

牛津英語讀寫課程



**牛津獨有
讀寫設計**

助孩子寫出好句式
輕鬆應付考試

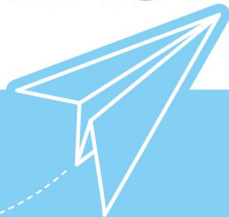


適合6歲或以上孩子

主題學習

先閱讀後寫作

讀寫更EASY



第一步

從閱讀策略開始，詞彙、
文體和文法知識融會貫通

焦點詞彙



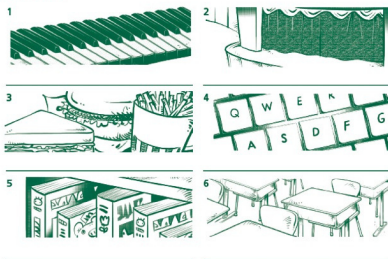
Vocabulary focus

Do you remember the following words?

actor (<i>noun</i>)	computer room (<i>noun</i>)
assembly hall (<i>noun</i>)	library (<i>noun</i>)
canteen (<i>noun</i>)	music room (<i>noun</i>)
classroom (<i>noun</i>)	singer (<i>noun</i>)

Task 3

Where can you find these things? Fill in the blanks with the correct words from the board above.



閱讀策略



Reading Lesson:

Reading strategy

Making inferences

When writers do not tell us everything in a text, we can make inferences. We try to find out more from the text. We also make use of what we already know.

To make inferences, follow these steps:

- 1 Find the keyword(s) in the question.
- 2 Think about what you know about the keyword(s).
- 3 Read the text or look at the picture. Ask yourself, *What does it say about the keyword(s)?*

Look at this example from page 5 of your book:

Where can I find the rooms.

1 I can see lots of chairs. assembly hall

1 The keywords in the question are lots of chairs.



Where can I see chairs? The assembly hall, canteen, classroom, computer room all have chairs ...

3 Here is what the text says.

The Studio School is a special school for actors and singers.

The assembly hall is big. There are lots of chairs. Look at those children. They're actors.

The answer is assembly hall. Only it has got lots of chairs.



孩子先在閱讀課中認識有關主題的詞彙，透過整合學校題型特點的練習，加強解題能力及作答技巧，然後在寫作課中學習文體、文法及寫作技巧，融匯四者，組句成章。創作，從此變得更EASY!

第二步

詞彙語法，易上手，更入腦

課程以同一主題貫穿閱讀及寫作，讓孩子輕鬆掌握主題詞彙、文法，文體及寫作技巧，一學即用，易上手，更入腦，讀寫一條龍。



焦點文法

Writing Lesson:

Grammar focus

When we describe rooms and things in a school, we can use the following grammar items.



There is/ isn't ...

- We use *There is* ... when we see a thing in a place. We need to add *a* or *an* before the noun.
There is a picture in the room.
There is an apple on the table.
- Remember *There's* = *There is*.
- We use *There isn't* ... when we cannot find something in a place.
There isn't a frog in the room.
There isn't a toy on the table.
- Remember *There isn't* = *There is not*. We do NOT say *There's not*.

There are/ aren't ...

- We use *There are* ... when we see more than one thing in a place. We need to add *s* at the end of the noun.
There are chairs in the room.
There are pencils on the table.
- We do NOT say *There're*.
- We use *There aren't* ... when we cannot find the things in a place.
We usually use the word *any* after *There aren't*.
There aren't any computers in the room.
There aren't any books on the table.
- Remember *There aren't* = *There are not*. We do NOT say *There're not*.



好文章由此誕生

Homework

Write an email about your school. Use your notes on page 6 to help you. Draw or stick a picture of your school.

Describe your school.	Dear Anna, — This is my school. It's a _____ school.
Talk about the rooms in your school using <i>There's</i> , <i>There isn't</i> ... and <i>There are/ aren't</i> ...	There's _____ _____ _____ _____
Write an ending.	Love from _____
Write your name.	
Draw or stick a picture of your school.	



寫作策略

Writing strategy

Using a mind map

A mind map can help us think of ideas about a topic and organize those ideas. We write notes and not complete sentences in a mind map.

To make a mind map, follow these steps:

- Draw a circle in the centre.
- Write the topic in the circle.
- Draw boxes around the circle.
- Draw lines to connect the boxes to the circle.
- In each box, think of a heading for an idea.
- Give examples to explain the ideas.



Task 3

Complete the following mind map about a library.



以上為小一程度的C&W課堂練習例子

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如欲了解課程內容，歡迎聯絡：

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