





Buffet

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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

- | | | |
|----------------------|------------------|-------------------|
| • apple | • fork | • pasta/spaghetti |
| • biscuit/cookie | • glass | • pineapple |
| • buffet | • grape | • pizza |
| • cake | • ice cream | • plate |
| • candy/sweet | • lobster | • prawn |
| • chair | • lollipop/lolly | • salad |
| • child/kid | • marshmallow | • spoon |
| • chocolate fountain | • meat | • strawberry |
| • chef/cook | • napkin | • table |
| • cupcake | • orange | • tomato |
| • fish | • parent | • waiter/waitress |

b. To describe people or objects in the picture

- | | |
|--------------------------------|---------------------------|
| • a plate of (salad/spaghetti) | • table full of food |
| • a slice of cake | • who is using her hand |
| • colourful cable cars | • with a sea view |
| • different types of food | • yummy dessert |
| • dipped in chocolate | • The chef's hat is tall. |
| • (cold/hot) dish | • The waiter looks busy. |

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

- | | |
|---|---|
| • cleaning up the table | • making a mess |
| • dipping the marshmallows into the chocolate | • making loud noises |
| • enjoying the food | • putting his finger into the chocolate |
| • fighting over the lobster | • serving the salmon |
| • give it the thumbs up | • setting the table |
| • licking the ice cream | • stopping the boy |
| • lining up/queuing up at the buffet table | • taking a photo/picture |

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

- | | |
|---|----------------------------------|
| • I do not like (seafood). | • My (dad) is a great cook. |
| • I like having buffets with my family. | • My favourite food is (salmon). |
| • I like to eat (vanilla) ice cream. | |

* 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.