





Farm

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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

- | | | |
|----------------------|--------------------|-----------|
| • aubergine/eggplant | • dad/daddy/father | • pond |
| • autumn/fall | • duck | • pumpkin |
| • basket | • farm | • rabbit |
| • bench | • farmer | • rooftop |
| • boy | • fence | • shed |
| • brother | • flower | • sister |
| • bubble | • girl | • sky |
| • carrot | • goat | • stone |
| • chick | • grass | • sun |
| • child/kid | • hen | • tree |
| • cloud | • horse | • worm |
| • corn/maize | • mother/mum/mummy | |
| • cow | • pig | |

b. To describe people or objects in the picture

- | | |
|--------------------------------------|---|
| • a beautiful sunset | • tall and colourful trees |
| • a(n) (blue/orange/red/yellow) shed | • the boy with (a purple cap/an orange cap) |
| • a quacking duck | • the girl in (blue/orange/red) |
| • animal in pairs | • The (chicks) are (small). |
| • (beautiful/colourful) flowers | • The (children) are happy. |
| • large (pumpkins) | • The (farmer) wears (a hat). |
| • purple (eggplants) | • The (fence) is (yellow). |
| • soft grass | • There are (two) (rabbits). |

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

- | | |
|-----------------------------------|--------------------------------------|
| • blowing bubbles | • swimming in the pond |
| • chasing after a chick | • taking a photo/picture |
| • eating grass | • touching the (horse) |
| • feeding the (cows/goats) | • visiting the farm |
| • holding a chick in his hands | • walking on the farm |
| • making a funny face | • The cows are grazing on the field. |
| • posing for a photo/picture | • The farmer is harvesting. |
| • sitting on (a bench/a big rock) | • The sun is setting. |

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

- | | |
|---|--|
| • Chicks eat worms. | • I want to try (feeding animals/riding on a horse). |
| • (Cows/Goats) love (grass). | • Leaves turn (orange, red and yellow) in autumn. |
| • I have been to a farm. | • We can make (pumpkin soup) with (pumpkins). |
| • I have seen (goats/horses/pigs). | |
| • I like blowing bubbles. | |
| • I like (carrots/farm animals/vegetables). | |

* 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.