





Classroom

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Illustrator: LAI Kibe

Editor: CHAN Cheuk-yue Kitty and KWOK Vertonia Amy

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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

- | | | |
|-------------------|----------------|----------------------|
| • biscuit/cookie | • giraffe | • rainbow |
| • block | • girl | • sailboat |
| • book | • jug | • sandbox/sandpit |
| • bookshelf | • knife | • school uniform |
| • boy | • letter | • snack box |
| • chair | • lorry/truck | • staircase/stairway |
| • chopping board | • needle | • stethoscope |
| • cloud | • number | • table |
| • cook | • nurse | • teacher |
| • crayon | • orange juice | • teddy bear |
| • cup | • paper | • tongs* |
| • drawing/picture | • pencil | • toy |
| • flower | • pig | • whale |
| • fork | • plate | |

*This noun is usually in the plural form.

b. To describe people or objects in the picture

- | | |
|--------------------------------------|-----------------------------|
| • delicious/tasty/yummy orange juice | • many cookies on the plate |
| • in a (cook/nurse) costume | • wear a braid |
| • in school uniforms | • with a pony tail |
| • looks (angry/funny/happy/naughty) | • with (long/short) hair |

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

- | | |
|-----------------------------|-----------------------------------|
| • cheering happily | • making a funny face |
| • drawing a picture | • playing with the toys |
| • drawing on the sand | • pretending to be a (cook/nurse) |
| • feeling (angry/happy) | • reading a book quietly |
| • giving snacks to children | • sticking out his tongue |
| • having snacks | • talking about the pictures |
| • holding a fish | |

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

- | | |
|--|---|
| • I like drawing. | • I love my (classmate/teacher). |
| • I like to eat (rice and bread). | • I want to wear a (princess) costume. |
| • I like to (read storybooks) with my teacher. | • My brother likes to play with (sand). |
| | • School is fun! |

* 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.