





Birthday party

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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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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

- | | | |
|------------------------|---------------------|--------------|
| • balloon | • chocolate | • sandwich |
| • banner | • cupcake | • shumai |
| • birthday (boy/girl) | • cutter | • snowman |
| • birthday cake | • cutting mould | • stool |
| • (birthday/party) hat | • drawing | • story book |
| • biscuit/cookie | • floor mat | • strawberry |
| • bookshelf | • gift/present | • sushi |
| • cabinet/cupboard | • heart-shaped cake | • tart |
| • camera | • mic/microphone | • teacher |
| • candle | • party food | • toy car |
| • candy/sweet | • pizza | • toy plane |
| • cherry | • playdough | • wall |
| • child/kid | • rod | • watch |
| • chip/French fry | • salad | • water |

b. To describe people or objects in the picture

- | | |
|--|---|
| • the (boy) who is sitting on the floor | • The (boy) enjoys (eating). |
| • the (girl) who wears (an orange dress) | • The (girl) feels (painful). |
| • the playdough in different colours | • There are lots of party food. |
| • the (teacher) who has a long pony tail | • There are (three) yummy (birthday cakes). |
| • the (teacher) who wears glasses | • There are some (toys) on the (cabinets). |
| • The birthday children wear (party hats). | |

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

- | | |
|----------------------------------|--|
| • being naughty | • singing songs happily |
| • blowing out candles | • taking photos |
| • celebrating (her/his) birthday | • tasting the cream with fingers |
| • clapping hands | • watching others |
| • eating a round (pizza) | • The children join in different activities. |
| • listening to the performer | • The cup has fallen over. |
| • making faces | • The girl fell on the floor. |
| • playing with playdough quietly | • Water is spilling out of the cup. |

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

- | | |
|--|---|
| • I can draw (a tree). | • I like (singing). |
| • I can sing the birthday song. | • I like birthday parties. |
| • I don't like (sushi). | • I make a birthday wish before blowing out the candle. |
| • I got (a robot) from my (mother) on my birthday. | • I want (a teddy bear) for my birthday. |
| • I have a (blue dress). | • I was born in (January). |
| • I like (pizza). | • My birthday is on (the 15th of June). |

* 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.