





City streets

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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 | • customer | • old lady |
| • bakery | • dog | • orange |
| • bakery worker | • dog collar | • pickpocket/thief |
| • banana | • double-deck bus | • pineapple |
| • boy | • driver | • policeman/police officer |
| • bread | • egg tart | • pushbutton |
| • bus | • fruit stand | • scale |
| • bus stop | • girl | • signboard |
| • cab/taxi | • grape | • stoplight/traffic light |
| • cake | • greengrocer | • traffic cone |
| • cat | • headlamp/headlight | • tray |
| • cell phone/mobile phone | • leash | • walking cane |
| • construction worker | • minibus/public light bus | • watermelon |
| • convenience store | • money | • wheel |
| • cross walk/pedestrian crossing/zebra crossing | • newsstand | |
| | • newsstand owner | |

b. To describe people or objects in the picture

- | | |
|--------------------------------|--------------------------------------|
| • a long queue at the bus stop | • wear the headphones |
| • busy street | • with a shopping bag |
| • friendly cat | • The fruit is (fresh/tasty). |
| • long hair | • The head is bald. |
| • round (oranges/watermelons) | • The traffic lights turned (green). |
| • the girl in a (pink) dress | |

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

- | | |
|--------------------------------|--|
| • buying some fruits | • using the mobile phone |
| • chasing the bus | • waiting for the bus |
| • crossing the road | • walking the dog |
| • digging a hole | • wiping the sweat off her face |
| • getting on the bus | • People are sitting on the upper deck. |
| • going to (school/work) | • The boy is drooling. |
| • holding hands | • The driver is waiting. |
| • listening to music | • The girl is reading. |
| • looking out the window | • The thief is caught stealing money. |
| • paying at the cashier | • The thief is trying to steal money out of the lady's pocket. |
| • reading the (book/newspaper) | |

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

- | | |
|---------------------------------------|--|
| • I like (baked goods/fruit). | • My father reads the newspaper every day. |
| • I like to eat (apples and bananas). | • There's a bakery near my home. |
| • I (take a bus/walk) to school. | |

* 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.