





Sports day

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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

- | | | |
|---|------------------------------|-------------------------|
| • announcer | • finish line/finishing line | • public housing estate |
| • assistant/helper | • first runner-up | • residential area |
| • audience/onlooker | • first-aid station | • running track |
| • award ceremony/
award presentation | • first-aider | • sanitizer |
| • bottled water | • gold (cup/trophy) | • second runner-up |
| • bronze (cup/trophy) | • injury | • silver (cup/trophy) |
| • building | • lane/track (1/2/3) | • snack |
| • camera | • medical assistant/nurse | • spectator stand |
| • champion/winner | • mic/microphone | • Sports day |
| • cheerleader | • Octopus Processor | • sports ground |
| • child/kid | • parachute | • teacher |
| • competitor/racer/runner | • parent | • vending machine |
| • cotton ball | • pom-pom | |
| | • pop/soda/soft drink | |

b. To describe people or objects in the picture

- | | |
|---|--|
| • the boy who is eating in the first row of the spectator stand | • The boy looks (painful/sad/shocked). |
| • the (boy) with (a trophy) | • The boy must be (scared/worried). |
| • the children at the spectator stand | • There are (three) children (playing with the parachute). |
| • the (girl) running on (track 3) | • There is a nurse at the first-aid station. |

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

- | | |
|---|--|
| • chatting with each other | • playing with the parachute |
| • cheering at the sports ground | • presenting awards |
| • cheering beside the running tracks | • (racing/running) on the track |
| • cheering for the runners | • (racing/running) towards the finish line |
| • clapping hands | • stretching legs |
| • cleaning up the spill | • taking photos/pictures |
| • crossing the finish line | • treating the cut/wound |
| • crying for help/sobbing | • treating the injured boy |
| • doing warm-up exercise | • warming up |
| • enjoying snacks | • waving the pom-poms |
| • feeling (excited/happy/painful/worried) | • The boy has dropped his drink. |
| • making an announcement | • The drink is spilling out. |
| • offering (assistance/help) | • The teacher is comforting the boy. |

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

- | | |
|-------------------------------------|--------------------------------------|
| • I can run fast. | • I have won a medal before. |
| • I enjoy cheering the most. | • I like to hide in the parachute. |
| • I fell and hurt myself last week. | • My (brother) can run fast. |
| • I have been to a sports day. | • We play other games at Sports Day. |

* 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.