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First published in Hong Kong in 2020 by:

Standing Committee on Language Education and Research (SCOLAR)

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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.

Acknowledgements

We would like to thank the participating schools for their support in trying out the picture card. We would also like to thank Hong Kong Design Institute (HKDI) for participating in SCOLAR's Partnership Programme with Tertiary Institutions. The Programme aims to solicit the support of students of local tertiary institutions in providing a more conducive language environment for other students in Hong Kong through participating in some work in relation to their study and training. Special thanks go to Ms. LAI Siu-ying, Lecturer, Ms. LEUNG Wai-chi Michi, Lecturer, and Mr. WONG Man-ho Ken, Lecturer, of Department of Communication Design and Digital Media of Hong Kong Design Institute (HKDI) for their staunch support and guidance to their students on producing the illustrations of this publication.

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

- | | | |
|------------------|--------------------|----------------|
| • baby | • flamingo | • raincoat |
| • banana | • frog | • rock |
| • bird | • grass | • teacher |
| • biscuit/cookie | • lily pad | • tree |
| • branch | • log | • turtle |
| • camera | • monkey | • umbrella |
| • child/kid | • mother/mum/mummy | • uniform |
| • fence | • pond | • water |
| • fish | • rain boot | • water puddle |

b. To describe people or objects in the picture

- | | |
|---------------------------------------|---|
| • a hungry (child/monkey) | • wearing a(n) (blue/brown/green/orange) raincoat |
| • a No Feeding sign | • who is holding a camera |
| • a pair of love birds | • who wants to feed the monkeys |
| • a rainy day | • with a beak and two wings |
| • a small and cute/lovely baby monkey | • with a long tail and brown fur |
| • a tall and big tree | • The raincoats are all wet. |
| • a white and pink umbrella | • Turtles have a hard shell and four legs. |
| • looks funny | |

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

- | | |
|---------------------------------------|---|
| • climbing over the fence | • scratching its head |
| • clinging onto its mother | • splashing in the water puddle |
| • eating a (banana/cookie) | • swinging in the tree |
| • eating cookies | • taking a photo/picture |
| • holding an umbrella | • watching the (flamingoes/monkeys) |
| • hugging each other | • A small pink fish is swimming next to the turtle. |
| • looking at the beautiful flamingoes | • Flamingoes are standing on one leg. |
| • making a funny face | • Three frogs are sitting on the rocks. |
| • playing with water | |

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

- | | |
|--|-------------------------------------|
| • I have a (yellow) raincoat at home. | • My favourite animal is a (horse). |
| • I like to visit the park with my family. | • (Turtles) can swim. |
| • I want to feed the (fish) in the pond. | |

* 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.