

智愛學小學手冊

i-Learner Primary School Handbook (1)

Education  
Centre

升讀心儀中學的訣竅

# Transition Skills for Secondary School Success

i-Learner Education Centre  
智愛學教育中心

Boost Your Child's Application to  
Top-Tier Secondary Schools  
助您的孩子申請頂級中學名校

How to Improve Reading  
Comprehension Skills  
中文閱讀取得高分的技巧

How to Get the Most from Doing  
Homework  
如何從作業中收穫最大

Working on Your Child's Weaker Skills  
攻克孩子的學習薄弱項的技巧

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# The Excitement of Young Adulthood

The years at secondary school are a magical time, when a child builds lifelong friendships and transforms physically, mentally and academically. It's a time when a child looks outwards and learns about the world, and inwards to learn about themselves. A period when a child may struggle but learn about perseverance, when they may enthuse and look for inspiration. An exciting chapter when everything seems possible and a young mind is eagerly awaiting inspiration, adventure and guidance.

During this transformative time, children develop the skills they need most to flourish academically at university and beyond. In Chinese, they will develop their advanced reading skills, an understanding of classical Chinese and the philosophical understanding to write extensively on a given topic. In English, they will develop their critical thinking skills to think independently and apply grammar knowledge in their speaking and writing. Most importantly, they will build their practical communication skills in both languages to prepare them for the workplace or university, and for life.

This stage of life can feel long and arduous. However, children will be accompanied by classmates who will be friends for years to come. When they look back at their time in secondary school, they will be amazed to see their transformation in just a few years. Isn't it exciting?



Kemmiss Pun  
Director of Education  
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# 助您的孩子申請頂級中學名校

## BOOST YOUR CHILD'S APPLICATION TO TOP-TIER SECONDARY SCHOOLS



Alison Fu

Applying to top-tier secondary schools can be a daunting prospect for you and your child. Having coordinated exam practice for many years at i-Learner, I have helped numerous families through the application process and preparation. I have several key tips that will improve the process for you and your child:

### 1. Exam success is vital 取得高分至關重要

Out of the six subjects that play a role in the Secondary School Places Allocation (SSPA) system, Chinese, English and Mathematics are the core components – each carries three times the weighting of visual arts. It is essential that your child lays a solid academic foundation as early as possible as these subjects become significantly more challenging from P4 onwards. Top-tier schools are mostly English as the medium of instruction (EMI) schools, so the earlier your child starts polishing their English, the better. With great English, your child can show teachers in the interview how well they can cope in an EMI learning environment.

### 2. Research the schools well 深入了解學校

Each P6 student receives just two copies of the application form for S1 Discretionary Places (DP). Therefore, your child only has two chances of getting an interview before Central Allocation. As the DP application is not subject to restriction by district, you are free to look into the schools' educational philosophies and characteristics, and find the best match for your child's strengths.

### 3. Make your child's portfolio clear and concise 確保孩子的作品集簡潔明瞭

Can you imagine how many applications a school receives? Teachers do not have time to hunt for information in every child's application. Parents who succeed at this stage help teachers find the information they need most. Be selective and only present key information that matches what the target school is looking for.

Your child may be required to write about their strengths and weaknesses and hand in sample pieces of writing (e.g. book reports and film reviews). Students typically struggle to find the right tone for these assignments and often write too much. When it comes to portfolios, quality always outweighs quantity. Once you have chosen your target schools, make sure to help your child polish the skills the schools are looking for.

i-Learner offers courses in grammar, writing and critical thinking. In addition, our school-specific [exam practice](#) helps students achieve the best results they can. Enrol your child in our special interview preparation courses so they can present themselves with confidence.





Adam Gibbins

# 小升中 MAKING THE TR PRIMARY TO

At i-Learner, I have seen countless students make their journeys through primary school and onto secondary school. We help them prepare themselves for the jump, ensuring that they adapt well and get the most out of their studies from S1.

## 1. Consolidate your primary school studies 鞏固小學階段的學習

P6 is a good chance for your child to review everything they have learnt and solidify their foundations before they move on to more difficult material. This could be polishing their grammar, reviewing any vocabulary or revisiting reading and writing skills.

One way your child can consolidate their learning is by reading plenty of new books over P6 and the summer before secondary school. The local library and our i-Learner libraries have lots of books that challenge and stretch even strong students.

## 3. Practise working more independently 更加獨立地完成功課

As children grow up, they will need to learn to manage their workload independently. Unlike in primary school, where you as the parent tend to take a fairly active role in your child's school work, secondary school is a chance for them to become more independent learners.

In P6 they can begin to timetable their own homework schedules and learn to ask for help or information when they need it. Your child can begin asking themselves questions such as 'Have I done my homework?' or 'What information do I need to complete this piece of homework?' This way of taking charge of their own learning and workload is an invaluable skill for students as they progress through secondary school and into the world beyond.

Another practical way to get your child used to taking on more responsibility is to ask them to help out more around the house. Dividing up tasks and responsibilities and creating chore schedules is great practice for the more independent learning style of secondary school.



# 順利銜接 TRANSITION FROM SECONDARY

school. From this experience, I have been able to observe the specific ways in which students can best  
onwards. Here are some simple tips for your child to prepare for the transition to secondary school:

## 2. Prepare to think about your studies in a broader way

### 以更多樣的方式學習

It is important that your child prepares for a different mode of learning in secondary school. Primary school learning tends to be focused on smaller, task-based exercises that require facts and knowledge to complete, whereas secondary school learning begins to be more project-based and requires broader analytical thinking skills.

In the summer before secondary school, your child can consider trying a course in something they haven't studied before. Taking classes in robotics or art can introduce them to new skills where they learn something different.

These are some of the simplest but most effective tips that have helped my students in the past. If your child can end P6 feeling positive and excited about their learning, knowing they have got everything they can out of primary school, then they will no doubt go on to make the most of the secondary school experience.

i-Learner's seasonal programmes are a great opportunity to boost your child's skills before they make the jump to S1. We offer intensive classes in subjects such as reading, writing and grammar, as well as fun workshops and week-long camps. Keep an eye out for our course announcements.





Allison Cho

## 通過閱讀培養更高層次的思維能力 DEVELOP HIGHER-ORDER THINKING SKILLS THROUGH READING

Many people see fluent independent reading as the endpoint of a child's reading journey. However, the reading skills of a child at this stage are still developing. A child hasn't reached the endpoint of their development until they show true engagement with stories, which comes from higher-order thinking.

As children grow older, they are expected not only to understand the information at the surface level of a text (the facts and details) but also to 'read between the lines' (to understand the whys and hows). It's best to start this key reading skill as early as possible. It sets young learners up with the skill needed to obtain excellent comprehension grades at school and inspires them to develop a passion for reading that will serve them well for secondary school and the rest of their lives.

There are several ways to improve these higher-order thinking skills through reading. In my classes, I use these tips with my students, and I encourage parents to try them at home too:

1. When reading with your child, besides asking factual questions related to the story, ask your child questions which require deeper thinking: 'Why are the characters doing this?' 'How do you think they feel?' 'Why do they feel this way?' 'What will they do now?'
2. Next, ask them questions that prompt personal reflection, such as: 'Have you ever had a problem like this?' 'What would you do if you were the character?' These questions help children develop empathy and consider things from different perspectives.
3. You can also suggest a change to something in the story and ask your child how the ending would be affected by this. Both prediction skills and a greater awareness of consequences are developed through questions like this.
4. Finally, guide your child to think beyond the story. Let them use their imagination as you ask them questions such as: 'What would the characters do on the day after the end of the story?' 'What could have been done differently for a better outcome?'

All these questions invite children to think creatively and critically, which are vital steps to creating strong readers and excellent learners who are ready to take on secondary-level learning. Our [Critical Reading and Writing](#) course trains students to develop these higher-order thinking skills with a focus on literature, setting them up for secondary school success.



# 閱讀新聞的重要性

## THE IMPORTANCE OF READING THE NEWS



Claudia Kwok

There are many benefits to reading the news, and it's great to get children into the habit early. Find out the hows and whys of news reading below:

### The Benefits of Reading the News: 閱讀新聞的好處

#### Expanded vocabulary 擴展詞匯量

Teachers and textbooks choose the most important words for a child to learn. However, if you want your child to learn beyond these, then newspapers are an excellent source of varied and useful vocabulary. Common jargon and more formal vocabulary are great words to pick up from reading the news. This expanded vocabulary helps a lot in unseen comprehension texts and listening exercises.

#### Staying informed 了解時事

Strong general knowledge and interesting opinions are what often separates good writing from bad, especially in persuasive essays, argumentative essays and articles. In secondary school, being well informed not only helps in subjects like citizenship and social development, but also DSE speaking exams in both English and Chinese.

#### Enhance critical thinking and idea organisation 提升批判思維和構思的能力

Through reading different types of news articles, e.g. feature stories and news flashes, your child can learn different ways to structure ideas. Furthermore, the complex arguments made in opinion pieces and editorials train students to read and think in very advanced ways. These skills are vital for those aiming for top grades in the HKDSE.

### How to Encourage Reluctant News Readers: 如何鼓勵不愛讀新聞的人

The news is all around us, so there are plenty of ways to start your child's engagement with it if they're unwilling to read the news. Start by encouraging them to watch the news on television. Turn on the subtitles so they can read along while listening to the news anchor. Once they're familiar with the words which appear in the news regularly, they'll be less intimidated to see them written down.

If they're still not eager to read the news, try just the opinion and comment pieces. These are less formal and more engaging, and they provide many of the same benefits as formal articles.

Start with these useful news sites for learners of all abilities:

SCMP <https://www.scmp.com/>  
Young Post <https://www.scmp.com/yp/>  
Hong Kong Free Press <https://hongkongfp.com/>  
RTHK <https://news.rthk.hk/rthk/en/>  
The Standard <https://www.thestandard.com.hk/>  
News in Levels <https://www.newsinlevels.com/>  
Ming Pao <https://epaper.mingpao.com/>





Joyce Wong

## 口語中需要注意的問題 SPEAKING SLIPS TO WATCH OUT FOR

When a child is learning English as a second language, they may make grammatical mistakes in their speech from directly translating Cantonese into English and mixing features of the two languages. This is often due to lack of exposure to native English speakers, hindering their ability to pick up correct phrasing. Try spotting some of these common mistakes in your child's speaking to help them improve their spoken English before secondary school:

### Subject-Verb Agreement

#### 主謂一致

A child may forget about subject-verb agreement when talking excitedly. For example, 'He **have** a cat!' As Cantonese only has one form of each verb, students forget to switch between 'has' and 'have' or to add an 's' at the end of a verb. An example would be, 'Alex **run** very quickly!'

### Forming Questions

#### 問句的構成

One of the more common mistakes with Cantonese speakers is with question formation. A question like '你有冇兄弟姊妹?' can be incorrectly translated word for word into 'You have brother or sister?' instead of 'Do you have any brothers or sisters?' or 'Do you have a brother or sister?'

### Countable vs Uncountable

#### 可數名詞與不可數名詞

'I have so **many** homework!' The quantifiers 'many', 'much', 'a few' and 'a little' confuse many students who either haven't learnt how to use them yet or have forgotten how to. The student may use 'many' in place of 'much' for uncountable nouns.

### Pronouns: He or She?

#### 代詞：「他」還是「她」？

In Cantonese, '佢' can be used interchangeably for 'he' or 'she', so students tend to combine English pronouns in the same way and use 'he' for 'she', 'his' for 'her' and 'him' for 'her'. For example, (pointing at a girl) '**He** took my pencil!'

### Wrong Choice of Word

#### 詞義辨析

Some words may seem very similar but have a different meaning in English such as 'look', 'see' and 'watch'. 'Don't **see** my work' is a common example where a child has confused 'see' with 'look'.





## Adding '呀' (ah) at the End 在結尾加上助詞「呀」

'Where are you going **ah**?'

Final particles are a key feature of Chinese, and the most common one students incorrectly use when speaking in English is '呀' at the end of sentences and questions. Unlike Cantonese, there is no final particle at the end in English.

## Tenses 時態

When a student is speaking, they often forget to change their verb forms when referring to the past. Take this example: 'Yesterday, my family and I **go** to Disneyland.'

On the other hand, students can be aware of the need for the past tense but don't remember their tenses, so they add '-ed' to the end of irregular verbs or use the wrong word.

An example would be, 'I **brang** my sticker chart to school and **stucked** the stickers down.'

## How to Correct Your Child's Speaking 如何糾正孩子的口語

Instead of correcting your child mid-sentence and knocking their confidence, allow them to finish speaking to improve their fluency. After they have finished speaking, identify the mistakes through one of the following ways:

- Repeat their incorrect sentence as a question with a funny expression or tone to highlight that something went wrong there. 'Sarah is naughty. **He** is copying my work?'
- Indicate simple mistakes like forgetting their subject-verb agreement by drawing an 's' in the air when they forget to use the right form of the verb.
- Repeat their sentence up to where they made a mistake and pause there, allowing them to self-correct.

It is important to help your child recognise their speaking mistakes without correcting them immediately. This will help your child become more self-aware when speaking and teach them to correct their English on their own. Entering secondary school with greater confidence in spoken English can really put your child at an advantage. To improve your child's speaking and increase their English exposure in a nurturing environment, join our [Global Speaking Passport](#) course and festive speaking workshops.





Rob Burton

# 廣泛閱讀，培養批判性思維

## READING WIDELY TO DEVELOP CRITICAL THINKING

As a literature specialist, I read as much as I can, and find that I'm constantly learning from the texts I encounter. Reading engages our minds in ways that nothing else can, and it not only provides us with knowledge but also new ways of thinking.

Significantly, reading develops a range of critical thinking skills and areas that are essential to secondary school success: analysis, interpretation, and argumentative writing. This is why it's essential to encourage your child to read often and widely as early as possible. Take a look at some of the ways reading widely can develop critical thinking:

### Reading improves vocabulary and language skills

#### 閱讀可以提高詞匯量及語言技能

Children become aware of the techniques used by good writers and learn new words and their connotations when reading widely. This develops their command of language both when they write and when they explain things verbally. They will find that they have a new ability to analyse, explain, and persuade.

### Every good story has a problem

#### 每個好故事背後都有值得思考的問題

Problem-solving is at the heart of critical thinking, and when a child reads, they see how characters solve the problems they face. They may also think about a character's problem and possible solutions before they find out what the character does. When a child engages with a story, they will start to make predictions based on the information given to them and find themselves looking for clues and pieces of evidence to solve the puzzle. At school and in their everyday life, they will be able to apply these problem-solving skills to the tasks and problems they encounter.

### Reading sparks a child's imagination

#### 閱讀可以激發孩子的想象

Reading forces children to imagine the world of the story: what the landscape and characters look like, what their thoughts are and how they interact with other characters and their world. When a child reads a book rather than watch the movie, they will have to form their own version of the writer's world based on the language used.





## Growing knowledge and developing areas of interest

### 不斷增長知識，激發多元興趣

If a child reads widely, they can learn about new subjects or learn more about an existing area of interest. They won't only learn facts and information, but also see models for improving their organisational skills, and hone their ability to comprehend and analyse an unfamiliar text. Furthermore, they will be able to apply what they have learnt to answer other questions they may face and use their new skills to understand other books.

Although it is important to encourage your child to read what they enjoy and pursue their interests, don't forget to challenge them to try reading something different. Critical thinking is not a natural gift that we either have or don't but is an ability that we can train, develop, and improve. Getting your child to read widely will improve their critical thinking and give them the skills they need to get a head start at secondary school.

To get started, speak to an i-Learner teacher about your child's interests and they can help suggest some reading recommendations. Alternatively, view our reading recommendations on pages 38-39.



Alison Fu

## 通過詞性擴展詞彙 EXPANDING VOCABULARY THROUGH PARTS OF SPEECH

Most Hong Kong primary schools teach vocabulary from readers or textbooks, and this may mean your child may know many words in specific areas (e.g. sports or household items) but be missing lots of common words. Many children struggle with reading because they haven't acquired enough vocabulary items to comprehend a whole text.

It is only when children are asked to cram vocabulary lists in secondary school that they realise the importance of parts of speech. Prior to that, they are not taught the different forms of words they know. For example, your child may know the adjective 'proud' but not the noun 'pride'. By learning different forms of words, your child can drastically expand their vocabulary and make reading a much easier task.

This important tool doesn't need to wait until secondary school – it's something that children of all ages can use. Here are two ways your child can expand their vocabulary through parts of speech:

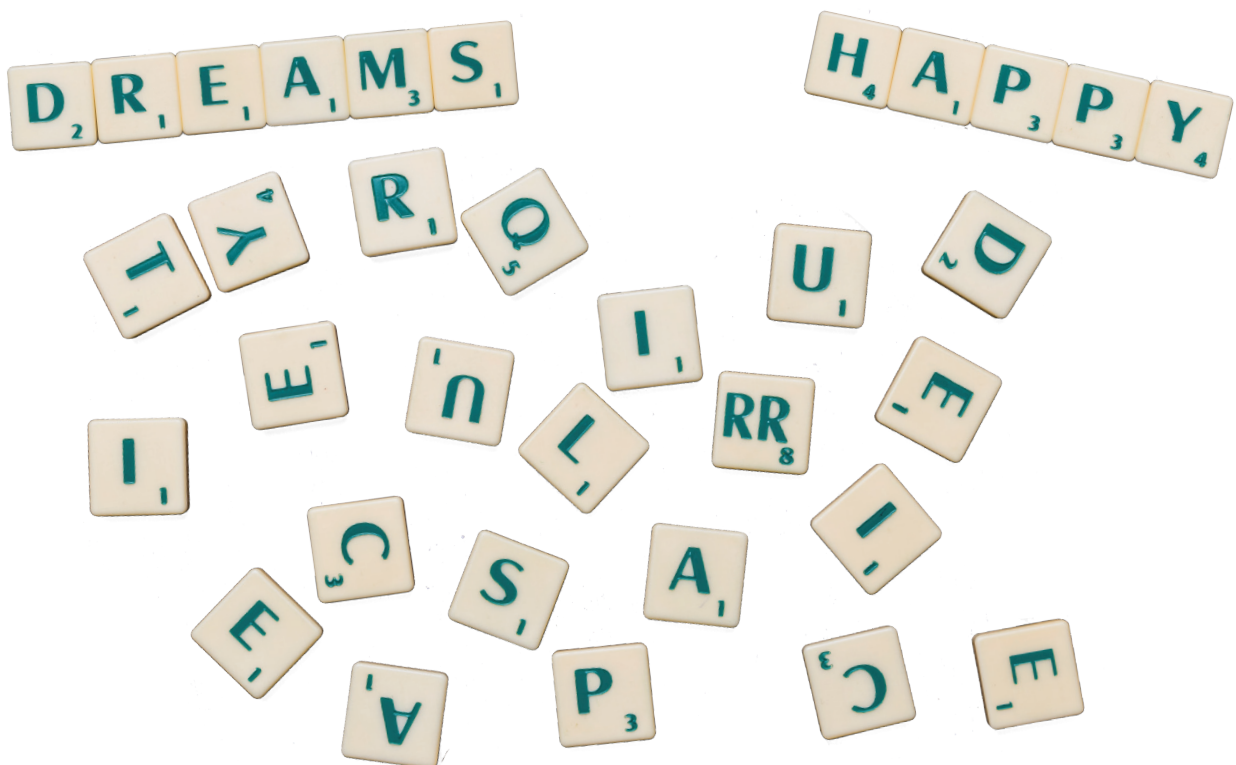
### 1. Use search engines 善用搜索引擎

When your child comes across an unfamiliar word, not only can they look it up online, but also search its other forms. It can be as easy as typing 'satisfy noun form' and you'll see 'satisfaction'. Some dictionary websites even list the word family, which contains all available parts of speech of the word you search.

### 2. Make sentences using new vocabulary 用新詞造句

After learning new forms of an already-known word, encourage your child to rewrite sentences to switch from the original form to the new one, e.g. change 'I was very proud of my brother's efforts' to 'My brother's efforts filled me with pride'. This way, they can make sure the new vocabulary items can be used practically and aren't just something that rings a bell.

Beyond learning vocabulary through parts of speech, you can also gamify vocabulary learning for your child by using websites like [FreeRice.com](http://FreeRice.com) and [Vocabulary.com](http://Vocabulary.com). How many questions can they get correct in a row?



# 攻克孩子的學習薄弱項的技巧

## WORKING ON YOUR CHILD'S WEAKER SKILLS



Claudia Kwok

As part of the team which works on Exam Practice, I have regular conversations with parents about their child's performance in school tests. One question which comes up often is: 'Why doesn't my child's hard work seem to pay off?' It is understandably frustrating to see your child studying hard for exams but still getting low grades. This can be especially tough to deal with when you know they can perform better than the test mark reflects, and when test results can mean a great deal towards secondary school applications.

When I speak to parents about this issue, I encourage them to look at the bigger picture – not the specific test or exam their child just did, but their overall skill set. Improving your child's grades is often about working on a few fundamentals rather than a single point from the syllabus. Take a look at some ideas on how to start working on this:

### 1. Improve one or two key skills at a time

#### 一次提升一或兩個關鍵技能

Look for a pattern of common mistakes throughout your child's schoolwork. Focus on those areas, even if they're not on the exam syllabus. For instance, students who are weak at irregular verbs lose marks in many areas of their tests (not just tense exercises, but other grammar questions, as well as comprehension and compositions too). You can easily find lists of irregular verbs online. Have your child copy out and write sentences with a few each night and you'll see their overall confidence with English and their test marks improve.

### 2. Clear up any misconceptions that lead to accumulative mistakes

#### 避免因審題失誤而連續失分

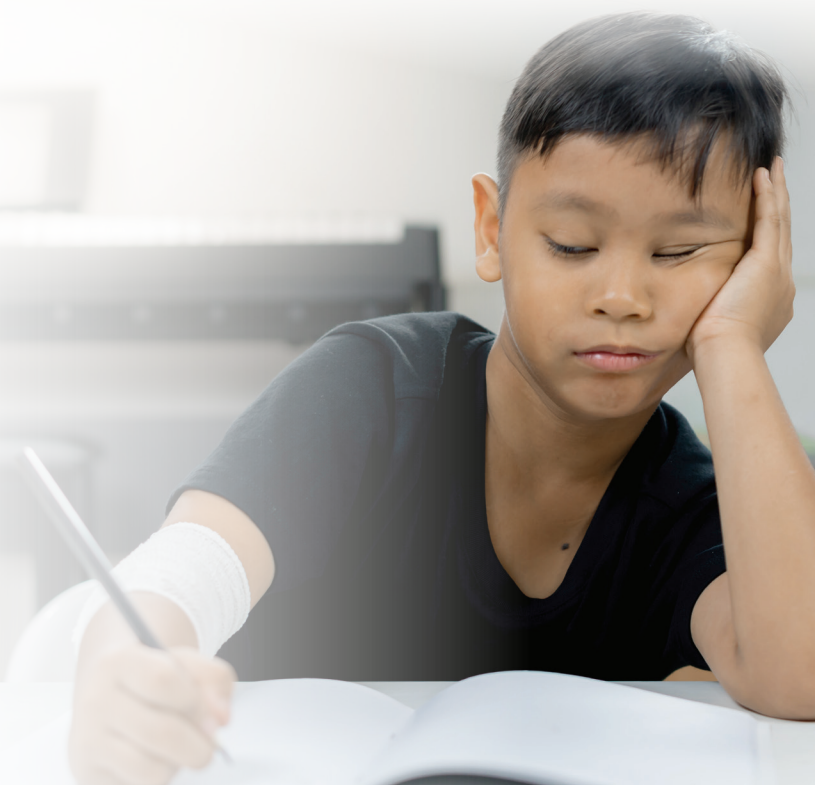
Sometimes students make several mistakes in a row because of the same misconception. For instance, in tense exercises, students often overlook a specific keyword that indicates the tense to be used (e.g. 'now' for present continuous or 'since' for present perfect). As a result, they lose marks on 3-4 questions in a row. Clearing up misconceptions like these can be more valuable than asking your child to repeat the exercise without really understanding their mistake.

### 3. Be encouraging

#### 鼓勵孩子

It's understandable for parents to feel frustrated by their child's low grades, especially when they feel they are doing their best. However, when parents show these feelings, it can lead to the child becoming scared to share their weaknesses. Children learn well when they're able to confide to you about things they find difficult. Be open and encouraging so that your child makes all the improvements they can.

Each child will have different areas they need to work on. Your child's teacher is a great resource when you start thinking about this. Ask your child's teacher if there are any fundamental areas that your child needs to work on and focus on these topics in the periods between tests.





Rob Burton

# 詩歌視 VISUALISING

When I studied English at university, I learned to read a text closely, paying attention to words and their meanings, and visualising these words as I read. Visualising words when we read can make the meaning of a poem much clearer and allow us to understand it in a new way.

These tips will help your child improve their understanding of poems by visualising what they read:

## Focus on particular words and phrases 把握關鍵單詞和詞組

The secret here is to be patient and go slowly. Rather than trying to pin down the overall meaning of the poem, help your child identify an important phrase, or to concentrate on a certain word or expression, and use this as their starting point. They can even begin with the title.

For example, we can ask why the words 'red hazy void' are used to describe the experience of the narrator of John Thomson's [The Sun Bather](#) as he lies on the beach. Why the colour red? Why the sense of haziness? What is meant by the words 'void' and 'oblivion', which are both used in this poem? We can also ask why the voices the narrator hears from elsewhere on the beach are like 'scratchings on a pillow' and why they seem to come from 'a far off sphere', or what it means when the speaker 'melts' under the hot sun.

Going through a poem slowly and carefully like this takes patience but helps your child remove some of the mystery when they first read it, and it allows them to start to visualise the details of the poem.



## Draw the narrator's journey 畫出詩人描繪的畫面

The next step is for them to draw pictures based on the poem. When your child does this, they can start to feel that a poem isn't just a series of words but that it has a shape too, and drawing pictures can allow the story a poem tells to be seen.

Primary students who are asked to draw [Wordsworth's famous daffodils](#) often make them seem human, drawing the flowers with smiling faces as they dance, and this helps them to understand the close connection between the narrator and nature in the poem very quickly and easily.

# 視覺化 BIG POETRY



## Explore poems that are based on paintings 探索基於畫作創作的詩歌

Some poems are based on a particular painting the author has enjoyed. For example, W H Auden and William Carlos Williams each wrote poems based on [Brueghel's painting of the fall of Icarus](#).

Try reading these poems with your child and encourage them to write about them and make drawings. After they have done this, they can look at the original painting and compare it with their own drawing. Is Icarus at the centre of their drawing or elsewhere? Does anyone notice or care about his fall?

## Use visualisation in your own story writing 利用視覺進行故事創作

A great way to do this is to watch an animated short with your child and then encourage them to write the story by themselves.

Many of the Pixar shorts are perfect for this task as they don't feature any words and force you to focus on the visual techniques that are used to tell the story. At first, this will seem like a challenge to your child, but soon they will grow used to using visual descriptions in their writing and be able to use this technique in their own original stories. They will also find that they understand the visual techniques used by poets and writers they are asked to read much better.

By learning to visualise words as they read, your child can approach poetry in a new way. When we use our senses as well as our brains, the story a poem tells becomes a lot clearer. The goal of the visual approach is that a poem no longer seems shrouded in mystery. Using the tools of close reading and visualisation, your child will come to understand that nothing is truly hidden from the attentive reader.



# 文言解 Classical Chinese C

學生們常視文言文為洪水猛獸，但其實只要了解文言題目大概有哪  
下有哪些常見的文言題型吧。

## 一、語譯字詞題型：前文後理、猜測詞性

將文言文的字、詞和句翻譯成白話文是必考題型，設這類型题目的目的是想知道我們的文言基礎知識足不足夠。技巧是回去看整篇的原文，劃出題目問的字詞句其實是在文章中的甚麼位置，再看看它前前後後鄰近的內容給了我們甚麼線索去找它的意思。用「之」字作為例子，很多文言文都會大量出現這個字，但在每一句中的意思卻可能不一樣。在我們能記住所有解釋之前，還有甚麼方法呢？

可以先試這個技巧，例如《童趣》有一段談夏蚊，一開始就說「夏蚊成雷」，到後來有一句「昂首觀之，項為之強」。如果問到這兩個「之」字是甚麼意思，那就要先想主角抬頭看的「之」是甚麼？它的前面是動詞，所以它會不會是名詞或代詞？而頸項為了「甚麼」而僵硬？那就要回去看看這段的開始，原來整段的重點都是談夏蚊，那「之」當然就是夏蚊。又例如《為學一首示子侄》談起富僧和貧僧，有一句「貧者語於富者曰：『吾欲之南海，何如？』」如果問到這個「之」是甚麼意思，就要想想貧僧希望「甚麼」南海？它後面接的是賓語、是地點，那它會不會是動詞？有甚麼動詞適合放在這句裏面？這樣，我們就有機會知道答案是「去」。用這個技巧，就算我們認識的文言字詞還未足夠，都可以有解答問題的第一步。

## 二、理解故事情節的題型：列出文章中的主角與人物

第二類是問文章情節的題目。例如說問某個地點或事物有甚麼特色、某個人物有甚麼形象、想法、反應或者作出這些反應的原因等，其實目的都是問我們文章中發生了甚麼事情。回答這類題型時，可以用小圖表列出文章的主角與人物，再看看他們之間的互動及事情的因果關係，然後推斷文章的最後或結局是如何。這樣，即使我們沒有辦法了解文章中每句句子甚至每個字的意思，亦可以對主題有整體概念，以及明白個別情節對整篇文章的意義。





# 題技巧 omprehension Skills

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些類型，再針對相關類型練習，便可提升相應的答題技巧，我們看一

### 三、歸納文章主旨題型：尋找文章關鍵句

最常見的第三類是問文章的大綱與主旨。例如在《英雄之言》問作者認為英雄的本質是怎樣、在《能言鸚鵡》問作者發現今日社會的禍患在於甚麼等問題，然後要我們選擇一句能呼應作者觀點的原文，基本上就是問文章大綱。回答這類題目，就需要根據文章標題找出對整篇文章最關鍵的一句，簡單說明我們讀過這篇文章的整體印象和想法。

以《英雄之言》為例，作者在最後一句說出美麗的房屋、安逸的遊樂，不引人羨慕而偷偷窺探，是很少見的事。由此可見，所謂「英雄」亦不能例外，本質上還是希望滿足自己的私慾。以《能言鸚鵡》為例，當中最長的一句對白是說現在的讀書人，叫他說「廉」他就能說廉，叫他說「義」他也能說義，但到要做的時候卻不廉不義。這就是標題所說的「能言鸚鵡」，作者是在諷刺這種滿口仁義道德但要做的時候卻做不到、只做表面不分真假不願實踐的人。可見，這類題目其實只要求我們明白文章的關鍵句子，並不要求我們了解所有細微的情節與事例也可以正確回答。

## 創意寫作的價值 The Value of Creative Writing

創意寫作指的是以創造的方式表現的寫作，形式多種多樣，旨在激活學生創意的同時，也保證學生的寫作能力，如審題、立意、選材、修辭等。那麼，創意寫作的價值在哪裏呢？



對於**小學低年級段**的小朋友，他們識字不多，卻非常喜歡表達，所以短詩或者編小故事對他們而言是一種很好的寫作方式。我在教學中發現，他們樂於用自己所學的詞語去創作短詩，寫完後還特別有成就感，覺得自己也是小詩人，寫作原來很簡單也很有趣。

對於**小學中年級段**的學生來說，他們已經有語言的掌控力，正是需要培養想像力的階段，而創意寫作可以很好的幫助他們開發想像力。如續寫故事就要求他們在理解原故事的基礎上，抓住關鍵線索進行合理的想像。有些學生覺得故事中的一些情節不合理，或者覺得自己可以寫的更好，寫作慾望十分強烈。我讀他們的創作時，常常覺得他們的作品比原故事精彩多了！



對於**小學高年級段**的學生，他們正在學習各類實用類文本的寫作格式，但是他們覺得傳統實用類文本的寫作十分枯燥。而將實用類文本與創意結合，他們則會更樂於學習。例如在中文寫作班第五級的教材中，有為哆啦A夢設計法寶的使用說明書這類創意寫作課程，學生興趣濃厚。寫作時不僅考慮周全，從多方面介紹法寶的使用方法，還主動配圖示意。我在批改時也覺得十分有趣，不禁感慨他們的創意。

對於**中學生**而言，創意寫作更考驗他們對文字、修辭和寫作手法的靈活運用。在寫作中對語言文字的把控，也幫助他們思考和回憶在閱讀作家作品時學習的寫作手法，寫作和閱讀便能相輔相成。



每一位學生都具備創造的能力，創意寫作更是從他們的興趣出發，補充了傳統寫作的不足，增加學生對寫作的意願和信心。

# 閱讀古典文學

## Reading Classical Literature

i-Learner Chinese  
Team 智愛中文組

由小學過渡至中學，學生最大的難處多是未能適應文言閱讀。在這裏，我想分享一些關於閱讀古典文學的感想和技巧，給未能自如徜徉文學世界，或是渴望中文成績更上一層樓的同學一些小建議。

閱讀古典文學與閱讀理解和寫作的關係千絲萬縷。有一次上初中的愛上語文班時，我和學生在讀一篇近代文章，讀到「不能已於言」，也就是「不能停止說話」的意思。學生不解地問，「已」字難道不是「已經」的意思？我問，那麼「興奮不已」的「已」字又作何解呢？「已」字「停止」之意，看似已經「作古」，其實仍活在日常的中文裏。中國的文學一路傳承，即使是現代白話文也不能和文言文完全割離。多看古典文學，令學生在白話文上事半功倍，更令同學平日閱讀材料變得多樣化，減低抗拒學習語文的情緒。

另外，詩詞教育十分著重發展學生的想像力和共情能力，在老師的引導下，閱讀古詩能訓練學生在有限的文字裏品味出作者的深意，體會別人的情感也有助學生文從字順、適當表達自己。而且詩詞雖短，仍有起承轉合，對作文力有未逮的同學，可以參考詩詞的寫作手法和結構，昇華自己的文章。

閱讀古典文學，其中一個重要策略是知人論世。一首詩、一篇文章並不會無故存在，閱讀前後可以瀏覽作者生平、了解創作原由。積累文化常識的同時，能培養同學的思考習慣，久而久之，對他們回答價值判斷、分析原因等長問題的能力都有莫大的幫助。

對於年紀小的同學，我建議從絕句入門。絕句只有四句，多看多讀，讀的時候留意斷句、重音和語氣，有理解作品並培養語感。年紀稍長的同學，則可選擇更長的作品。若覺得四大名著太長，也可以讀一些短文。古典文學的世界裏有非常多的精品短文，尤其是不少成語故事其實都是從古典文學中抽取出來的，例如《刻舟求劍》。同學也不妨先讀白話版成語故事，再讀原文。老師最喜歡的一篇是唐宋八大家之一的柳宗元所寫的《蝻蝨傳》，僅二百零五字，耐讀優美。

閱讀古典文學能提升同學的美感，幫助同學藉著古人的眼睛發現並理解世界每事每物的存在，為同學的品德情意發展提供養份。閱讀古典文學就是讓人從情、理上反躬自身的過程，希望同學從這刻開始善用這個寶庫吧！





Iqra Sultan

# 建構並 ORGANISING AND P

Speaking fluently is one of the most important language skills your child can have; it helps them share their ideas easily and confidently. Fluent speaking, however, isn't just about knowing the right vocabulary and grammar. Your child also needs to organise and present their ideas clearly. This may sound draining to them, but it simply takes practice. When they can finally do it, their ideas will sound clear, systematic and logical. It will help people to understand them quickly and easily, and that's the key to fluency.



**Here are some steps to help you guide them to organise ideas in their mind before speaking:**

1. If your child is starting a new topic or discussion, they should introduce it with a topic sentence, just like they would in an essay. This sentence should include their main idea and their stance on the issue.
2. In the following sentences, your child should explain the idea in more detail. They can add linking words, conjunctions and connectives here to make their ideas clear and organised.
3. Next, they can add examples. Using phrases such as 'for example' or 'for instance', they can make it clear to others that they are giving examples to them. These could be real-life instances, something they have read before or something they have seen on the news.
4. Before they finish expressing their ideas, they should repeat their main points in a short, summarised way. This helps the listener know what they should respond to.

# 圖述想法 PRESENTING IDEAS

Boosting your child's fluency will help them convey their ideas successfully in school interviews and presentations, so working with your child on improving in this area is well worth the effort. To your child, following these steps may sound difficult and overwhelming in the beginning, however, remind them that with practice it will become a habit. Encourage your child to follow these steps in their daily conversations, and in no time, they will become a fluent speaker.

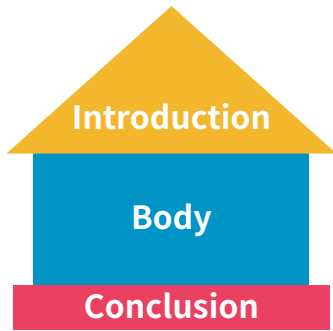




Rebecah Lin

# 在結構框 WRITING WITH

When children start secondary school, the biggest change in writing is the type of writing. Whilst most children get used to creative story writing and descriptive writing in primary school, secondary students have to become adept at writing essays, such as argumentative and comparative essays. This is when learning to write with structure becomes more important.



Writing an essay is like building a house. First, you need to lay a firm foundation with a strong introduction; then, build the storeys with your body paragraphs; and finally, use a conclusion to complete your essay, just as a roof covers the entire house. Without structure, the reader will find it hard to follow the essay's logic and make sense of the arguments. Help your child tighten the structure of their essays by following the guidance below:



## Every part is important in essay writing 論文寫作中的每一部分都很重要

In general, an essay should consist of three main parts: introduction, body and conclusion. Children often focus on the body and forget that the introduction and conclusion are just as important. In the introduction, they need to introduce the essay topic as well as state their thesis statement (the main argument of the entire essay). The introduction also gives a short overview of the points that will be discussed in the essay. At the end, there should be a conclusion which ties the whole essay together by referring back to the thesis statement and key points. Therefore, your child should avoid bringing up new ideas in the conclusion.

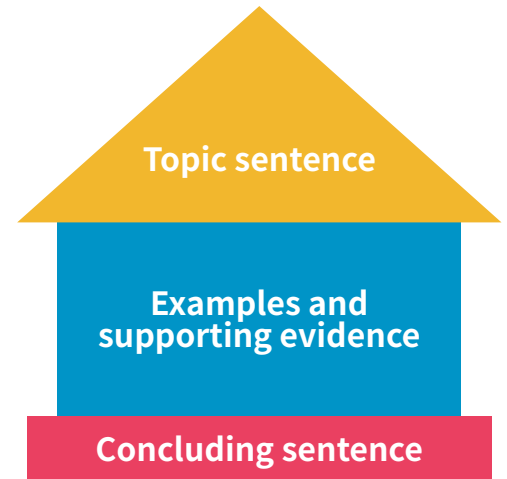
# 架下寫作 H STRUCTURE



## Structure within the essay 論文的結構

Not only does the essay have an overall structure, but each body paragraph needs to have a certain structure as well. The body paragraphs can begin with a topic sentence which states the main point of the paragraph and links it to the thesis statement. If the thesis statement of the essay is 'Social media causes more harm than good,' a good topic sentence for a body paragraph would be 'Social media has led to an increase in cyberbullying.' This main point is then followed by further elaboration and supported with relevant examples. These examples can take a variety of forms, such as anecdotes, statistics or literary quotations. The body paragraph can then be wrapped up with a short concluding sentence.

When writing essays, the how (structure) is as critical as the what (content). With practice, every child will be able to write coherent and well-structured essays.





Alison Fu

## 準備學校測驗及考試的重要小貼士 TOP PREPARATION TIPS FOR SCHOOL TESTS AND EXAMS

### 1. Constantly review materials 不斷複習學習材料

Studies have found that without review, more than half the content taught in a lesson is forgotten by the next day. From my observation, students who jot down notes in class and review them after each lesson tend to remember things more solidly and ask more constructive questions about things they're taught. Get your child to review what they have learnt regularly.

### 2. Get reference materials 獲取參考材料

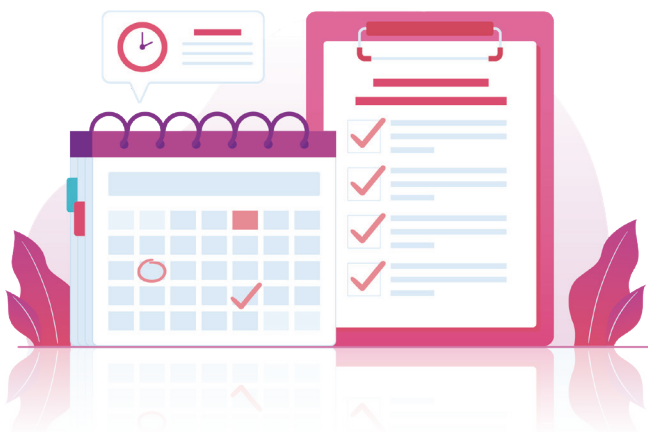
Past papers and previous school materials are two excellent sources of reference to predict what the test or exam might look like. From these, your child can infer the style, format, mark allocation and types of questions that will appear on the paper. This knowledge will help them identify the more important topics to focus on.

### 3. Discover and eliminate weaknesses 發現並減少薄弱項

Allow plenty of time before your child's exam to figure out what their weak areas are within the syllabus. I always remind my students of the importance of homing in on their weak areas, even though they'd prefer to ignore these. Try to get them to drill their weaker topics until they know them like the back of their hand. They will realise their accuracy has improved through trial and error, as each time they make a mistake, they learn how to avoid making the same mistake next time.

### 4. Design a study timetable 設計學習時間表

Everyone has their own pace. Some children need to stay completely focused and study intensively for hours, while some thrive with their study schedule being interspersed with snack breaks and short games. Put away things that cause distractions (such as tablets and phones) when it is study time, but bring them out for a few minutes if their brain needs a break.



If you support your child in adopting these strategies, there is no doubt they will pass their tests/exams with flying colours and be well-prepped for secondary school. At i-Learner, our teachers are always ready to help your child with areas they find tricky, make sure your child seeks help if they need it. In addition, our [Exam Practice](#) sessions enable students to practise for their upcoming exams.



# 如何從作業中收穫最大

## HOW TO GET THE MOST FROM DOING HOMEWORK



Esme Kwok

Doing homework can be rewarding if it is done effectively and efficiently. It is a chance for your child to refresh their memory of what they have learned at school, and a way for you to find out which part of your child's understanding of the material needs a little work.

I have helped many students improve their study strategies in order to get more from doing their homework. Below are some tips on how you and your child can do this as well:

### 1. Create an effective study environment 營造高效的學習環境

The more distractions there are, the less effectively your child will be able to do their work. Make sure your child does their homework in a quiet place out of reach of televisions, computers, mobile phones and other electronic gadgets. This prevents them from being distracted and allows them to concentrate. The effect of this is that your child will do their work faster, and most importantly, it reduces their chance of making mistakes.

### 2. Make and follow a homework plan 制定作業計劃表

Discuss with your child the homework they need to complete and set an order in which to do it. Make sure your child follows the plan closely. This plan needs to be based on the working style and personality of your child – start with the hardest pieces if their focus slips quickly, or start with short assignments that can be finished quickly if they need a confidence boost before they tackle more difficult tasks later on.

### 3. Let your child proofread their work 讓孩子自己檢查作業

Parents tend to help their kids proofread their homework and ask them to make corrections. Next time, try to ask your child to proofread their own work after it is done. During this process, not only can children check their understanding of the topics covered, but they also learn to be more responsible and answer questions more carefully both when completing homework and doing tests or exams.

Finally, most important of all, allow your child to take short breaks to help them stay sharp. A little treat like your child's favourite snack or 15 minutes of video games can also serve as the motivation for doing homework quickly and accurately! Over time, your child will learn to work on their homework independently as their responsibility increases at secondary school.





Iain MacDonald

# 如何安排 HOW TO STRUCTURE

Preparing for exams should not be a last-minute rush of activity. If your child thinks of it as self-organised homework,

I often help my students prepare for their exams, and it is always the ones who are organised and structured in their preparation that helped me make the best use of my time, and get the most marks for my effort. Get your child to try some of the

## Bite-size tasks 細分學習任務

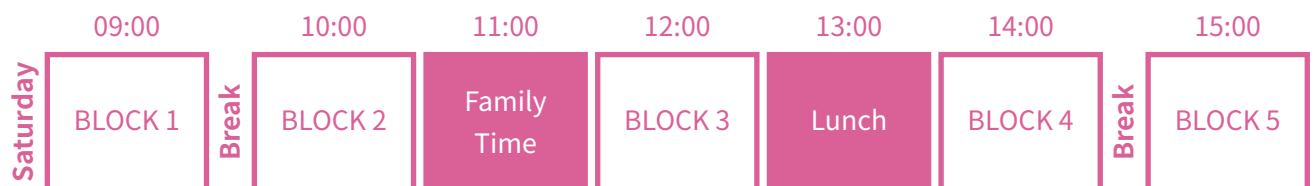
Begin by asking your child to write down all the subjects they need to revise for this exam period. With your child, expand each subject on the list by detailing the topic areas they need to cover. They should use this list as the basis of their preparation and should ensure they have sufficient time to cover everything. Remind them that it will feel great to tick off the topic areas when they finish them.

## Daily routine 養成日常複習的習慣

The first key to revising well is to make it part of your daily routine. Your child is much more likely to stick to a schedule if it becomes a habit. For example, you can allocate a revision timeslot for them after school, right before dinner, and another one just after dinner. Helping your child stick to a regular schedule reduces unexpected surprises, and they'll find it much easier to start working after only a few days in the habit.

## Blocks and breaks 將時間區塊化

Work with your child to create a chart showing the whole week divided up into days and time-slots. Start by filling in periods that can't be moved (e.g. school or family time). Then divide the remaining time into blocks. For me, blocks of about 45 minutes work well, but each person is different, so be sure to modify the blocks to suit your child's level of productivity. Schedule 5-10 minute breaks between the blocks in order to give your child's eyes and brain a quick rest (this will make their working time more efficient overall). Here's an example:



Once you have figured out their revision blocks together on a chart, make copies of it for each week until the date of their exams. On the copies, break down each topic from the task list into micro-tasks they can achieve in each block. Discuss and agree with your child what micro-tasks they can realistically achieve in that hour. These micro-tasks could be things like: 'Make flashcards and go through them twice getting 50% of them correct', 'Research 5 animals that live in a tundra biome', or 'Write a 300-word practice essay'. Getting your child to colour code the chart can help make sure they have a balance between the subjects and also avoid fatigue from spending too much time on a single focus.

# 複習時間 FREE REVISION TIME

work, this helps them be more productive, get better grades, and feel less stressed.

their preparation who do best. During my own studies, I learned several useful methods for revising. These  
ese tactics themselves to see which ones work for them.

## Planning ahead 提前計劃

Help your child to plan ahead. Encourage your child to share with you what they have done at school and what books they have used. By doing this, your child will always make sure they know what work is coming up so they can prepare properly, for example by getting any library books they need.

## Free time 預留空間時間

Finally, avoid allocating all the time blocks too far ahead of the exam. Leave some time free that you can fill in later should your child need it. Once they get into revision, they'll soon realise which topics they know better than they thought and which they're really struggling with. You can adjust allocations together accordingly to spend more time on the areas they're weaker at.

With proper revision planning and preparation, your child will get into the habit of organising their revision schedule. This habit will help them prepare for busier exam periods, when they have more subjects and exams to revise for at secondary school.



# 高效溫習 Effective Revision

踏入小學高年級，所累積的知識愈多愈廣，在溫習時是孔子在教導自己的弟子時提到過一句話：「溫故而知新」，我們溫習已學知識的時候，不斷地重溫不僅能幫助我們加強知識，我們就一起來學幾招高效的溫習方法，助你一臂之力。



## 招數一：注意力穩定大法

我們在溫習的過程中，常常發現注意力不能長期保持穩定，有時候想去玩一下文具，有時候想去喝一杯水，這些都是我們的注意力分散的時候會發生的自然反應。我們的注意力本來就是有規律地起伏變化，一般來說，我們最集中注意力的時間，大約只有 20 至 25 分鐘，因此一定要將這黃金注意力的時間抓住。在注意力高度集中的時候，先溫習重點或難點，整理出思路，帶著問題去溫習。

## 招數 3: 思維導圖編碼大法

認知心理學研討指出，我們對於腦海中記憶的追溯，取決於信息編碼的方法，深層次的記憶更有利於常識的回憶和提取。深層次的記憶是在回憶內容時和已知信息間建立聯繫，而在腦海中建立思維導圖連結是最為有用的方法。通過思維導圖的樹形結構把知識串連在一起，成為你腦海中的知識網譜。

因此，在我們的學習中，書本中的知識不是一個個無序堆積的知識點，而是一個樹形結構，每一個節點就是一個問題。我們可以在溫習時去建立並完善自己的思維導圖，在學習中不斷調整、增刪節點，不斷發展、壯大，形成屬於你自己的知識思維導圖編碼。



# 習的方法 Revision Techniques

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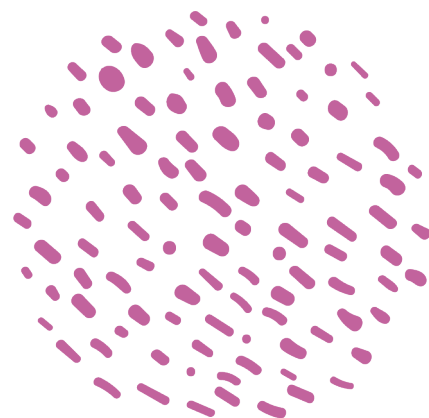
否會有種無從入手的感覺？

。」不論是我們的日常學習中，還是在備考的過程中，在我  
識的記憶，更可以幫助我們從中得到知新的理解與體會。今



## 招數二：防止記憶衰退大法

根據德國心理學家艾賓浩斯的記憶曲線，我們發現遺忘往往在學習之後立刻開始，而且忘記的過程並不是逐漸忘記，而是最初忘記速度很快，之後逐步緩慢。我們在剛學完新的知識後的 20 分鐘後，就會遺忘 42% 的內容，一天之後我們所學的知識有一半以上都還給了書本。那麼溫習就成為了我們必須要儘快做的一件事情，為了防止記憶倒退，我們應該遵循「多次重複」的原則，在剛學完新的知識內的半天、一天、三天等合理的溫習時刻點進行多次的溫習就會事半功倍。



學會這三個溫習大招，在合理的時間點，專注地以思維導圖編碼的形式去溫習功課，那麼在每一個溫習的節點都可以幫助你將所學知識點再一次銜接，你腦海中的知識之間的連接就越來越嚴密，越來越有條理，越來越有生命力。不僅僅紮實了你學習的基本功，更能夠在你面對新的問題時，幫助你觸類旁通，越學越好。

# 中文閱讀取得 How to Improve Reading

一直以來，中文閱讀理解是不少同學的弱項。面對冗長複雜的考試文章，同學們往往像在買彩票一樣，蒙中題目要求才能多拿幾分。

然而，中文閱讀理解並非洪水猛獸，只要方法得宜，很多看似困難的題型都會迎刃而解。

## 一、速讀

首先，無論文章長短，都先進行一遍速讀。第一次閱讀文章，不用一字一句細看，速讀是為了歸納文章基本內容和主旨。同學在速讀的時候，可以多留意每一段的中心句子，以便應付「歸納段落大意」題型。

## 二、針對性細讀

此技巧可運用在長題目上。一篇文章裏不會把全部內容都用作詳問，所以只要看清楚長問題針對的部分在哪裏，然後對該段落進行細讀，此舉可大大縮小閱讀範圍，使同學能更好地利用時間，仔細分析段落寓意，更容易精準掌握答案。



# 得高分的技巧

## g Comprehension Skills

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往往感到毫無章法，又或捉摸不到題目要領，致使中文閱讀卷成績飄忽不定，每次都

刃而解。這次我想分享三個小技巧，同學們看完可以嘗試運用，提升中文閱讀的能力：

### 三、判斷題型，逐一擊破

閱讀理解一般有長問答、短問答、選擇題和歸納段落大意這四種題型。短問答和選擇題一般來說都言簡意賅，容易透過小段文句便找到答案，在剛完成速讀的情況下，同學可快速找到題目對應的文章範圍，優先作答這些題目。面對長問答，則可以配合細讀，慢慢思考題目的內容要求（例如要同學回答原因、結果、例子等），找到答案。這樣的答題鋪排提供清晰的思路，幫助同學找到答卷的節奏。

「歸納段落大意」因為一環扣一環，所以經常落入一子錯滿盤皆落索的陷阱裏。其實很多時候，歸納在一起的段落都是圍繞同一件事情 / 一個人 / 一個時期等去作敘述，我們可以看到段與段之間的關聯。每一次分段感到懷疑的時候，不妨問問自己：這一段跟上一段有沒有關係？它們是不是在說同一件事情？這樣的自我反問，會幫助同學更容易釐清歸納的分界線。

然而，很多同學都會反映，即使不斷操練試卷，卻還是難以理解和接收作者的信息。這是因為不少同學都忽略了閱讀理解重要的一環——閱讀。這不僅僅是說考試時的那些篇章，更是在說同學們在課餘時間的閱讀量。

中文文章體裁、題材千變萬化，卻又萬變不離其宗。實際上，不少作者在使用埋藏伏筆、推進情節、點題、收尾、象徵等技巧時，都是在前人的基礎上，逐漸形成一種脈絡、習慣。

比如：

「金井梧桐秋葉黃，珠簾不捲夜來霜」——王昌齡《長信秋詞》

「枯藤老樹昏鴉，小橋流水人家，古道西風瘦馬。夕陽西下，斷腸人在天涯。」——馬致遠〈天淨沙—秋思〉

我們可以看到，秋天這個意象，總是被作者們拿來象徵哀傷、別離。在中國歷代作品的反復使用後，中文語境下的秋天，便被大致定下了悲傷的基調。當然也有例外，但是這也說明了，只要多閱讀不同的作品，我們就慢慢能判斷作者的意圖。累積充足的閱讀儲備後，同學們再回到考場上，便會如魚得水，得心應手。

說到底，專攻考試技巧，也許能抓住閱讀理解的鬚鬚，但要徹底馴服它，還是得經年累月的閱讀。正所謂「知己知彼，百戰百勝」，所以從現在起，給自己定個閱讀目標吧！



Willow Hewitt

# 賞析英文詩歌中的文學技巧

## ANALYSING LITERARY TECHNIQUES IN ENGLISH POETRY

In primary school, English literature teachers often ask students to find literary techniques in a poem or story. An example of a literary technique is imagery, which is any description that appeals to the five senses (e.g. a rattling drum = hearing, a slippery, sharp icicle = touch).

In secondary school, English literature teachers usually want students to work beyond finding techniques. They need students to answer harder questions which can be vague ones like 'Analyse the use of imagery in William Blake's *The Tiger*.' This can be hard for your child to do well initially and requires practice.

**With your child, practise by looking at *The Tiger* below and following the instructions that follow it. This will show your child how to answer a question about imagery.**

### The Tiger

by William Blake

TIGER, tiger, burning bright  
In the forests of the night,  
What immortal<sup>1</sup> hand or eye  
Could frame<sup>2</sup> thy\* fearful<sup>3</sup> symmetry?

In what distant deeps or skies  
Burnt the fire of thine\* eyes?  
On what wings dare he aspire<sup>4</sup>?  
What the hand dare seize<sup>5</sup> the fire?

And what shoulder and what art<sup>6</sup>  
Could twist the sinews<sup>7</sup> of thy heart?  
And when thy heart began to beat,  
What dread<sup>8</sup> hand and what dread feet?

What the hammer? what the chain?  
In what furnace<sup>9</sup> was thy brain?  
What the anvil<sup>10</sup>? What dread grasp  
Dare its deadly terrors clasp?

When the stars threw down their spears,  
And water'd heaven with their tears,  
Did He smile His work to see?  
Did He who made the lamb make thee?

Tiger, tiger, burning bright  
In the forests of the night,  
What immortal hand or eye  
Dare frame thy fearful symmetry?

- 1 **immortal** living forever, something that cannot die
- 2 **frame** make, create, contain
- 3 **fearful** likely to cause fear, also meaning extreme, great
- 4 **aspire** hope, dream, literal meaning go higher
- 5 **seize** take, grab
- 6 **art** here refers to skill, technique
- 7 **sinews** parts of muscle tissue
- 8 **dread** great fear, also meaning something great to fear, sublime
- 9 **furnace** hot oven used to smelt steel and iron to make metal, also meaning fire
- 10 **anvil** heavy metal block used for shaping metal (usually with a hammer)

\*Thy, thine and thee are all Old Middle English words for 'your' and 'you'





When writing about the use of imagery in a poem, it is important to remember that the point is to explain what the poet is trying to say, rather than simply list the literary techniques they have used.

A good analysis of imagery will include:

- What effect the technique has on you as a reader
- How it combines with other techniques (you'll need to include this if writing an essay as it can be hard to write more than one paragraph about a single technique)
- What does it add to the poem? For example, does it change the tone or contribute something to the meaning?

Below is an example of what a short commentary on imagery could look like and how we can divide it into several parts:

Using a *metaphor* in stanza 4, Blake describes **the creator of the tiger as a blacksmith wielding heavy metal tools by a hot and burning furnace, forging the powerful tiger as if it were made of steel.** A blacksmith can be associated with the making of weapons; the use of this description and the imagery surrounding it adds to the reader's understanding of the tiger as a dangerous, fearful creature. It also tells the reader something important about the creator of the tiger who is able to wield these tools with a "dread grasp" to create and "clasp" the "deadly terrors" of the tiger. The creator must to some extent be fearful and powerful too. The strong imagery supports the significant metaphor to create a powerful depiction of the tiger.

what *technique* is used + what is the **effect** + what does it add to the meaning of the poem

You can practise writing about imagery by answering this question: Look at lines 1-2 of the poem. Describe the image that Blake is trying to evoke in the first two lines. What is the effect?

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This article is an extract of [The i-Learner Poetry Workbook: Daffodil Level](#). Discover 9 more classic poems and learn techniques to analyse them in this book. Collect the whole set of workbooks for guided questions on 40 poems along with answers and audio recordings to aid understanding. For hands-on poetry teaching, join i-Learner's [Critical Reading and Writing](#), [Voyage](#) and [Discovery](#) courses.



Joyce Wong

# 在家也可以實踐 WRITING PROMPT

Children often find writing to be a challenge. 'How do I start?' or 'What should I write about?' are just some of the questions that come to their minds. However, the best way to start may just be to put pen to paper and get writing. Practising with writing prompts at home can help remove the pressure of getting the 'perfect' essay or story down and can dramatically boost creativity. As your child writes, they will begin to feel the creative juices flow.

Here are some writing prompts for your child to try at home:

1. Primary students don't always enjoy writing very much. An engaging way to start them off is to ask them to draw a picture and write a story around it. Ask your child to draw a setting of their choice and ask questions that allow them to build on their setting such as, 'What is the weather like?' and 'What kind of person might live here?'. These questions will help expand their idea and allow them to create a story out of the picture. When they have enough ideas and are proud of the drawing they have created, ask them to write a story around it.
2. If your child is a more independent writer, give them a photo of an unusual or exciting place and ask them to write about it. You can use photos of haunted houses, deserts, beaches, forests or cities. Can they use the five senses (sight, taste, touch, hearing, and smell) to describe the setting? Challenge them further to use other literary techniques, such as personification, metaphors and similes.



# 簡單的寫作小技巧 EASYS TO DO AT HOME

3. Upper primary students can increase their self-awareness and essay writing skills with one of these thought-provoking questions:

- Should students be allowed to use their phones in school?
- If you ruled the world for a day, what kind of ruler would you be, and what would you change about the world?
- If you could live anywhere in the world for the rest of your life, where would it be?



Writing with these useful prompts will help your child overcome their fear of writing and improve their grammar and writing skills, enabling them to complete longer pieces of writing comfortably. In our centres, our [Love to Write course](#) inspires students to write for different purposes. Contact us to find out more.

## 5 SENSES



TASTE



HEARING



SIGHT



SMELL



TOUCH





Joyce Wong

## 利用繞口令和詩歌練習口語 PRACTISING SPEAKING WITH TONGUE TWISTERS AND POEMS

By the time your child reaches the end of primary school, it is important that they have developed their speaking skills sufficiently so that they can communicate confidently. If your child is still lacking a bit of confidence in speaking, an easy way to increase their fluency is to practise speaking more often.

At the beginning of our [Global Speaking Passport](#) lessons, students practise their enunciation, tone and pacing with different phrases and tongue twisters. Besides improving reading fluency, practising with different phrases and tongue twisters helps children learn how to convey a message or feeling through their speaking, as well as learn how to speak with more impact. This leads to them becoming better communicators in secondary school interviews. Ask your child to practise these tongue twisters and poems:

*Say these sentences smoothly with a natural pace and tone:*

This cactus is green and spiky.

The brighter the lights, the bigger the city.

I like to hike when it's fine but not when it's wet.

I feel so well prepared for this test

I left my trolley in the underground car park.

*Avoid tripping over your words with these tongue twisters:*

Big pig in a wig.

The blue bird bounces brightly.

There's no light late at night.

We surely shall see the sunshine soon.

I study when it's sunny with my study buddies.

Give papa a cup of proper coffee in a copper coffee cup.

The soldier decided to desert his dessert in the desert.

Whether the weather is warm, whether the weather is hot, we have to put up with the weather, whether we like it or not.



Project your voice and make the feeling clear in these short phrases:



Eureka!  
It is too hot to run today!  
On school days, I get up at 6 am.  
This island is beautiful. Look at the beaches.  
Look at my grade. I got an A!  
Been there, done that, got the T-shirt.  
I don't want to do my chores today at all!  
Today, I forgot my umbrella, and I got soaked in the rain.

Now try to perform this limerick and poem:

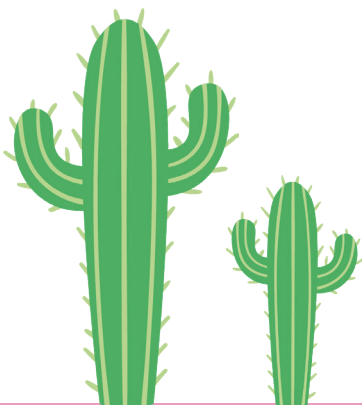


Limerick

An ambitious young fellow named Matt  
Tried to parachute using his hat.  
Folks below looked so small  
As he started to fall,  
Then got bigger and bigger and SPLAT!

The Falling Star by Sara Teasdale

I saw a star slide down the sky,  
Blinding the north as it went by,  
Too burning and too quick to hold,  
Too lovely to be bought or sold,  
Good only to make wishes on  
And then forever to be gone.



Scan the QR code or visit our [website](#) to read the rest of the tongue twisters and poems.



## 高小推薦書目

### Upper Primary Book Recommendations

Reading can help your child develop their vocabulary, consolidate their grammar knowledge and boost their imagination. Take a look at some of the books recommended by our teachers for upper primary students. Don't forget, our i-Learner libraries are filled with exciting books of all genres, which are available to borrow.

#### English Book Recommendations 英文推薦書目

- Michael Rosen's A-Z: The Best Children's Poetry from Agard to Zephaniah
- How to Train Your Dragon\* by Cressida Cowell
- Horrible Histories\* by Terry Deary
- A Series of Unfortunate Events\* by Lemony Snicket
- Pippi Longstocking\* by Astrid Lindgren
- Journey to the River Sea by Eva Ibbotson
- Millions by Frank Cottrell Boyce
- Stig of the Dump by Clive King
- Mrs Frisby and the Rats of Nimh by Robert C. O'Brien
- Ballet Shoes by Noel Streatfield
- The Wolves of Willoughby Chase by Joan Aiken
- Harriet the Spy\* by Louise Fitzhugh
- I Was A Rat! by Philip Pullman
- Snow Spider\* by Jenny Nimmo
- Children of the Red King\* by Jenny Nimmo
- The Chronicles of Narnia\* by CS Lewis
- The Sheep-Pig by Dick King-Smith
- Goosebumps\* by RL Stine
- The Borrowers\* by Mary Norton
- The Mennymys\* by Sylvia Waugh

\* This is a series - if you like one, you should try the rest!



## Chinese Book Recommendations 中文推薦書目

- 《阿濃陪你讀唐詩》 阿濃
- 《一生承教》 小思
- 《旅人》 胡晴舫
- 《撒哈拉的故事》 三毛
- 《縫熊志》 西西
- 《練習簿》 董啟章
- 《阿 Q 正傳》 魯迅
- 《臺北人》 白先勇
- 《駱駝祥子》 老舍
- 《衛斯理系列》 倪匡
- 《射雕英雄傳》 金庸
- 《西游記（兒童版）》 吳承恩
- 《三國演義（兒童版）》 羅貫中
- 《不可思議先生故事集》 林世仁
- 《我的媽媽是精靈》 陳丹燕
- 《校園三劍客系列》 楊鵬
- 《小王子》 聖修伯里
- 《歐亨利短篇小說選集》 歐亨利
- 《福里茲與阿嬤的魔法雞》 米歇爾 · 羅爾
- 《湯姆歷險記》 馬克·吐溫
- 《佐賀的超級阿嬤》 島田洋七
- 《在天堂遇見的五個人》 米奇·艾爾邦
- 《詩無敵——李白》 張曼娟、高培耘
- 《文學大師的 25 堂寫作課》 梁科慶、阿谷、周淑屏
- 《三國成語有故事》 宋詒瑞
- 《手繪百科——有趣的世界首都》 洋洋兔
- 《中國語文不難學 為甚麼我總是學不好》 許迪鏘
- 《我們為什麼要讀書？為什麼要工作？》 池上彰



For more recommended books, scan the QR code with your phone or visit our [website](#).



# 我們最受歡迎的小學課程 Our Top Primary Courses

## Critical Reading and Writing 批判性閱讀與寫作

Our Critical Reading and Writing course helps students develop a range of critical thinking skills, such as an ability to develop an informed and critical response. Using literature as a base, students polish more advanced aspects of reading and writing skills, while also refining their higher-order thinking skills.

## Advanced Grammar and Reading 高級語法與閱讀

Our course helps students acquire and master a wide range of grammar constructions that lay the foundation for them to comprehend texts and write with accuracy, the skills required for exam success and which are essential in real-life contexts.

## Love to Write 愛上寫作

Our Love to Write course guides students through all the skills they need to put their thoughts on a page effectively. Students develop their confidence, creativity and accuracy in writing as well as learn how to make their writing stand out across a range of genres and styles. Students learn how to write effectively and with a purpose.

## Tongxin Zhongwen 童心中文

課程以《啟思新編中國語文》課本為依據，從字詞、造句、閱讀與寫作四個方面展開教學，並提供針對性的不供詞填充練習與模擬考試試題。該門課程分成六個級別，循序漸進地帶領孩子領略中文的秘密。亦根據不同階段，分別提供六本練習冊，供學生在家或課前或課後練習，系統地提升語文能力。

We also provide a range of exam preparation, interview and admission courses to cater to a range of needs. To find out more, visit our [website](#) or contact us.

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