





Supermarket

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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 | • dragon fruit | • pineapple |
| • apron | • egg | • pop/soda/soft drink |
| • aubergine/eggplant | • fish | • poster |
| • banana | • glass bottle | • potato |
| • biscuit/cookie | • glove | • prawn |
| • bok choy/pak choi | • grape | • pumpkin |
| • bottled drink | • ice cream | • salmon |
| • candy/sweet | • ice lolly/popsicle | • shopping bag |
| • canned soup | • lemon | • shopping basket |
| • carrot | • line/queue | • shopping cart/trolley |
| • cash/money | • lollipop/lolly | • squid |
| • cashier | • mango | • sushi |
| • cashier machine | • milk | • tomato |
| • chocolate | • mushroom | • water tank |
| • clam | • Octopus Processor | • watermelon |
| • corn/maize | • onion | • wet tissue/wet wipe |
| • crab | • orange | |

b. To describe people or objects in the picture

- | | |
|----------------------------------|---|
| • a big round watermelon | • small round pumpkins |
| • a broken bottle | • spiky pineapple |
| • a green crown on the pineapple | • wearing high-heeled shoes |
| • a long yellow banana | • white and brown mushrooms |
| • a small yellow lemon | • with short curly hair |
| • colourful fruit | • The crabs have two sharp claws. |
| • fresh corn | • The shelves are full of food. |
| • juicy purple grapes | • The water splashes onto the man. |
| • looks (scared/shocked) | • There are (blueberry/chocolate/vanilla) |
| • orange crunchy carrots | ice cream in the freezer. |

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

- | | |
|-------------------------------------|--|
| • apples are falling | • paying money |
| • buying food at the supermarket | • picking sushi from the freezer |
| • choosing the biggest mango | • pointing to the teddy bear |
| • comforting the boy | • putting the food in her shopping bag |
| • crying loudly | • showing him a teddy bear |
| • giving money to the cashier | • smiling happily |
| • has dropped a bottle on the floor | • The fish are swimming in the tank. |
| • lining up/queuing up for payment | • The prawns are jumping out of the |
| • looking at the seafood | water. |

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

- | | |
|-------------------------------------|--|
| • I don't like (watermelons). | • I like shopping at the supermarket. |
| • I like (all types of vegetables). | • I want to go fishing with my father. |

* 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.