

智愛學幼兒教學手冊

i-Learner Kindergarten Handbook (1)



i-Learner Education Centre  
智愛學教育中心

# Soft Skills & Interview Success

Making your Kindergartener's  
Application Stand Out  
如何在升小申請中脫穎而出

Book Recommendations  
for Kindergarteners  
幼稚園兒童圖書推薦

Every Child is an Artist: Ways to Nurture Young Artists  
每個孩子都是天生的藝術家：如何培養小小藝術家

The Importance of Having Meaningful  
Conversations with your Child  
與孩子進行具豐富意義的交談

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<http://www.i-learner.edu.hk>



[facebook.com/ilearner.studio](https://www.facebook.com/ilearner.studio)

# Soft Skills in Pre-School Language Education

## 開發學前語言教育的軟技能

At i-Learner, we believe every child is able to succeed. Children from three to six years old are full of potential that's waiting to be unleashed. They are curious, eager to imitate, and are passionate about discovering new things.

Our role in education is to ignite the spark in each child. We design lessons that bring out their inborn curiosity, creativity and imagination. These elements are the foundation stones for long-term development, and they're just as important as learning phonics and vocabulary.

i-Learner educators are passionate about the growth and development of children. We work with parents and care-takers, using our expertise in curriculum development and our love of children and language to create a vibrant learning environment in which children can grow. By ensuring we focus on soft skills alongside reading, writing, speaking and listening, we help our students understand who they are and set them on the path to achieving their educational dreams.



Director of Education  
i-Learner Education Centre

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當當小老師：

使用 BUGBUG 繪本圖書練習講故事

# ACTIVITY: PRACTISE STORYTELLING WITH BUGBUG'S LIBRARY

Telling a story from a set of pictures is a common activity in primary school interviews. You can buy picture-card sets or use books to practise this. Take a look at the process in action with pictures from the Bugbug's Library book, *Doctor Meg*.



## Step 1:

Ask your child to describe each picture. Use questions like these to guide the process:

- Who is this?
- What are they doing?
- What's the weather like?
- What are they wearing?
- How do they feel?



## Step 2:

Ask your child to connect the pictures together to form a short story. Don't worry whether the story is the same as the one in the book. But guide your child to make a sensible story with a beginning, middle and end.





**Brenda Lo**

## 為孩子選擇最合適的學校

### CHOOSING THE BEST SCHOOLS FOR YOUR CHILD

Every parent tries to give their child the best. But what does ‘the best’ really mean? Is it the best according to society? Or the best for your child? It can be difficult to decide what the ‘best’ means for your family when it comes to schools.

It’s important for parents to think about whether the schools they target are a good fit for their kid. There’s more to consider than the school’s reputation or ranking. Take a look at these key areas to think about:

#### Your child’s personality (active / shy / sporty / obedient / adventurous / etc.)

孩子的性格 (活潑的 / 腼腆的 / 運動型的 / 聽話的 / 冒險型的……)

If your child is good at doing sports, consider some schools which focus on physical training. Your child will learn well in the environment which suits their personality and may shine in a more active setting. There are also many lessons to learn from the sportsground, such as teamwork and creative problem-solving, which set your child up for long-term success.

#### Your own expectation / beliefs

您自身的期待或信念

Will you be giving up things that are important to you in order to send your child to a top school? Try to imagine your child’s daily life and their long-term development if they study there. You might consider these areas: religion, distance between home and school, sports, music, language, and the frequency and format of exams. If any of these things don’t match the priorities for your family, then it might not be the right school for you.

#### The school’s educational vision and mission

學校的教育理念和使命

Often, a school holds a particular reputation long after it has undergone a change. Look at the values they highlight on their website. Take a look at the things that are important to you, such as medium of instruction, exam format, feeder / nominated schools, ‘through-train’ schools and so on.

In short, helping your child get into a suitable school is more complicated than simply looking at a ranking. Researching and thinking carefully about what is important to you and your family is a great way to find what works best. It can also be helpful to talk to your child’s teacher at i-Learner. We’ve seen many different students go to a wide variety of schools, and we’d be happy to suggest schools where your child will thrive.







Brenda Lo

## 如何在升小申請中脫穎而出

# MAKING YOUR KINDERGARTENER'S APPLICATION STAND OUT

A portfolio is an essential tool for showing target primary schools the incredible things your child has to offer. As a teacher at i-Learner, I've reviewed many student portfolios. Sometimes, these are stuffed full of certificates, reports and photos, and they look like an encyclopaedic history of a child; however, there is nothing in them which particularly catches my eye.

As you apply to primary schools, your child might be competing with 30 to 40 candidates for a place. How can you make sure your child's application stands out from the crowd? Take a look at my top tips for preparing a fantastic portfolio:

### Add some warmth 投入更多的熱情

All the children submitting portfolios alongside yours will have impressive certificates and glowing reports. But your kid isn't exactly the same as the rest. They're unique! Add something authentic and personal which shows that. Include one of your child's drawings or ask him/her to write a letter to the principal. When something truly comes from your child, it's sure to touch the reader's heart.

### Cater to the school's preferences 迎合學校的喜好

Some schools focus on language skills while others prefer sports. Make sure to highlight your child's language exam results to a school that prioritises academics. If the school tends to accept more athletes, make a bigger deal of the certificates that your child's earned on the sports ground.

### The more the better? 越多越好?

Most portfolios are jam-packed with certificates and photos. However, these can overwhelm the reader and make it hard to get a clear picture of your child. Include the most significant things which can really speak for your child – that's the best way to show their strengths and character.

Last but not least, if you're not sure whether you even need a portfolio, err on the side of caution and make one. They take time to do well, and if you start the process early, you can start to see any gaps in your child's application. However, do make sure to check which target schools welcome portfolios from applicants and only send it to those who do. Good luck!





Elissa Webb

# 盡早接觸多語 EARLY YEARS MULTILINGUAL

‘The goal of early childhood education should be to...’  
- Maria Montessori

This is indeed true, and research has shown that the activation of language skills begins from the second year of life. Young children are often referred to as ‘sponges’ and parent, I have seen that a child’s ability to ‘absorb’ language is remarkable.



What’s so great about being multilingual?  
會說多種語言有多了不起？

The benefits of multilingualism are numerous. For example, individuals who are proficient in two languages ‘have been shown to be more creative and better at planning and solving complex problems than monolinguals.’ (Lowry, L., 2015)

Acquiring a second or third language during the early years of life also gives learners clearer pronunciation and stronger grammatical skills.

How can I support my child in their language learning?  
如何幫助孩子學習語言？

Expose your child to as many sources of the chosen language as possible. This can mean speaking to your child in the second language yourself and encouraging your child to speak to family and friends who are comfortable using the language.

It’s also a good idea to watch appropriate TV programmes, movies and online content to help your child become familiar with the language as it’s used by native speakers.

Audio or video books are also fun ways to immerse a young learner in the sounds and culture that come with a second language.





# 語言環境好處多多

## S EXPOSURE TO GUAL INPUTS

to activate the child's own natural desire to learn.'  
Montessori

a child's brain to learn and acquire language is particularly strong  
s 'sponges', and in my many years as an early childhood educator  
uage is no different to how they absorb any other information.



Should I stop speaking my home language with my child and only expose them to the language I want them to learn?  
我應該停止用母語跟孩子交流，只讓他接觸正在學習的語言嗎？

Contrary to the concerns of some parents, research shows that children who have a strong foundation in their home language are actually better not worse at learning a second language. Fostering a sense of belonging to one's community and heritage by continuing to speak to your child in your native tongue is also important.

My child keeps code-switching!  
我的孩子可以自行轉換語言！

Switching languages during a conversation or even within a sentence isn't a problem. It's totally normal and a natural by-product of learning two or more languages. If you pay close attention, you'll find you and your friends probably do this too!



Final Tips?  
建議

Read, read and read some more! Read to your child and encourage your child to start reading to you in their second language. Find books that reflect your son or daughter's interests and enjoy time spent together.

### Sources and Further Reading

Montessori, M., (1967) The Absorbent Mind  
Lowry, L. (2015). Bilingualism in Young Children: Separating Fact from Fiction. The Hanen Centre.  
<http://www.hanen.org/SiteAssets/Helpful-Info/Articles/Bilingualism-in-Young-Children-PF.aspx>





Yamon

# 與孩子進行具豐 THE IMPORTANCE OF CONVERSATIONS

You might think that speaking to your child is a fairly simple concept. But did you know that the way you do it impacts their language capabilities and vocabulary?

Two Stanford psychologists conducted a study that found:

1. The number of words that children hear from their surroundings and adults makes a huge difference in their language capabilities - the more words they hear, the higher their abilities.
2. Child-directed speech (conversations with the child) is more effective at building vocabulary than passive input through radio and TV.
3. Toddlers learn language in the context of meaningful conversations with adults.
4. Children who experience more child-directed speech are more efficient at processing language. Toddlers who have regular conversations with their parents or others around them can interpret and understand language and instructions better.
5. There's also another reason to have regular conversations with your child: it's important for interview success.



Conversation is an important component in school interviews for their Primary 1 admission. During their interviews, children need to converse with the interviewers and peers, and they are judged on their fluency, pronunciation and willingness to speak. Hence, to ensure that your child will be comfortable and competent during his/her primary school interviews, it is important to talk to them frequently at home, whether in English, Chinese or another language.

It can feel natural to mimic your child's level of speech when talking to them. However, the results of the Stanford study and the importance of conversation to interviews means that this isn't the best way to help your child.





# 富意義的交談

## HAVING MEANINGFUL WITH YOUR CHILD

Here are some tips on making your conversation meaningful:

### 1. Engage in your child's interests 從孩子的興趣出發

The best way to start a conversation with your child is by taking an interest in what they are doing and what they are interested in. For instance, when you see your child playing with blocks, bend down to his/her level, sit face to face with them and ask questions and give comments. For example, 'Oh, wow! I love this little house you are building. Who is it for?'



### 2. Take turns 耐心等待孩子的回應

Be careful not to take over the conversation, even if your child isn't very talkative at first. Pause and wait for your child to give their responses. If he/she has not learnt to speak yet, wait for their gestures and facial expressions. This teaches them the expectations of a conversation.

### 3. Use short but complete sentences 用簡短完整的句子問答

When talking to your child, stick to easy and simple sentence structures such as, 'This pencil is blue,' or 'Would you like a pencil?' Though it's important to keep your speech simple, it shouldn't be incomplete, e.g. 'Hayden want banana?' Your child learns vocabulary and grammar from everything you say, and they can understand a lot more than they can produce themselves. Use clear, complete sentences, and your child will imitate these later on.

'This pencil  
is blue.'

'Would you like  
a pencil?'



### 4. Use gestures 多使用手勢、表情、動作等身體語言

Children might not understand everything you say to them. Using gestures and facial expressions helps children interpret the message and associate words and their meanings. For example, you can use a simple dressing mime to reinforce the phrase, 'Let's put on our clothes!'

### 5. Don't pick a time - just do it! 隨時隨地，盡情去做吧！

It's important that parents and caretakers are constantly speaking to their child every chance they get, not setting aside small, separate blocks of time. Keep talking with them, and you'll be amazed by how quickly they improve.



#### Sources and Further Reading

Stanford research article on talking to children:  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5510534/>





Yamon

# 鼓勵內向的幼兒說英語

## GETTING SHY CHILDREN SPEAKING

To be able to converse in English, children need two main ingredients – vocabulary and common sentence patterns. Seemingly shy speakers are often just missing enough of these to express themselves, and there are plenty of fun ways to help your child pick them up:

### Use exciting stimuli like nursery rhymes and cartoons 善用教具，如英文兒歌及卡通片

One of the best ways to encourage your child to pick up vocabulary and sentence patterns is through English songs and cartoons. They can listen to and repeat nursery rhymes like Incy Wincy Spider and watch cartoons like Ben and Holly's Little Kingdom. If you are in the car, you can tune into an English radio station. Even if children are not actively listening to nursery rhymes or watching cartoons, just having them on in the background helps young learners absorb some common vocabulary and sentence patterns.

### Encourage reading, storytelling, and role-playing 鼓勵閱讀、講故事和角色扮演

Children can pick up lots of vocabulary and sentence patterns through storybooks. They can also develop their understanding of word- and sentence-stresses by reading different characters, e.g. a booming monster or a squeaky, cowardly mouse. In addition, you can role-play characters with your child and develop your own variations on the dialogue. While role-playing, you can ask each other questions to practise question and answer sentence structures.

### Do some fun activities in English 用英語做些有趣的活動

Dedicate a period of time each week or every day during which you and your child enjoy crafting, colouring, building with Lego, etc. while conversing in English. During these activities, you should ask your child plenty of open-ended questions and provide them with the necessary vocabulary and sentence patterns to answer them if needed.

### Don't focus on the mistakes too much 不要太在意錯誤

It can discourage children from conversing in English if we focus too much on their mistakes and try to correct them every time they say something. You should let your child express himself/herself freely most of the time. However, when the mistakes have become repetitive and it is time for you to correct them, make sure that you do not interrupt them while they are speaking, or say, 'That's wrong,' when they have finished. Instead, try to change your response to a more encouraging one by saying, 'Let's try again this way,' and getting your child to repeat after you.





# 動動手：利用做手工練習交流

## ACTIVITY: MAKE AND TALK

Doing crafts together is a great way to practise conversing in a target language, be it English, Chinese or even Latin. Follow these craft instructions and ask some of the questions in the box below as you work:

### Materials:

- ✓ Card / paper
- ✓ Black marker
- ✓ Scissors
- ✓ Glue
- ✓ Googly eyes (optional)
- ✓ Pipe cleaners (optional)



### Instructions:

1. Ask your child to trace around their hand on a piece of paper.
2. Cut this out and trace the hand template to cut out at least 6 paper hands.
3. Cut out a lion's head.
4. With a black marker, you and/or your child can draw the lion's face. If you have googly eyes, you can stick these on. Pipe cleaners make great whiskers.
5. Stick the paper hands on the back of the lion's face to make an amazing mane.

### Questions:

- What colour is a lion's mane?
- Would you like a big mane?
- Where do lions live?
- Would you like a pet lion?
- Is your lion scary?
- What does your lion eat?
- Does your lion have a name?
- Can your lion play games?
- Is your lion scared of mice?
- Can your lion run quickly?





Brenda Lo

**TRINITY**  
COLLEGE LONDON

### Graded Examinations in Spoken English (GESE)

Kindergarteners usually take Grades 1-3 of the Trinity exams. Grades 4 and above require extensive grammar knowledge and cover tricky topics, so even applicants to top schools aren't expected to attempt these.

The exams are around 5 minutes long, during which time the child is tested on specific vocabulary and grammar topics through engaging in conversations with the examiner. After the exam, candidates receive certificates with a pass, merit or distinction grade. These certificates are recognised worldwide by academic institutions, and they are an excellent addition to your child's portfolio.

Let's look at the details of each grade:

## Trinity GESE Grade 1

- Colours
- Clothing items
- Face and body parts
- Animals
- Objects
- Numbers 1-20
- Basic adjectives (e.g. bad, good, happy, big, small, beautiful)
- Basic verbs (e.g. point to, draw, give, stand up, sit down)

「聖三一」 英語口

# SPEAKING EXAMS TO WITH VOCABULARY AND FL

At i-Learner, we encourage all our  
and well-known Trinity Graded E  
These one-on-one conversations  
excellent preparation for primary  
young learners practise their Engl  
write with confidence. Using Eng  
makes little ones ke





# 口語考試 (GESE)

## TO HELP YOUR CHILD VOCABULARY, PRONUNCIATION FLUENCY

For students to take the prestigious Exams in Spoken English (GESE). Children with native English speakers are often asked to take school interviews. They also help children to learn English long before they can read and write. English is a tool for communication and a way to keep learning.

### Trinity GESE Grade 2

- Rooms in the house
- Household objects
- Family and friends
- Pets
- Possessions
- Days and Months
- Numbers 1-50
- Prepositions of place: in, on, under, between, next to
- Possessive pronouns: mine, yours, his, hers
- Yes/no answers to present continuous tense questions

### Trinity GESE Grade 3

- Jobs
- Places in the local area
- Place of study
- Home life
- Weather
- Free time
- Times and dates
- Can/can't
- Ordinal numbers up to 31st
- Use of present continuous tense
- Use of past tense of the verb 'to be'
- Linking words: and, then

### Important things to note for all grades:

- Children should say hello and goodbye to the examiner.
- The examiners have a variety of accents, so children should listen to stories, watch videos and speak to teachers from different parts of the UK.
- The examiner will provide support in the form of repetition and rephrasing if needed, but the student won't pass if they fail to understand too much.
- There are no vocab lists. Trinity tests a child's understanding of 'high frequency words'. These are common words that a beginner should know.



**Joyce Wong**

## 如何準備「聖三」 HOW TO PREPARE FOR

I have seen many students go through the Trinity Preparation Course at i-Learner, and it's wonderful to see them develop their speaking skills quickly and become clear communicators. The Trinity examiners' reports always express how confident i-Learner students are, and our students' results reflect this.

At Grade 1, students are not expected to use full sentences, but they are expected to demonstrate their understanding and communication skills. To help your child prepare for their exams between their weekly i-Learner classes, try the following activities at home:

### Roleplaying Introductions 用角色扮演遊戲練習自我介紹

Practise introducing yourself to your child through role-playing. Take on different characters to give your child a chance to practise introducing themselves to different people and responding to slight variations in questions.

#### ★ Example A

**Parent:** Hello! My name is Mr Smith. What's your name?

**Child:** My name is Sarah.

**Parent:** Nice to meet you, Sarah. How are you today?

**Child:** I'm good, thank you. How are you?

**Parent:** I'm fine, thank you. How old are you?

**Child:** I'm five years old.



#### ★ Example B

**Parent:** Good morning. I'm Ms Seymour. What is your name?

**Child:** My name is Sarah.

**Parent:** Hi, Sarah. How old are you?

**Child:** I'm five years old.

**Parent:** And how are you today?

**Child:** I'm fine, thank you.

# 一」第一級考試

## TRINITY GRADE 1 EXAM

### Play Simon Says

#### 用「西蒙說」遊戲練習聆聽能力

Simon Says is a classic game that builds listening skills and vocabulary. In this game, you take on the role of Simon; whenever you say 'Simon says...' your child has to do what you say. However, if you don't say 'Simon says', your child shouldn't follow your instruction. This is a great way of practising the vocabulary needed for the exam.

SIMON SAYS...



#### Example

**Parent:** Simon says, 'Point to the door.'

-Child points to the door-

**Parent:** Touch your shoes.

-Child stays still and doesn't touch their shoes-

**Parent:** Simon says, 'Point to the chair.'

-Child points to the chair-

#### Vocabulary areas from the Trinity syllabus that your child should practise using:

- Numbers 1-20
- Colours
- Items of Clothing

#### Action phrases from the Trinity syllabus that you can use:

- Show me...
- Point to...
- Touch...
- Give me...

### Practise Questions

#### 會話練習

The best way to prepare for the questions is to practise answering them! Make sure your child can answer the questions below using Grade 1 vocabulary (you can find this on our website: [i-learner.edu.hk/trinity-test/](http://i-learner.edu.hk/trinity-test/)).

- What are these/those?
- What's this/that?
- How many \_\_\_\_\_ are there?
- Is this a \_\_\_\_\_? What is it?
- What colour is this?
- What colour is/are \_\_\_\_\_?
- Is this your/my/his/her/their \_\_\_\_\_?
- Is this [number/animal/colour]?

i-Learner's Trinity Preparation Courses cover all the essential topics, grammar and vocabulary needed to get a Distinction. Find out more about the tests and preparation courses or visit one of our education centres to find out more.





周頌恩老師

# 如何讓孩子愛 CAN WE ENJOY READ

每個工作日放學、及休息日的時候  
灣仔中心的走廊上，總能看到令人  
坐在長凳上、地毯上、坐墊上

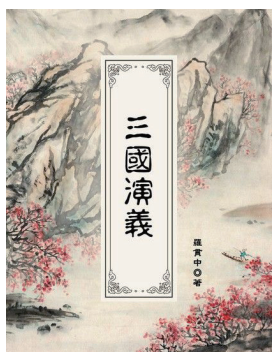
## 中文書也可以很有趣 Reading Chinese books can be fun

作為一名中文老師，我格外注意到，儘管中心的書架上，中英文書皆備，但到這裡來的孩子，絕大多數都會選擇閱讀英文。我問班上放假回來的同學：暑假讀了什麼書呢？得到的答案，也是英文書目居多。

英文讀物資源豐富固是其一，香港教育重視英文的政策方針是另一主因；然而就我所見，許多善讀英文讀物的小朋友，雖母語為「中文」，平日接觸書面語的機會卻不多，因而「怕」了中文書的情況，也不在少數。況且——英文書這麼好看，何必要看「難明」的中文呢？

可是，中文書可是有很多很好看的作品，它們的種類、主題多種多樣。英文有的書種，中文往往也有；而母語學習者，也更容易體會中文字裡行間的妙趣。

## 不同年紀的孩子合適的讀物 Reading for Children at Different Ages



不同年齡段的人，心智與志向有所異；而適合及會感興趣的書，也有不同。拿我自己的閱讀經歷為例，各個階段愛讀的中文書皆有不同，與現在的小朋友相比，似乎也沒有什麼大的差異，或許也可供以參考。

較小的時候，識字不多，喜讀字少乃至無字的四格漫畫，及一些用字簡單的繪本。《史努比》的中文譯本與幾米的繪本，都曾伴我消磨漫長時光。有情節的繪本，雖字不多，已可鍛煉孩子的思維邏輯能力，而寓教於樂、情感細膩的繪本，更是陶冶情操之所在。

再大一些，識字稍多，可以開始看些中外兒童文學，乃至縮略版的名著。前者而言，內地「童話大王」鄭淵潔的《皮皮魯總動員》系列、楊紅櫻的馬小跳系列，都是一代人的記憶；香港的圖書中，情節刺激的《傻貓神探》、阿濃文句幽默的作品，也俘獲了不少本地學生的心。閱讀，只要孩子開始產生興趣，便成功了一半。

而名著之所以稱為名著，自然也有經久不減的魅力。我小時候看的第一本長篇小說是《三國演義》，現在書頁早已翻得破爛，有些回目讀來依舊引人入勝。而在書店用一個下午看《納尼亞傳奇》中文版，而不知時間流逝的奇妙經歷，至今歷歷在目。名著往往聚焦幽微的人性和有聯繫宏觀與微觀的巨大想象力，能幫助孩子理解人、自然、宇宙。優秀出版社出版的縮略版，語言也有不少可取之處。若能以一門語言，盡覽各國文學精粹，何樂而不為？



# 上閱讀中文書籍？ READING CHINESE BOOKS?

候，i-Learner 尖沙咀中心的圖書區和  
人會心微笑的場景：孩子們手捧著書，  
上，沉浸在自己的小小世界裡。

待到高小和中學，孩子思維能力更為成熟、開始建立自己的世界觀之際，再一味讀類型小說，便未免可惜了。這是不妨鼓勵孩子讀一些趣味性較強、而具專業性的書，主題可涉及社會學、科學、歷史、哲學甚至經濟學——原來已有閱讀習慣的孩子，只要圖書有趣，能啟發思維，定樂意拓出一片閱讀新天地。而原來沒有閱讀習慣的孩子，若是主題合適，可能願意讀一系列厚厚的恐龍科普叢書，也不意外。閱讀可以作為注重知性發展的「人文科學」（“Liberal Arts”），不僅有利孩子成長，充實孩子的思維，對其人格發展、中英文（尤其是口語）等科目的學習，也有幫助。



## 鼓勵孩子閱讀中文書籍的小技巧

### Two tips to encourage children to read Chinese books

第一，上文雖然總結了孩子每個閱讀階段的趨勢，但落實到個別孩子往往各有差異：好比我自己，是先看文字類的印象較深，之後才較多涉獵漫畫、繪本。家長不妨放孩子到書店或圖書館，自己轉一圈，觀察孩子選書的模式與徘徊較久的區域。掌握孩子的喜好，鼓勵起來自然事半功倍。不過到了一定階段，還是要給予適當引導，鼓勵孩子更進一步，看些文字更有難度、故事類之外的書。

第二，就像人體吸收水分，並非必要通過喝水一樣，其實學習中文，不是只靠看書，像漫畫、電視劇、話劇、音樂劇、電影等等都有大量的語文元素，都對孩子學習中文有一定裨益。母語文學和翻譯文學，固然是取之不盡、用之不竭的寶藏，我們日常生活中，又何處不是中文呢？只要家長和老師前期注意給予適當的幫助和指引，鼓勵孩子深入閱讀，幫助建立好孩子的審美觀和語感，孩子的中文素養，便在日積月累的浸淫中培養起來了。







蔡倩茵老師

## 和孩子一起朗讀中文故事 READING CHINESE STORIES WITH YOUR KIDS

Lily 是一個 K2 的學生，她梳著小辮，臉上總是掛著一抹笑容，十分招人喜歡。

我記得她初到 i-Learner 上課時，每次上課前我要先和她玩一些小遊戲，她才可以靜靜坐下開始上課。她對中文的熱情一般，所以上課的專注力和投入程度較低。有見及此，我便將課前的小遊戲設計成「你畫我猜」的文字遊戲，一方面令她可以多認識一些物件的書面語，增加其認字能力，另一方面她可以在回答問題後獲到成功感，而這也鼓勵她更投入課堂。

孩子要學好中文，首先應該培養他們對中文閱讀的興趣，所以我們要在學齡前令小朋友覺得看書是一件很快樂的事。這也是為什麼我們在 i-Learner 非常強調說故事。在讀故事前，我會先問 Lily 問題，引導她觀察圖畫來猜測故事的情節、發展和不懂的生字，然後才讀故事給孩子聽。讀故事時我會教孩子用手指指著讀的字，學習認字和不跳讀的能力，而最後可以與孩子一起玩玩認字卡、用字卡重排故事的遊戲。

經過了一個多月的時間，Lily 對中文的興趣提高，她會主動選一些喜歡的圖書，與我在課堂一起閱讀，令我更開心的是，她已經可以用語言表達一個完整的故事，包括開頭、經過、高潮和結果。





Esme Kwok

# 和小朋友們一起讀故事書

## READING STORYBOOKS WITH EARLY LEARNERS

Reading storybooks is an essential part of a child's development. It not only establishes necessary language skills but also stimulates a child's imagination and creativity.

Having taught many preschoolers at i-Learner, I have found reading storybooks to be an excellent way to encourage little ones to develop and share ideas. It also encourages adults and children to develop a creative bond, which helps in many aspects of future learning.

Here are my top tips on how to get the most out of story reading with young children:

### Let children choose their own books

讓孩子們自己選擇閱讀的內容

This is the first vital step if you want kids to be interested in reading. By letting them take charge of choosing the books to read, they feel important and have a sense of participation in the process. More importantly, they tend to be more willing to finish the book if it's one they've chosen themselves.

### Create a nice reading area

創造一個舒適的閱讀空間

The environment in which children read is an important element that adults may sometimes neglect. Try working together with your kids to make a reading area that they love to spend time in. Simple things like cosy rugs, beanbags and lamps can transform a corner of your home into a perfect reading nook.

### Use storytelling techniques

注意講故事的技巧

Make your storytelling more exciting by bringing the words to life. Animate the book characters with different voices and alter the volume and speed of your words to match the story developments. These techniques not only make reading fun, but also facilitate understanding of the action and simulate a child's imagination. Check out some of the excellent CBeebies Bedtime Stories on YouTube for inspiration.

Reading storybooks is always an enjoyable activity for both parents and children. By helping your kids develop an interest in books from a young age, you will discover a whole world of benefits that reading can bring.



Brenda Lo

## 與子女一起閱讀，發揮閱讀的最大功效

# GETTING THE MOST OUT OF READING WITH YOUR KIDS

When I was small, I read lots of stories without much supervision or guidance. It was a fun way to read, but it wasn't the most effective. My mum was lovely but very busy, and she also lacked confidence in her storytelling abilities. I wish she had read more with me, so that I could have more memories now of the pleasure of that experience.



If you're also busy or lacking confidence, here are some simple tips to make reading with your little ones more effective and engaging:

- 1. Have a choice of books 選擇合適的書種**  
Stimulation can be essential to young learners, who might be intimidated by lots of dense text on a page. Pop-up books and picture books are both great options for early learners. Kids who are better at kinaesthetic and visual learning can get a lot out of these books through interaction and imagination. Once they're interested in the story, they'll become more engaged with the words. Comics can work the same way for older learners. The key to a productive reading session is pleasure, so make sure your kid can choose a book they enjoy.



- 2. Use a notebook 使用筆記本**  
Reading is definitely a great source of new vocabulary. Prepare a notebook and ask your kid to write down words they're not sure of as well as sample sentences from the book they're reading. Your kid can look these up and practise using them. Flip through the notebook from time to time to sustain the memory of the words you're learning.

- 3. Focus your attention 集中注意力**  
For young learners, your attention and encouragement mean a lot. Not only do they enjoy reading but also the quality time they're spending with you. You can create engagement with the story by changing your voice to match the feelings in it or by asking them questions such as, 'What do you think might happen next?' or, 'If you were there, what would you do?' These are great ways to get your child more involved in the story.





Lucy Arnold

## 早期教育中「字母拼讀法 (PHONICS)」的重要性

# THE IMPORTANCE OF PHONICS IN EARLY LEARNING

Phonics is an essential tool for teaching reading and spelling to young children. Using phonics, children learn the sounds of the letters rather than their names. This helps young learners blend the sounds together to create words.

I have taught English as a second language both in the UK and Hong Kong, and I always find phonics to be the key to reading success. Phonics enables children to become independent, confident readers and writers. I love teaching it as students make such great progress within a short amount of time.



**Here are some top tips for using phonics with your child:**

### **Use letter sounds rather than letter names 用字母在單詞中的發音來拼讀**

When helping your child to read, ensure you are sounding out words using the phonetic pronunciation rather than using the letter name. For example; cuh-ah-tuh, rather than C-A-T.

### **Learn sight words and tricky words 掌握「高頻詞」和「易混淆詞」**

Sight words (e.g. and, it, but) are what we call the very common words in English books which young learners should recognise by sight so they can read smoothly. Tricky words are those which don't follow the rules of phonics (e.g. said, was, has) – help your young learner to memorise these rather than sound them out.

### **Play phonics games wherever you are 隨時隨地與孩子玩拼讀遊戲**

The world is full of words to read. Encourage your child to read street signs, posters, shop names, MTR signs and anything they can see! You can even play 'I spy' to keep your child thinking of the initial sounds in words.

I have seen first-hand how using phonics to read and spell is a fast and effective route to success. As Roald Dahl says, 'If you are going to get anywhere in life, you have to read a lot of books.'



遊戲：善用字母卡

# ACTIVITY: PHONICS

i-Learner's Pre-School English team knows the importance of phonics to reading success. We've even developed our own letter cards to help students improve. Here are some games and activities that you can try with your letter cards.



學習字母發音

## Learning the Sounds

For children just beginning to learn the letters and some phonics skills, these activities can get them familiar with the sounds of English:

- Teach your child the individual sounds of the letters by showing them each letter card.
- Lay the cards out on the table and ask your child to pick out the card that you say. For example, if you sound the letter /b/ (as in buh) out, your child will need to pick out the 'b' letter card. They can keep the cards if they find the correct ones!
- Turn the cards over on the table (with the letters hidden underneath). Ask your child to pick a card up and read it out. They can keep the cards if they are correct.



拼讀

## Oral Blending

After mastering the individual letter sounds, the next step is to blend them together to read words. Here are some activities to help with blending:

- Practise CVC words. Choose three letter cards (e.g. 'c', 'a', 't'). Put them next to each other on a table. Ask your child to sound each letter card and blend the sounds together.
- To reinforce certain sounds, try using the star cards '\*' to replace the letter in the word. For example, 'c', '\*', 't'. Then, ask your child to select a correct letter card to put on top of the star.
- Say a word and ask your child to unscramble its letters, e.g. put down the letters 't', 'c', 'a', and ask your child to put them in the right order to make 'cat'.



www.i-le

示，體會拼讀的樂趣

# FUN WITH NICS



押韻詞

## Rhyming Words

In their Pre-School English classes, your child will have learnt many groups of words that rhyme, such as words ending in ‘-an’, ‘-eep’, ‘-ot’, etc. Put down the letters of a word and ask your child to change the first letter to make a rhyming word. You can start with the top word in any of the columns below:

can	beep	dot
tan	deep	not
fan	jeep	pot
pan	keep	hot

t c p f

a n



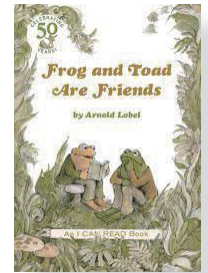
# 幼稚園兒童圖書推薦

## BOOK RECOMMENDATIONS FOR KINDERGARTENERS

The best way to get young learners reading is to find books they love. Our teaching team has picked a few of their favourites. In this wide range of stories, you're sure to find something your little one enjoys:

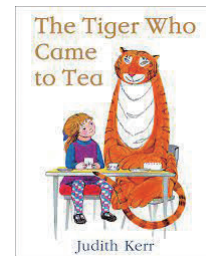
### ***Frog and Toad Series by Arnold Lobel***

Every child enjoys the silly adventures of Frog and Toad; at least, all of our students seem to! Each book in the series is a collection of short stories that provide children with exciting vocabulary and plenty of reading aloud practice.



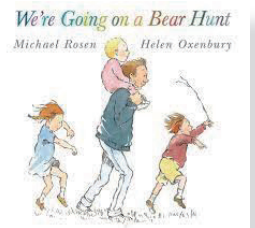
### ***The Tiger Who Came to Tea by Judith Kerr***

This classic book is sure to catch the attention of your young children while teaching them vocabulary and storytelling skills at the same time. Though the book is for more advanced readers, beginner readers can also read along with an adult. Revisit this book time and again so that your child can absorb the words and vocabulary of the story. Before you know it, they'll be reading it on their own.



### ***We're Going on a Bear Hunt by Michael Rosen***

This is another advanced classic that every child enjoys. This book is great for teaching children different kinds of emotions and encouraging them to develop empathy and compassion, while also encouraging them to be aware of their own feelings.



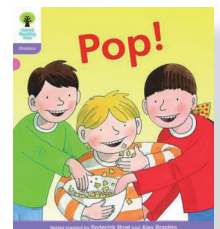
### ***Bugbug's Library Series by i-Learner Publishing***

i-Learner's in-house publishing team has created a series of engaging stories for children. Strong kindergarteners can start at level 1, where they'll benefit from the phonics focus and Starters vocabulary in each book. These books are also great for teaching children common sight words, such as 'and', 'says', and 'this'. Children love the stories and graphics, especially in the surprising story, *The Huge Sandwich!*



### ***Oxford Reading Tree Series by Oxford University Press***

Most kindergarten parents and educators are familiar with Biff, Chip, Kipper and Floppy and their adventures. These books are excellent to practise phonics and storytelling skills, which is why they are widely used. They are divided into clear levels, and you can pick and choose the ones that suit your child.



Have fun exploring these books and resources with your child! If you'd like further book recommendations, check out our Steps to Success article:







Angel Tse

## 每個孩子都是天生的藝術家：如何培養小小藝術家

# EVERY CHILD IS AN ARTIST

From a very young age, children display a desire for creative expression. Put them in a room full of crayons, watercolours, paintbrushes, and coloured paper, and they'll have fun creating amazing artworks. But many children lose interest in art as they grow up, thinking that they are just not one of the blessed, talented few. The truth is, every child can be an artist if they are nurtured to be one.

Here are some ways we can nurture our children's artistic talents:



### Discover art all around you 在身邊發現藝術

Art is everywhere! Encourage your child to see art wherever they go and to be inspired. Product packaging, festive decorations, street art and, of course, the natural world, are all great sources of inspiration. Practising this also trains your child to be observant and keeps his/her creative mind active.

### Make art with your child 與子女一同創作

Art is a wonderful parent-child activity that can be done both indoors and outdoors. Not only is it fun, but it also provides an opportunity for you and your child to spend time together and build a positive relationship. However, don't turn it into an art class, where children may feel stressed or discouraged by too much judgement on their still-growing skills. Lavish praise and compliments on your child for making an effort, and soon their abilities will grow.



### Provide ample art supplies 提供充足的美術用品

Contrary to popular belief, you don't need expensive art supplies to learn and enjoy art. Children can start with affordable tools and materials such as coloured pencils, markers, poster paints, origami paper and clay, which are easy to find. Having a variety of art supplies at home can motivate children to make art anytime they want!

### Develop a long-term interest 培養長期興趣

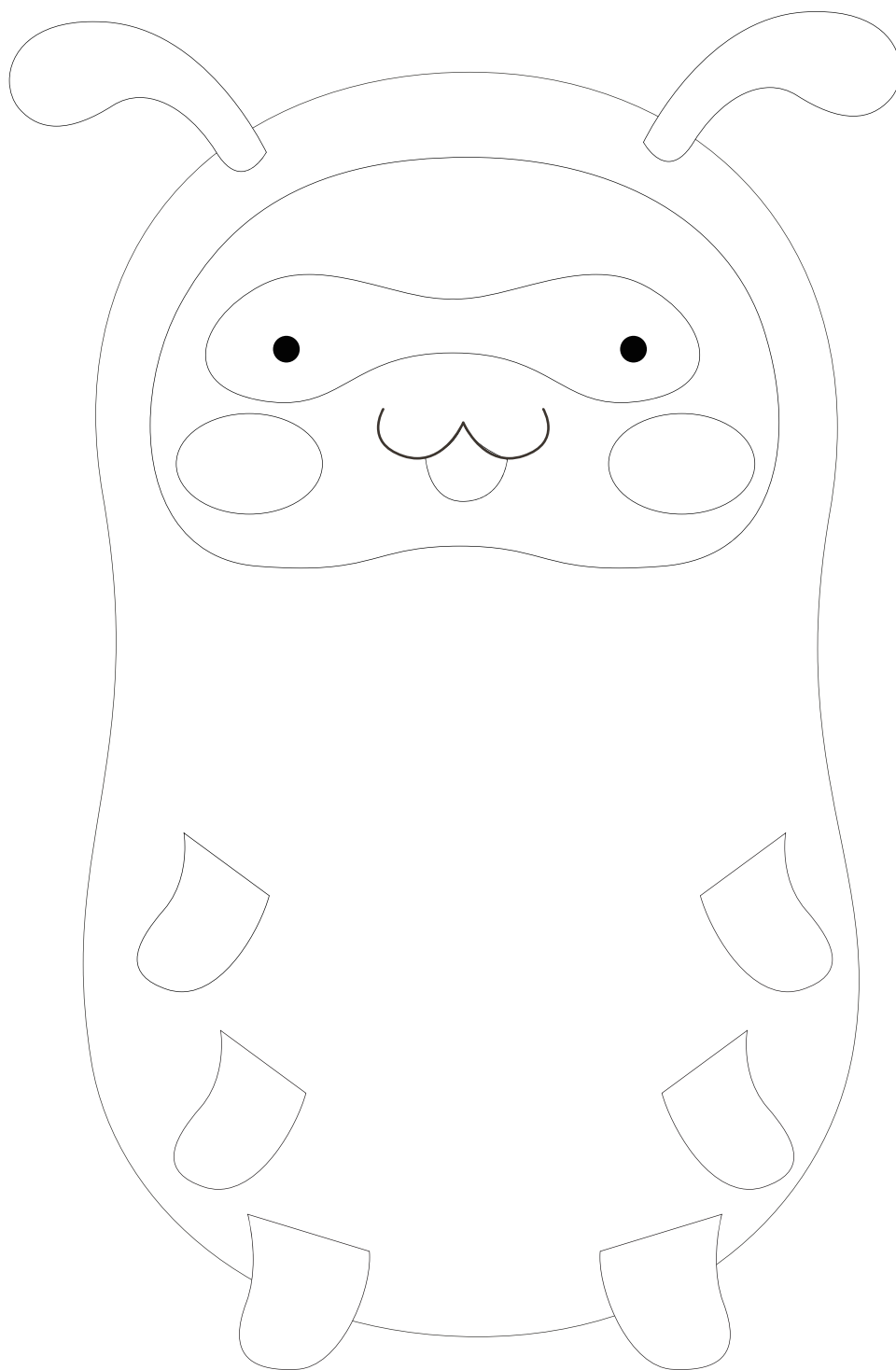
If your child is expressing interest in learning techniques in a formal setting or pursuing art in the long run, you can support them through applying to courses for them. Usually, people excel in the things they enjoy doing. But if they don't get to try, they will never know how great an artist they can become, and neither will you! Even if they don't 'excel' in it, they will certainly have fun trying.



動動手，為 TWIST 設計一款服飾

## ACTIVITY: DESIGN A COSTUME FOR TWIST

Get creative and practise the clothes vocabulary needed for success at Trinity GESE with this fun activity!





Yamon

## 如何在家提高孩子的創造力 HOW TO INCREASE CREATIVITY IN THE HOME



Creativity is crucial for children's cognitive and social development. Creativity trains children to think and solve problems in unique ways. It allows them to express themselves freely while also reducing stress and anxiety. It is also an important component of school interviews and English language exams.

### Take a look at some ideas for increasing creativity in the home:

#### Read and discuss 閱讀 + 討論

Reading sparks creativity in children as they visualise stories and brainstorm possible scenarios and endings. During my kindergarten classes, I always set aside time for reading. You can increase creativity at home by reading stories with your child and asking them thought-provoking questions like:

- 'What would you do if you were this character?'
- 'How do you think this character is feeling here?'
- 'If you were in their place, how would you feel?'
- 'How do you think the story will end?'

#### Storytelling 講故事

Stories don't have to come from books. Kids are great at making them up themselves, and this is an excellent creativity exercise. Show your child a series of pictures and ask them to make up a story based on the pictures. The 'Picture Story' exercise from the Cambridge Movers speaking exam is great for this.

#### Encourage creative writing 鼓勵創意寫作

Set a particular period of time, maybe once a week, in which your child can write without guidelines or boundaries. This is a great way for children to become creative thinkers and writers. Knowing the importance of school-based writing and creative writing, our Love to Write course at i-Learner strikes a perfect balance of both.

#### Encourage open-ended games and toys 鼓勵孩子多玩開放式的遊戲和玩具

There are several games and toys which encourage creativity and imagination. For example, games like Minecraft allow children to construct useful tools for survival and to think of creative ways to solve problems. Toys like Lego, blocks, puzzles, play dough, and dress-up materials are great tools for encouraging creativity in children.

Most of all, creativity thrives best in a relaxed and stress-free environment. Remember to give your child space and time during the day where they are free to marvel at and express the bright galaxies in their heads.







# 幼兒快樂學習成功之路

## Kindergarten Pathway to Success

Grade	Month	Private/DSS Schools	Government Schools	✳ i-Learner Courses Offered	Exams and Certificates
K1	Nov	/	/	Regular Courses • Pre-School English L1 / L2 • Trinity GESE Grade 1 Prep Course • 幼兒中文小芽課 第一級	• Trinity GESE Grade 1 • i-Learner Certificate(s) for Pre-School English Course
	Mar				
	Jul				
K2	Sep	Preparing for Primary School Interviews  • Speaking and Storytelling Skills • Phonics and Reading Aloud Skills • Vocabulary • Social and Behavioral Skills • Exams and Certificates		Regular Courses • Pre-School English L3 / L4 • Trinity GESE Grade 1 / 2 / 3 Preparation Courses • Cambridge YLE Starters Preparation Course • Phonics and Reading Aloud • 幼兒中文小芽課 第二、三級 • 幼兒普通話拼音班 初級、中級  Interview Classes • 小一面試班	/
	Oct				
	Nov				• Trinity GESE Grade 1 / 2 / 3 • Cambridge YLE Starters / Movers • i-Learner Certificate(s) for Pre-School English Course
	Dec				
	Jan	Open Day / Seminar			/
	Feb				
	Mar				• Trinity GESE Grade 1 / 2 / 3 • Cambridge YLE Starters / Movers • i-Learner Certificate(s) for Pre-School English Course
	Apr				
	May		GAPSK 幼稚園普通話水平考試 (初級)		
	Jun	1. Application 2. Interview 3. Offer 4. Registration	/		• Trinity GESE Grade 1 / 2 / 3 • Cambridge YLE Starters / Movers • i-Learner Certificate(s) for Pre-School English Course
	Jul				
	Aug				
Sep				GAPSK 幼稚園普通話水平考試 (中級)	
K3	Oct	Discretionary Places	Regular Courses • Pre-School English L4 / L5 / L6 • Trinity GESE Grade 3 Preparation Courses • Cambridge YLE Movers Preparation Course • Phonics and Reading Aloud • Critical Reading and Writing L0 • Advanced Grammar & Reading L1 • Love to Read L1 • 愛上語文班 L0 • 童心中文 L1	• Trinity GESE Grade 3 • Cambridge YLE Movers • i-Learner Certificate(s) for Pre-School English Course	
	Nov				
	Mar			/	• Trinity GESE Grade 3 • Cambridge YLE Movers • i-Learner Certificate(s) for Pre-School English Course
	May	/		Allocation Announced	/
	Jun				
	Jul	Second Round of Applications			• Trinity GESE Grade 3 • Cambridge YLE Movers • i-Learner Certificate(s) for Pre-School English Course
	Aug				GAPSK 幼稚園普通話水平考試 (高級) 小一面試班準備