

i-Learner Austen Term



Newsletter

June 2019

How to
help your child
get reading

Books our
students
love

Why study
English
literature?

FUN
SUMMER
ACTIVITIES!

Turn to the back
page to read about
Chinese Literature!

Summer
Scholars
Camps
from 8th July

Are you ready
to have fun this
summer?

Call 3113 8815 to sign up today!

Contents

Why study English literature?	p3
Books our students love	p4-5
How to help your child get reading	p6-7
i-Learner poetry booklets	p8-9
Fun activities	p10-p11
Literary techniques in English & Chinese	p12-p13

Message from Ms Pun

The importance of English literature

What is literature? You might be surprised by what can count as literature. Anything written down, from poetry and storybooks to small notes and WhatsApp messages, can count as literature.

When we learn English, why do we need to study English literature? Do we need to learn poetry, drama, novels or short stories? Aren't they just too difficult? Many believe that literature is only reserved for elite schools and students and that it should not be

emphasised in a second-language classroom. Contrary to this, I believe that literature is an effective tool that makes English fun, reinforces grammar patterns and vocabulary and also deepens a child's understanding of the world.

A common English grammar difficulty is the use of 'there is/are'. Influenced by Chinese, students tend to say 'there has/have'. Instead of long grammar rules, I believe a simple poem can do the magic:

*In a dark dark wood, there was a dark dark house;
In the dark dark house, there was a dark dark room;
In the dark dark room, there was a dark dark cupboard;
In the dark dark cupboard, there was a dark dark shelf;
And on that dark dark shelf, there was a dark dark box;
And in that dark dark box, there was ... a ghost!*

In this poem, students can enjoy the rhythm and strengthen some important grammar concepts, such as 'there was'. There are lots of English poems and short stories that fall into this category of 'simple but fun' which can consolidate what children learn from more traditional language classes at school.

In my experience, students who perform best in their exams are avid readers. You always find them with a storybook in their hands, and, as if by magic, their grammar and vocabulary naturally flow onto the page and they build up an intuitive sense of good English. Lastly, students study English literature to learn more

about people and the world around them. Reading widely builds up important non-language skills such as empathy and an understanding of different perspectives. For me, literature really is an essential part of the language classroom!



Kemmiss Pun

Why Study English Literature?

by Willow Hewitt



Ms Willow,
Head of English at i-Learner

There are many useful reasons to study English literature, and I'll discuss a couple of them further down this page. But the best reason to study anything is because you love it. English literature is easy to love! There's something for everyone:

- If you like silly things, watch Michael Rosen read his poems on YouTube (*No Breathing* is a great one to start with) or read about the nonsense creatures in *Alice's Adventures in Wonderland* and *Alice through the Looking-Glass*.
- If you like to scare yourself, try the *Goosebumps* series, and move on to Stephen King books as you get older.
- If you like to follow clues and be challenged, you'll love *Sherlock Holmes*.
- If you think you don't like any books at all, let your English teachers know. They'll search high and low for a book you'll enjoy.

On the other hand, a significant reason to study English literature properly is because you have to be good at it for your exams. That isn't fun, but it's true.

The importance of English literature is obvious to students who are heading towards IGCSE or IB exams – you sit compulsory papers in English literature in both of these systems. However, it's also important to be good at English literature for those taking the HKDSE, even if you don't take it as an elective.

In the HKDSE, the English language exam can use poems as the comprehension texts, so you need to be comfortable with these. Furthermore, the questions on standard texts such as articles frequently require you to be good at English literature. The exam includes several questions on tone, mood and literary techniques – if you want a high mark, you must be able to answer these.

Last, but not least, studying English literature is useful for other subjects. You may be surprised to know that a study of 17,000 young people found that regular reading improved their scores in vocabulary, spelling and mathematics! English literature skills can be applied to many different subjects. Take a look at the science example below:

How Literature Skills Apply to Science

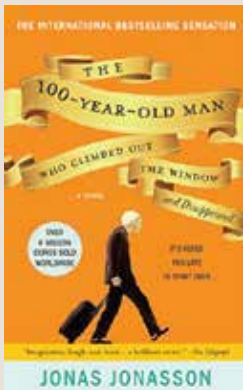
- Reading helps you make connections; following a narrative trains your brain to link causes and effects. This is very useful for understanding how scientific processes work.
- Books help us think about situations from different points of view; we look at the world in different ways as we read. That's what scientists do too. They change certain conditions (e.g. heat or time) in order to see how the reaction changes.
- Narratives train our prediction skills; readers are excellent at predicting what will happen next. We can use this skill to guess what the outcome of an experiment will be.



Books

Our Students Love

No matter your age or interest, you can be sure that somewhere there is the right book for you. Here, our i-Learner English teaching team shares the books their students love the most.



The 100-Year-Old Man Who Climbed Out The Window And Disappeared

Jonas Jonasson
For ages: P6 – S2

What is the book about?

As Allan Karlsson approaches his 100th birthday, the staff in his nursing home decide to throw a big party to celebrate. Allan, however, feels embarrassed by the attention, and decides to escape on his birthday. Out in the world, Allan has a series of daring but accidental adventures, interspersed with flashbacks of Allan's presence at importance events in history.

Why do your students love it?

This book is entertaining and educational at the same time!

What can children learn from it?

Allan's century of life has covered many of the most important events in 20th century world history. Seen through his eyes, history becomes more than just facts, but an unfolding and exciting story.

If you like this book, you'll definitely enjoy the sequel, *The Accidental Further Adventures of the Hundred-Year-Old Man*, and other books written by the same author, such as *The Girl Who Saved the King of Sweden* and *Hitman Anders and the Meaning of It All*.



Ms Claudia

What is the book about?

The *Very Short Introductions* series was launched in 1995 and now numbers over 600 volumes. Each gives students a balanced and thought-provoking insight into history, knowledge and culture.

Wing Yiu: I recommend *Philosophy: A Very Short Introduction* by Edward Craig. The book allows us to gain a brief overview of different philosophers and how they think. It's especially thought-provoking when the author analyses the fundamentals of the ways in which we think. Students looking for another thought-provoking book at this level should try *The Cherry Orchard* by Anton Chekhov. It explores social issues and the different states of emotions experienced by people at various levels in society.

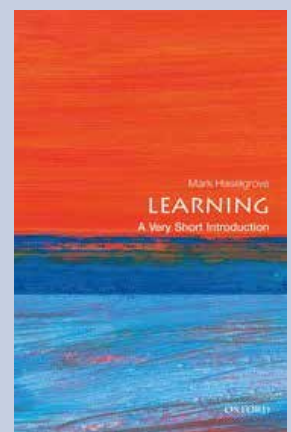
Donnica: I recommend *Knowledge: A Very Short Introduction* by Jennifer Nagel. It explores how our 'ways of knowing' change over time, which has been very useful for me when studying the Theory of Knowledge at IB. This books also challenges the way we understand and learn. It stimulates the reader by inviting different perspectives on the validity of our knowledge. Readers who like challenging topics presented in an engaging style might also like *The Martian* by Andy Weir. I was hooked from the very first chapter.



Donnica

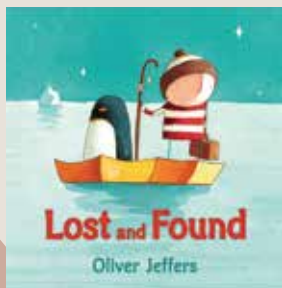


Wing Yiu



Oxford University Press— A Very Short Introduction Series

For ages: S4+



Lost and Found

Oliver Jeffers
For ages: K3-P2

What is the book about?

This book is about a boy who one day opens his front door to find a penguin there. The boy tries to find out where the penguin has come from and makes it his mission to send him home. The pair go on an adventure to the South Pole and, along the way, become good friends.

Why do your students love it?

Students love this book because it is funny. It shows a good friendship between two characters when the little boy and penguin go on an adventure.

What you can learn from it?

This story teaches children about friendship and how important it is to be kind to one another. It uses a broad range of vocabulary and tells the story through emotions.

Another book you will like on the theme of penguins is **Penguin Small** by Mick Inkpen or other books by Oliver Jeffers including **How to Catch a Star** and **The Heart and the Bottle**.



Ms Lucy

What is the book about?

The story is about a girl called Nancy who goes camping with her family. When the sky was dark, Nancy and her little sister, JoJo, started to observe the sky. They made wishes to the star, they pretended to be astronauts and explored the moon. They loved the sky so much.

Why do I love it?

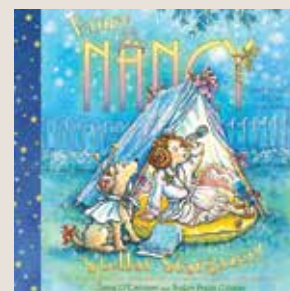
Because Nancy's wishes of seeing a rainbow finally come true.

What can I learn from it?

I can learn so much about constellations, which are groups of stars that form a picture in the sky, for example, bears and dogs.

Other books I like:

There are many other books about Fancy Nancy. I like to read them at the weekend or during a holiday.



Fancy Nancy: Stellar Stargazer!

Jane O'Connor
For ages: K3-P2



Shirine



Miss Lazar is Bizarre! (from My Weird School series)

Dan Gutman
For ages: P1-P3

What is the book about?

A.J. studies in a weird school. Everyone around him seems to have little secrets and they all act strangely. Miss Lazar, the janitor at his school, is no exception; she carries a toilet plunger with her all the time! Read the book to find out how she uses the plunger as her secret weapon!

Why do your students love it?

The jokes in the book are simply hilarious! My students can't stop laughing! They can also relate A.J.'s story to their own experience at school.

What can children learn from it?

This book is full of fun and vivid character descriptions. If you are always running out of ideas for your characters, this book will be a great help!

There are plenty of books from the **My Weird School** series. I am sure you will like them all! You can borrow some of them from the i-Learner library as well.



Mr Alvin

How can you help your child get reading?



Ms Esme

As parents, you know how important reading is for your children. You also know that effective reading is about more than just finding the right book. It's vital that children engage with what they read so they get the most out of their reading experience. There are many methods for helping children engage with their reading, either with their parents or on their own.

Ms Esme, who teaches Love to Read, shares her thoughts on how to make reading fun and effective for all ages.

For Early-learners

- Let your child choose the books to read.
- Animate the characters with different voices.
- Alter the volume and speed of your words to match development of action in the story.
- Let your child move while reading. Jump on the mat when the characters are excited, or walk around the room as the characters explore a new place.



For Primary Students

- Put on a drama show or role-play of your kid's favourite scenes from the books – all children love this! Adding props and costumes makes it even more fun!
- Encourage visualisation of the important elements of the story, for example:
 - Design a profile for each character.
 - Draw a picture to go with the main idea of each chapter.
 - Draw a map to show the characters' adventure/trip.



For Secondary Students

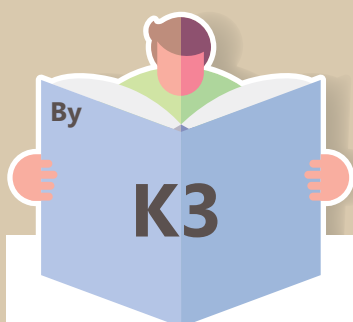
- Write a page summary with a post-it note and stick it on each page of your book to make them personal and colourful!
- Draw maps to show characters' relationships if the story involves numerous characters.
- Design a story mountain with lots of pictures to help you understand the plot.
- Keep asking yourself questions as you read, 'If I were this character, I would...'. This helps you understand characters' emotions and make predictions.



Be creative and make reading fun for children!

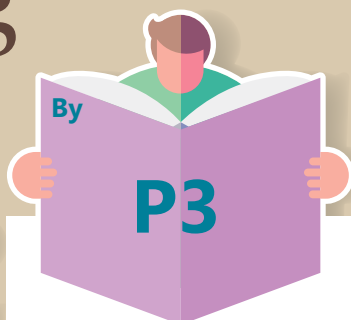
As your child progresses with their reading, it can sometimes seem difficult to track how they are actually performing. From our years of experience at i-Learner, we have created the following guidelines to help you benchmark your child's reading progress. By keeping these skills in mind, you can have a more complete picture of how your child's reading is progressing, and also get a clear idea of what skills your child can either be brushing up on or focusing on next.

Benchmarking my child's reading



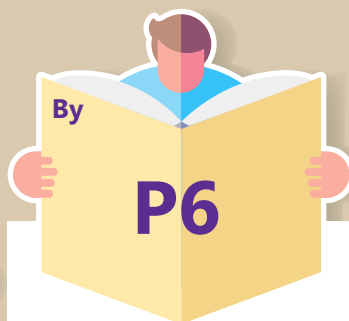
Your child should be able to:

- Blend sounds independently
- Recognise sight words
- Read aloud simple, repetitive sentences



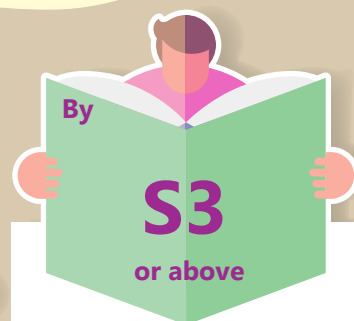
Your child should be able to:

- Read and understand a range of familiar texts
- Identify key information
- Make inferences
- Respond to texts in complete sentences



Your child should be able to:

- Read and understand a range of texts
- Locate key information and supporting details
- Identify topics and topic sentences
- Make inferences
- Make predictions
- Summarise texts



Your child should be able to:

- Identify main themes and purposes of complex texts
- Evaluate and compare views and attitudes expressed in complex texts
- Follow the development of arguments/plots
- Interpret the tone and mood in complex texts
- Make inferences
- Use context clues to understand words and phrases

LOVE TO READ at i-Learner

Pick a book, read it with your i-Learner tutor and have fun with our activity-based materials!

At i-Learner we love reading.
On our Love to Read course, you will:

- Nurture a love of books and reading
- Strengthen key reading skills
- Enrich your vocabulary
- Strengthen grammar and writing in context

Call **3113 8815** today to reserve your place on our Love to Read course!



Scan the QR code to get involved with reading at i-Learner!



New Poetry Workbooks

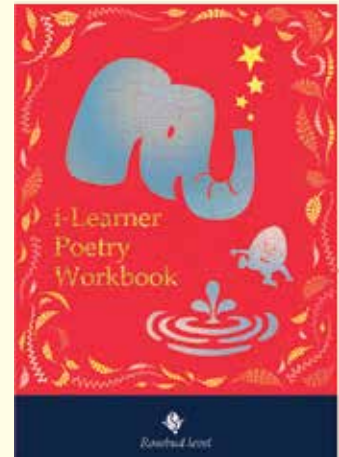
i-Learner Poetry Workbooks are now available for P5+ and S3+ levels

Rosebud Level

Children will love the classic poems in this workbook! Each poem has been carefully selected to surprise and delight young readers, and to help them fall in love with poetry.

Young children will learn how to count syllables, how to match up rhyming words, and even how to understand literary techniques such as similes and personification.

Includes poems by Christina Rossetti, Robert Louis Stevenson, Edward Lear, and Lewis Carroll.



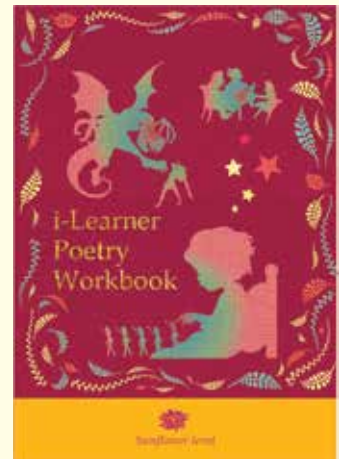
Recommended for P3 and above

Sunflower Level – NEW

This mix of fun and challenging poems will push students to engage with poetry on a deeper level.

Children will become more familiar with common poetic techniques, such as similes and metaphors, as well as understand the effects of sounds in English poetry. They will be introduced to the sonnet form, and start comparing poems and writing an extended analysis.

Includes poems by Robert Louis Stevenson, Lewis Carroll, John Keats and William Shakespeare.



Recommended for P5 and above

Understanding Content
1 How difficult is it to lose things, according to Bishop?

- a easy
- b difficult
- c impossible

2 What does she still have to lose?

- a her home
- b her lover
- c her money
- d her faith

3 Draw and label pictures to illustrate four of the things that the narrator has lost.

4 In what way do the narrator's losses become more significant over the course of the poem?

5 In the last stanza, the narrator mentions that she has lost an unnamed beloved person. Do you think she claims that this loss isn't a 'disaster'?

6 How do you interpret the words in brackets, "(Write it!)"? What could the poet be trying to say?

7 Find three words in the poem which rhyme with each of the following:
Plaster: _____
Bent: _____

8 Write the rhyme scheme of the poem on the right side of one of the stanzas.

9 Find examples of the following techniques from the poem and write one of each:
Metaphor: _____

Repetition: _____
Comparative adjective: _____

10 How does this poem make you feel? What mood/feelings does it create? Pick a word from the box and explain why you have picked it.

Tragic	Thoughtful	Uncaring
Hopeful	Sad	

Structure
After studying Binsey Po
that further with this po
If you've ever studied a
simple idea. It's a pair o
have the pattern da-DU

1 Can you underline

2 You can split thi
things does this p
to the poem's sub

3 To have such
lines, there are
these lines co

These easy-to-follow workbooks use tips and techniques from our teaching team to help your child understand poetry. Each book contains 10 classic English poems, with several pages of guidance and questions on each. Answers are provided in the back of the book, and online recordings of the poems support further understanding.

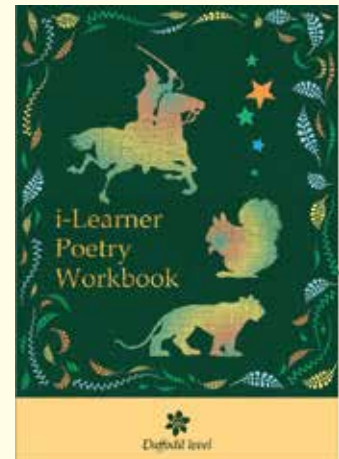
Pick up your copies from the i-Learner bookshop today!

Daffodil Level

The selection covers a wide range of well-known poems, which have been carefully chosen to expand students' literary horizons.

Students will learn how to use quotations and to explain the effects on the reader, and to understand complex features such as the form and tone of poems.

Includes poems by William Wordsworth, Christina Rossetti, William Blake, Emily Brontë and William Shakespeare.



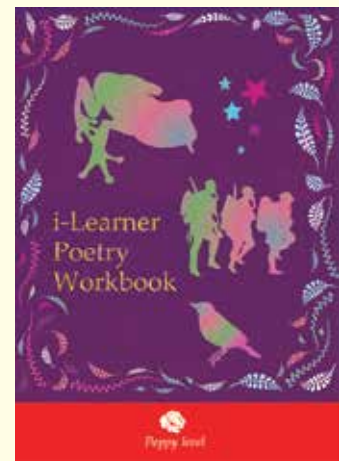
Recommended for S1 and above

Poppy Level – NEW

The poems at this level are perfect for students heading towards GCSE and DSE English Literature. The selection of poems covers all of the common classics studied at these advanced levels.

Older students will gain experience with the analysis of form, structure and language, which are needed at this level. A wide range of detailed topics is covered, with the focus on personal responses preparing students well for advanced examinations.

Includes poems by Percy Bysshe Shelley, Edgar Allan Poe, Wilfred Owen, William Shakespeare, and Thomas Hardy.



Recommended for S3 and above

...plars, you should now have an idea of how to write about structure. Let's take
...em, which has a very different structure.
...y Shakespeare, you might have heard of an iamb. If not, don't worry. It's a very
...f syllables in which the first one is unstressed and the second is stressed. They
...M. The stressed syllables are underlined for you in the first two lines here:
I hate that drum's discordant sound,
Parading round, and round, and round:
...the stressed syllables in the next two lines yourself?
To thoughtless youth it pleasure yields,
And lures from cities and from fields,
...poem into iambs very easily because the poem has such a regular rhythm. What
...ent's rhythm make you think of? (Try to think of a few things which are connected
...ect.)

...a regular rhythm, this poem needs to have a very regular number of syllables. For most
...s 8 syllables per line. However, in each stanza, there are two different lines. Where do
...ne in the poem?

4 Changing the number of syllables for some lines can have several effects in a poem. Look at the ideas
below and circle the ones which you think can be applied to this poem.
It makes the poem slow down and feel more relaxed.
It makes the reader have to work harder to read the poem.
It makes the reader focus more on the content of the lines.
It causes the reader to stumble and struggle with the lines.
5 Think about the content of those longer lines, and how that connects to the feeling created by the
longer lines. Suggest why THESE lines in particular are the ones that the poet has lengthened.

6 Repetition is also a key part of the structure in this poem. There are many things which are repeated
in it. Which ones can you find? Give examples.
i) Repeated words

ii) Repeated lines

iii) Repeated sentence or stanza structure

7 How does it make the reader feel to have so many things repeated?

Scan the QR code
to find out more!



Poetry is not only a fantastic way to learn more about English. It's also a great way to have lots of fun! Have a go at some of these poetry puzzles below. When you've finished, show your teacher to get a prize!

Have fun with poetry!

Fill in the words in this nonsense poem.
Remember to make it rhyme!

Topsy Turvey World

by William Brighty Rands

Now draw some pictures for each stanza to bring it to life!

If the butterfly courted the bee,
And the owl the porcupine;
If the churches were built in the _____,
And three times one was nine;

If the pony rode his master,
If the _____ ate the cows,
If the cat had the dire disaster
To be worried, sir, by the mouse;

If mamma, sir, sold the baby
To a gypsy for half-a-crown;
If a _____, sir, was a lady-
The world would be Upside _____!

If any or all of these wonders
Should ever come about,
I should not consider them blunders,
For I should be Inside _____!

A really fun type of poem is an acrostic poem. You can fill it in with words or sentences that show how you feel about something. At i-Learner, we're all getting excited for summer. **What does summer mean to you? Share your feelings below!**





S
U
M
M
E
R

When you've finished, don't forget to show your teacher for a prize!




Summer at i-Learner!

This year we are going to be having lots of fun with WATER.
Sign up today for:

- Immersive Scholars camps
- Intensive courses to prepare for the new school year
- Friday fun clubs

Call us on **3113 8815** and reserve your place today!

Scan the QR code
to see this year's
timetable



Many of you have studied literature in English and Chinese at school. There are many names for different techniques that we use in both languages, but how do these different words match up? Take a look below to see how many you know!

LITERARY TECHNIQUES

中英文的

These techniques are used often in both languages.
這些文學技巧在兩種語言中都很常用。

Personification

Make objects behave like humans.

The rain beat down angrily against the metal roof.

擬人

賦予事物人的感情或動作。

小草偷偷地從土裏鑽出來。

Hyperbole

Using exaggeration.

It was so hot that I melted as soon as I went outside!

誇張

故意誇大或縮小事物的特質。

太陽要把我們曬化了。

Imagery

Using our five senses.

The wet grass was cool against my skin.

意象

將主觀情思寄託在客觀物象上。

雨中山果落，燈下草蟲鳴。

Onomatopoeia

Words that sound like what they mean.

The frog jumped into the pond with a soft 'plop!'

擬聲

模擬聲音。

北風呼呼地吹着。

Simile

Compare things with 'like' or 'as'.

My sister dances like an awkward giraffe.

明喻

根據相似點，將一個事物比作另一個事物，本體、喻體和喻詞都出現。

彎彎的月亮像條小船。

Metaphor

Directly compare things, without 'like' or 'as'.

When the kids ran into the classroom, it was a total circus.

暗喻

本體和喻體間用「是」、「成」連接。

厚厚的積雪成了大地的棉被。

借喻

直接用比喻事物代替主體事物。

天上掛着一道七彩的橋。

IN ENGLISH & CHINESE

文學技巧

相信你們大多也在學校學習過中英文的文學作品。不論是中文或英文，我們都會使用不同文學技巧，但有些文學技巧是中英共通的呢？看看以下的例子，你知道多少呢？

These techniques are found more often in either English or Chinese.
以下兩種寫作技巧只在英文或中文中才較常用。

Parallelism

Two or more sentences have a similar structure or related meaning.

*The sun rose up from the east.
The wind blew down from the north.*

This is more common in Chinese.

排比

在英文中我們常常會三個或三個以上結構相同或相似，語氣一致的句子或句子成分排列在一起，表達相似或相關的內容。

春天像含苞待放的蓓蕾，春天像初出湖水的荷芙，春天像一個娉婷的少女。

這種技巧在中文中比較常見。

Alliteration

Multiple words that begin with the same sound.

Soft sunlight fell onto my fresh face.

This is more common in English.

雙聲

在英文中我們常常會押頭韻。漢語中也有類似的雙聲，即雙音節詞的聲母相同。

流離、伶俐

這種技巧在中文中比較常見。

i-Learner Summer Splash Contest

Make a splash with your creativity!

Enter our summer contest to win one of 12 amazing prizes, including:

Having your story turned into an illustrated book!
Learning film-making from a professional!

Enter by July 31st for your chance to win!

Scan the QR code
to find out more!



謎語 猜猜猜

你能猜出以下四則謎語分別在描述甚麼事物嗎？

如果猜到了，就把它畫出來吧！

一

五個兄弟，住在一起，
名字不同，高矮不齊。

二

屋子方方，有門沒窗，
屋外熱烘，屋裏冰霜。

三

有面沒有口，有腳沒有手，
雖有四隻腳，自己不會走。

四

人脫衣服，它穿衣服，
人脫帽子，它戴帽子。

把☒的畫作交給老師，可以領取額外的貼紙！

「胸懷真寬大，江河容得下，潮漲暮就落，風起掀浪花。」
這是甚麼呢？

對了，就是「海」！

掃碼獲取報名表，
了解更多資訊！

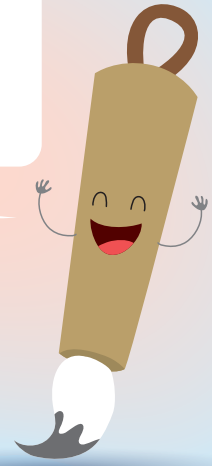


智愛學教育中心將於今年夏天舉辦一場新詩創大賽。
如果你喜歡詩歌，如果你喜歡大海，不要猶豫！
快來寫一寫屬於你的「海」的詩篇吧！

快點致電 3113 8815 報名吧！

成語 迷宮

在下面的迷宮裏一共有20個成語，
你能全部找出來嗎？
和你的朋友一起玩一玩，
看誰找得更快吧！



如	聞	虛	圖	窮	匕	見	重	山	危
守	願	位	熟	視	無	睹	物	思	人
道	自	以	由	謀	赴	日	安	失	而
聽	完	待	償	天	還	居	自	復	量
途	璧	時	失	兔	殊	危	言	聳	聽
說	歸	魏	烏	死	失	而	復	得	不
負	趙	負	合	狐	假	虎	威	知	恥
得	荊	鼎	之	悲	月	黑	風	高	下
聯	洋	請	眾	口	一	詞	凜	完	問
興	師	問	罪	望	大	義	凜	然	力

下次來智愛學教育中心上課的時候，可以跟你的中文老師確認一下答案！
如果全部正確，會有神秘禮物等着你！

書名：《城南舊事》
作者：林海音
適用年齡：六年級、中一至中二學生

《城南舊事》描寫了20世紀20年代末北京城南一座四合院裏一個普通家庭的生活。全文以童年英子童稚的眼睛來看當時北京形形色色的人和事，講述了瘋子、妞兒、小偷、蘭姨娘、宋媽等人物在胡同裏發生的悲歡離合的故事，在一種說不出的天真中，道盡人世複雜的情感。

學生喜歡的原因：這本書敘述的不僅僅是一般的童年故事，通過狹小的描寫，反映了當時北京的社會面貌。作者採用第一人稱的寫法，以童年視角，極力淡化善惡標準，以純真的童心面對醜陋的現實。在這個充滿「有色眼鏡」的世界中，英子的出現以及她的故事會引起童真的共鳴。

我們可以從書中學到：孩童是以質樸、單純、善良的心去待人處事的。這個視角本來被我們所共有，卻在世俗陳規的劫持中被慢慢遺忘、丟失。小說中的小英子能喚醒我們的純真，也會令我們自省。

相似書籍：《呼蘭河傳》



吳琦姿老師

書名：《保姆蟒》
作者：沈石溪
適用年齡：四至六年級學生

小說從客觀觀察動物習性出發，既介紹了有趣的動物知識，又在此基礎上加以藝術創造，故事引人入勝、真摯感人，內涵引人思考，有助於小讀者了解神秘的大自然，認識神奇的動物王國。

學生喜歡的原因：「我很喜歡《保姆蟒》這本書，因為很感人。它裏面有十篇動物小說，都是生活中見不到的動物。在《保姆蟒》裏，動物的感情比人還要深！我最喜歡的小說是《逼上梁山的豺》。故事裏的主角是汪汪——一隻想當狗的豺。牠為了和別人做朋友，做了很多的努力，可最後也沒有成功，沒有得到別人的尊重，連飯也不可以吃。看完這本書，我還哭了呢！」——邱怡安

我們可以從書中學到：「這本書教會我們要尊重大自然」——邱怡安

相似書籍：《老虎哈雷》



愛上語文班

在智愛學教育中心，
和我們一起探索更多有趣的讀物吧！
在閱讀過程中，你不僅會積累更多詞彙、培養起中文的語感，還能學到更多知識哦！

快點致電 **3113 8815**查詢 / 報名，
或瀏覽我們的網站
獲取更多資訊吧！



學生喜愛 的書籍

我們在這裏分享了一些學生喜歡的讀物，
快來看一看有沒有哪本書引起了你的興趣？
一起來讀一讀吧！



何舒敏老師



書名：《阿濃兒童文學作品精選集》

作者：阿濃

適用年齡：小一到中六

阿濃先生曾五度獲香港中學生選為「最喜愛作者」，更有多個作品獲獎。在這本精選集裏收錄了阿濃先生精彩的作品，分為生活故事、童話和散文三類，內容貼近日常生活，值得同學們細細地閱讀。

學生喜歡的原因：書中的《漢堡包和叉燒包》是小朋友最喜歡的作品之一，裏面的小強和爺爺，雖然對於食物有不同的喜好，但是卻互相尊重和關心。這個故事裏面體現的爺孫情源於生活，充滿了愛。另一個故事《天生我材》講述了真人真事，寫了「玻璃骨人」王均祥如何克服困難，最後成為一個對社會有貢獻的人。這個故事既感人又勵志，對小朋友成長路上如何學會堅忍有啟發的作用。

我們可以從書中學到：我相信這本書的讀者除了中文能力會有提升，在個人成長方面也會得到一定的啟發。

相似書籍：《點心集》、《兒童院的孩子》



書名：《一年級鮮事多》

作者：李光福

適用年齡：四到六歲

我是張君偉，我要上小學了！

學校好多人我都不認識，原來「阿姨」是「主任」，「工友爺爺」是「校長」；上廁所和肚子痛時第一件事不是脫褲子，而是舉手報告老師；國歌我會唱，但不懂為甚麼要唱：「豬耳朵是，為你全瘋……」本書透過一年級兒童的眼睛觀察校園生活，呈現兒童的有趣想法；從和家人、同學、老師的真摯互動中找到學習的樂趣和成長的動力。

學生喜歡的原因：「這本書每一章都很有趣，我每次看的時候都會哈哈大笑。」——林思希

我們可以從書中學到：「這本書讓我知道了一年級小朋友的校園生活。我越來越喜歡一年級了！」——林思希

相似書籍：《二年級問題多》、《三年級花樣多》

書名：《媽，我來看你了》

作者：李光福

適用年齡：小學五、六年級學生

書中記敘了雅筑的媽媽因乳癌不幸去世前後，一家三代相處的時光。

學生喜歡的原因：「我喜歡這本書，因為整個故事情節流暢緊湊，寫得很生動，作者將媽媽去世前後的情況清晰地敘述了出來，還細膩地描寫了雅筑和家人的心理活動，表現出家人之間動人的親情。」——陳焯妤

我們可以從書中學到：「我從這本書中明白，親情像空氣一樣無處不在，只有失去之後，才了解到它有多麼重要，所以家人之間要珍惜彼此相處的時光，才不會追悔莫及。」——陳焯妤

相似書籍：《我的媽媽是精靈》



愛上語文班

教材舉隅

通過分析重點詞語，體會人物情感的波動。

積累並運用好詞，擴大詞匯量。

中二 楊絳《老王》

7. 比較下面兩組句子，聯繫本文內容，說明A句在表達上的好處。

- i. A) 我強笑說：「老王，這麼新鮮的大雞蛋，都給我們吃？」
B) 我笑著說：「老王，這麼新鮮的大雞蛋，都給我們吃？」

- ii. A) 我在家聽到打門，開門看見老王直僵僵地鑲嵌在門框裡。
B) 我在家聽到打門，開門看見老王直僵僵地立在門口。

8.

說得可笑些，他簡直像棺材裡倒出來的，就像我想像裡的僵屍，骷髏上鋪著一層枯黃的幹皮，打上一棍就會散成一堆白骨。（第8段）

以上對老王的描寫，究竟有何「可笑」之處？作者為何這樣寫？

9. 老王說「我不是要錢」，為何最後還是收下了呢？

（聯繫上下文，談談你對第13-15段的看法。）

結合文本，分析作者寫作意圖，探討人物行為。

第四級第五課 語文知識

1. 句義辨析：請選出適當的選項，用圓圈圈出相應的字母。

- (1) 「我望著書桌上那一堆疊得高高的練習簿，心想：要把這座小山移平，要花多少時間呢？」中的「小山」是指：

A. 桌上的練習簿 B. 書桌

- (2) 「明明是我校的長跑能手。他曾多次在校際長跑比賽中取得冠軍，因此我們叫他『馬拉松』。」中明明被稱為「馬拉松」是因為：

A. 他經常參加馬拉松比賽。 B. 他是長跑能手。

- (3) 「想想那些生活在貧困地區的小孩，只能靠從垃圾堆中撿到的食物為生，難道我們還能繼續糟蹋食物嗎？」一句主要寫甚麼？

A. 作者希望人們珍惜食物。
B. 作者醒覺自己身在福中不知福。
C. 作者非常同情在貧困地區生活的小孩。
D. 作者認為人們應向貧困地區的小孩學習。

結合具體語境，掌握句義辨析的技巧。

小一 《一個奇怪的問題》

第一級第三學期 第一課：《一個奇怪的問題》

練習一、字詞積累

哈哈大笑 溢 鑽到

大名鼎鼎 錯誤 胖乎乎

請從上面的詞語中選出兩個，組成一句話吧！

練習二、句段錦集

一、根據示例改寫句子。

例：金魚把水喝到肚子裏去了。

→ 水被金魚喝到肚子裏去了。



1. 弟弟把書本撕碎了。

2. 媽媽把房間打掃乾淨了。

重點句型的應用與改寫。

1

請閱讀《小J的聰明藥》第一章(p10-25)，回答下列問題。

練習一、閱讀理解

1. 根據下表的提示，總結文章的段落大意。

段落	頁碼	段落大意
第一段	第10頁	_____
第二段	第11-12頁	小J因為_____而被人_____
第三段	第13-15頁	小J夢想_____，但是_____
第四段	第16-21頁	小J在上課時_____，結果_____
第五段	第22-25頁	因為小J的多動問題，全家關係緊張

總結文章段落大意，培養歸納概括能力。

中文寫作班

教材舉隅

第四級

遊覽路徑

在地圖上標出這次遊覽的路線吧！



記下遊覽的路徑，學習
通過「步移法」寫遊記。
一步一景，邊看邊寫。

現在，請你用日記的形式，寫一寫今天在九龍公園遊玩的經歷和感受吧！

日記的格式

日期 星期 晴/陰/雨 (天氣)

(正文) 寫成記敘文的形式，需要包括時間、地點、人物，事情的起因、經過、結果，以及你的**感受**。

注意分段！

詞語積累

嘶嘶地	嘩嘩啦啦	噼里啪啦	濃煙滾滾	火苗
火舌	火焰山	瀾漫	燻黑	灰燼
火爐	吱	火勢	走廊	警報
火警	鈴……鈴……	疏散	撲滅	



每課所附與寫作
主題相關的詞語
表，豐富詞彙量。

第五級

說明方法 (一)

除了用自己的語言形容，描述一件物品之外(亦稱「描述說明」)，我們還可以用一些其他的說明方法介紹事物。請把下面不同的說明方法和它的定義配對起來。

- A. 打比方 · 列出相關數據來對事物進行具體說明。
- B. 舉例子 · 說明比較抽象或者人們不熟悉的東西時，拿出具體或者大家熟悉的東西和它比較，便於讀者理解。
- C. 列數據 · 把被說明的物件，按照一定的標準分成不同的類別，一個一個類別加以說明。
- D. 分類別 · 利用兩種不同事物之間的相似之處來說明，以形象和生動的方法突出事物的性狀特點。
- E. 作比較 · 用簡潔明確的語言對事物的特征進行概括式的說明。
- F. 下定義 · 舉出實際例來說明事物，使要說明的事物具體化。

掃描二維碼獲取有
關課程安排的資訊



第六級

智愛中文工作室

應該？不應該？

紙上練兵

模擬辯論賽

我的身份是：_____

辯題：小學生應該帶手提電話上學

正方	反方
有商有量：	

以《應該？不應該？》為題，寫一封建議書給贊成/反對的代表，嘗試說服對方。字數在 300-800 字內為佳。

寫作提示

1. 從不同層面思考題目，選擇適合自己身份的角度。
2. 在堅持己見的時候，亦要想出讓對方接受的條件，以理服人。
3. 使用課堂上學到的寫作技巧進行寫作 (PEEL)。

貼近生活的辯題，親身參與辯論，
從而掌握議論文格式及寫作技巧。

學生佳作

在i-Learner，學生的佳作

總是能讓我們會心微笑。

讓我們一同欣賞這些精心挑

選的學生作品吧！



智愛學教育中心

如何幫助孩子愛上文學



王珺瑤老師

在智愛學教育中心，我們相信每一位孩子都能感知到文學的美妙，走近文學、愛上文學。在孩子的成長過程中，我們致力於引領他們探索文學世界中的樂趣，喚起孩子天性中對於美與智慧的追求。

針對不同年齡層的學生，我們會用適合其認知和發展特點的方式，將他們帶入文學的世界。對於低齡的學生，我們會以短小的詩歌和故事作為幫助他們接近文學的主要途徑，誦讀詩歌旨在通過對文字韻律美的直觀呈現，培養起學生對於文學的熟悉感和對語言節奏的敏感度，而故事的趣味性能夠充分激發學生的閱讀興趣，吸引他們走入富有想象力和創造力的、以文字搭建的瑰麗世界。對於高年級的學生，我們則會更關注情境的搭建，通過充分認識作品背景，幫助學生身臨其境地理解文學作品展現的圖景及其隱含的意蘊，用情感的共鳴加深學生對文學的親近感。

在篇目的選擇上，我們的教學內容涵蓋了不同的文學體裁和形式，清新流暢的現代文、凝練古樸的文言文，優美的散文、雋永的詩歌，以至蕩氣迴腸的戲劇、引人入勝的小說.....總有一種方式能讓我們的学生徜徉在書海中，感受文字飄逸的姿態、變幻的趣味與其深沉的寄寓。

我們深知每一位學生都是獨一無二的個體，在興趣和學習偏好等方面需求各異。所以我們的教學設計也希望兼顧不同取向的學習者，讓每一個孩子都能以自己的方式享受文學帶來的趣味。我們選取了很多優質繪本作為閱讀材料，在課堂上也鼓勵學生將文學作品描繪的情境畫成圖畫，藉以調動視覺型學習者的積極性。而對於聽覺型的學習者，我們則會以視聽資料和朗誦的方式，幫助學生融入作品提供的情境。我們也會用各種參與性較強的活動，激起觸動型學習者對文字的興趣。有些學生喜歡表達，我們同樣提供了足夠的空間和機會，讓學生暢所欲言，在抒寫自我的過程中獲得滿足感、找到與文字共舞的樂趣。

在智愛學教育中心，我們希望每一個學習者都能夠將文學當作一種生活方式，在文學的浸潤中體悟美好、安放心靈。



掃描二維碼以獲取有關
智愛中文課程的更多資訊！

文學的方式

DSE中文教學隨感



朱天茹老師

壹

最近一堂高中白話文閱讀訓練課上，《大江大海一九四九》序言中母親寄予兒子的話，驀然浮現在我的腦海裏：

「對出生在一九八九年的人，一個生命經驗才剛剛要開始，那麼青春那麼無邪的人，我要怎麼對他敘述一個時代呢？」

我恰好在與學生討論一篇台灣作者的散文：父親去世後，作者通過回溯多年來與父親關係的變化軌跡，表現代際間的隔膜與諒解（與2016、2018年DSE白話文考材的主題都有明顯勾連）。在我那些諳熟白話文解題套路的學生們眼中，這無疑是一篇DSE鍾愛的「記敘抒情」類考材，主旨是「抒發感悟，表達對父親的懷念之情」，如此再釐清佈局、辨析寫作手法，大概就能把考題答得七七八八了。

貳

然而，尚若要更有把握地解答白話文卷壓軸難題，我不得不繼續追問他們：父親是超越了甚麼樣的「創傷」，才最終得以安頓、確認自己人生的「幸福」？待學生們重歸文本，按圖索驥地挖掘出先前忽視的種種細節，討論就得以往更宏觀的方向延展——兩岸三地現代史背景下，父親作為台灣「外省人」，會遭遇怎樣的人生困境？讓我們慢慢走入父親的視域，去代入他的多重身份（退役老兵、思鄉者、男性大家長……），想像他肩負的生活，接近遠離學生們生命的、上一代的共同經驗：因戰亂背井離鄉，主動選擇卻也被動承受時代變遷動盪的普通人，最終把「他鄉」認同為「故鄉」的人生歷程。此時，再走回孩子的視域，另一條線索也就此分明：「我」隨着成長而能走入父親的創傷，將青春期對自由的追逐、對權威的天然正義的反抗，昇華為愛與同情的和解。顯然，這個故事通向世間千千萬萬其他的故事，包括學生們自己的生活。

叁

近年來，DSE「死亡之科」的中文白話閱讀考材中，港台現當代作家佔據大半壁江山。於是，遷徙與離散、鄉愁與本土、族群對立與身份認同，知識分子對傳統價值嬗變的反思……現代華語文學最重要的數個母題，凝聚在篇三千字不到的短文中，在中學語文教育中反復閃現。

我對此樂見其成，但也能體會學生的無奈：因為是母語，DSE級別的中文閱讀重體悟、思辨與融通，文史哲縱橫交織，不可能涇渭分明。這與他們反復操練的重事實整合、分析的英文應試思維，明顯分屬不同層次。中文考材的作者，原本是在面對有共同經驗的讀者群體寫作，而不是這些剛開始關注自我、構建自我，社會經驗難以強求的青春期的孩子們。焦慮是必然的，再正常不過的。

肆

所以，「如何接近一個時代？」真正的方式只有一種，也是我希望學生們真正收穫的：

文學不是旁觀痛苦，也不僅僅是尋找「自我」共鳴，而是由「自我」出發，從不同角度反覆接近「他者」的世界，同時豐富「自我」的過程。很多時候，我們其實是靠著進入他人，才能與自身坦誠地對話。歷史、通識課不斷灌輸知識，而唯有閱讀與創作，無時無刻不以更直觀、更直指人心靈的方式逼迫你用真實交換真實。文學始終是人與人的對話。DSE結束之後，唯有對話陪伴終身。



這個暑假，
準備好和我們一起
踏上一次有關「水」
的奇妙之旅了嗎？

快來了解
本年度的暑期安排，
報名參加有趣的活動吧！
致電 3113 8815 報名



目錄

文學的方式	p3
智愛學教育中心如何幫助 孩子愛上文學	p4
學生佳作	p5
中文教材舉隅	p6-7
學生喜愛的書籍	p8-9
遊戲時間	p10-11
英文及中文的常見的文學技巧	p12-13

潘愛儀老師的話 中國文學的重要性

在2018年，57.3%的考生在中國語文的中學文憑試考獲3或以上的成績。
在2017年，56.0%的考生在中國語文的中學文憑試考獲3或以上的成績。
在2016年，55.4%的考生在中國語文的中學文憑試考獲3或以上的成績。
那就是說，差不多一半的同學因為中國語文的成績不能達到3或以上而不能進入大學就讀。

中國語文真的那麼難嗎？打開中國語文的考卷，我們也許會明白中文為甚麼那麼難：

【卷一閱讀】所有的文章不是文言文，便是文學性質很濃厚的現代散文。

【卷二寫作】題目往往運用了文學的技巧，例如比喻、借代等，同學要理解題目也不容易。

【卷三聆聽】這是一張語文運用的卷子，我們可能認為不需要文學的知識吧？

但原來還是需要的。

例如：A.勞逸結合 B.順其自然 C.休養無為 D.怡情養性

這些可都不是我們平常生活裏常用的詞語吧！

【卷四口試】看起來和文學無關的口試，考的還是文學的技巧，例如以苦瓜或洋蔥象徵人生，以及典故「戲彩娛親」、古訓「見未真，勿輕言」等。

我們也許會說：中學文憑試考得太難了！我們平常生活不用說這些也都能用中文溝通呀！說得也對，但這樣的話，我們便錯過了中文一些最有趣、最奧妙的地方。我們不明白別人用的典故、成語，甚至會誤會別人的意思而弄出笑話。與其批判中學文憑試，也許我們可以想一下，中國文學真的那麼難嗎？真的那麼不可親近嗎？

不是的，問一問身邊的人，許多人都會有一首他們喜歡的唐詩，一闕他們喜歡的宋詞，又或是一本小說，從這些我們便可以進入中國文學的世界，領會文字的象徵意義。而最有趣的是，多接觸文學的同學不但在理解中文（特別是成語、典故）方面有進步，他們中文寫作的語感更好，而中文成績也會更好。

其實就算不是為了中文文憑試的成績，要想寫得一手流暢的中文，豐富個人的談吐、修養和內涵，了解別人的感受和世界的變化，學習中國文學也是少不了的呢！



潘愛儀老師

智愛學教育中心第三學期



智愛通訊

二零一九年六月刊

○ 學生喜愛的讀物

○ 為什麼要學文學？

○ 有趣的活動

○ 智愛學教育中心如何

幫助孩子愛上文學

翻轉閱讀英文版!