



✈ Departure Check-in ✈				
Flight	Check in counter	To	Gate	Time
CX 400	A	Taipei	5	08 : 50
CX 510	A	Osaka	27	09 : 00
SQ 857	H	Singapore	17	09 : 05
GA 807	D	Denpasar/Bali	41	09 : 25
BR 892	E	Taipei	38	09 : 40
KA 800	B	Shanghai	8	09 : 55
NH 812	E	Tokyo	24	10 : 00
CX 450	A	Taipei	50	10 : 00
KE 613	F	Seoul	16	10 : 10
KA 436	B	Kaohsiung	28	10 : 20
CI 683	F	Taipei	30	10 : 30
KL 888	G	Amsterdam	21	10 : 50

✈ Departures ✈ Departures

Departures

Online Check-in



Airport

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Mastery of language is of paramount importance to children's learning and whole person development. In the 2015/16 school year, funded by the Language Fund, the Standing Committee on Language Education and Research (SCOLAR) launched the "Scheme on Early Language and Literacy Development in Chinese and English Language of Young Children" with a view to enhancing the capability of kindergarten principals and teachers to provide quality Chinese language learning/teaching and English language exposure for young children, and exploring as well as developing, in collaboration with schools, effective Chinese and English language teaching strategies at the early childhood level in Hong Kong through strengthening support in early language education to kindergartens of different background.

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Hong Kong Society for the Protection of Children

The following language items can be used by the teacher/children when talking about the picture:

a. To identify and name people or objects in the picture

- | | | |
|--|---------------------------------------|---------------------------|
| • aeroplane/airplane/plane | • city | • flight number |
| • aircrew/cabin crew | • clock | • neck pillow |
| • airport security guard | • country | • online check-in |
| • baggage/luggage/suitcase | • departure gate | • online check-in machine |
| • bathroom/restroom/toilet/washroom/water closet | • departure hall/terminal | • passenger |
| • bench | • departure time | • passport |
| • boarding pass | • destination | • pilot |
| • boutique | • economy class | • restaurant |
| • business man | • engine | • scarf |
| • carry-on/hand baggage/hand luggage | • escalator | • shoulder bag |
| • cart/trolley | • family | • tourist/traveler |
| • cell phone/mobile phone | • fast food restaurant | • toy shop/store |
| • check-in counter/service desk | • flight attendant/steward/stewardess | • travelling document |
| | • flight information | • uniform |
| | • flight information board | • wing |
| | | • Zone A |

b. To describe people or objects in the picture

- | | |
|---|---|
| • the boy with (a purple cap) | • The shops are closed. |
| • the people at Zone A | • There are two online check-in machines. |
| • The flight attendants wear a green uniform with a yellow scarf. | • There are many (travelers) at the airport. |
| • The girl is (scared/worried). | • There is a neck pillow on the (man)'s neck. |
| • The lady looks (cheerful/helpful). | |
| • The line/queue is long. | |

c. To describe actions of people or events in the picture

- | | |
|---|-------------------------------------|
| • chatting with/talking to each other | • (lining up/queuing up) orderly |
| • checking in at the check-in counter | • looking for the check-in counter |
| • checking travelling documents | • offering (assistance/help) |
| • clinging onto the counter | • picking up the passport |
| • crying for mum | • pushing the trolley |
| • going down the escalator | • talking on the phone |
| • helping passengers to do online check-in (lining up/queuing up) for departure | • The man has dropped his passport. |
| | • The plane is taking off. |

d. To imagine other people, objects or events that might relate to the picture

- | | |
|---|--|
| • Do not run around at the airport. | • I like travelling. |
| • I have been to (Canada). | • I want to have a trip to (Japan). |
| • I have been to the airport. | • I watched a movie on the plane. |
| • I like (plane meals). | • I went to (Singapore) with my (parents). |
| • I like to sit (by the aisle/by the window/in the middle). | • My (uncle) lives in (Taipei). |

* The items listed above are grouped according to their nature and use.

* Words in brackets may vary, depending on the contexts.

* They are only for teachers' reference. They are neither prescriptive nor exhaustive.