>● learned about imagery and inference.</li><li>● read the short story <i>The Black Cat</i> by Edgar Allan Poe.</li><li>● completed tasks related to <i>The Black Cat</i> related to inference and imagery.</li><li>● learned about idioms in literature.</li></ul>  |