



App 6

# *The Polyglots at the Park*

Chinese (Mandarin)

Discover *The Polyglots at the Park!*  
Children enjoy games and activities played  
in an Australian park, and explore the  
language of action words and phrases.

# Learning experiences

## Playspace

Children explore games and activities in an Australian park, where they can tap on a maze, a mat, a podium and more to open the learning experiences in the app.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. This is evident, for example, when children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

### Links to the Australian Curriculum

Understanding: Systems of language – Engage with familiar text types to predict meaning (ACLCHU013)

## Follow the leader

Children copy Bim's actions, using the front-facing camera in the tablet. They learn action words such as run and jump, and hear supportive language such as 'That was fun'.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in [class routines, structured conversations and] activities using [teacher-] modelled tones and rhythms (ACLCHC001)

## Warm-up trainer

Children direct the actions of characters who are training for an event. They pronounce a range of verbs, and phrases such as 'Jump fast' and 'Jump slowly'.

### Links to the EYLF

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. This is evident, for example, when children listen and respond to sounds and patterns in speech, stories and rhymes in context.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in [class routines,] structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)



## Ready, set, go!

Children move characters along a track in a race to the finish by selecting the correct image for the action word they hear (run, jump, walk).

### Links to the EYLF

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. This is evident, for example, when children exchange ideas, feelings and understandings using language and representations in play.

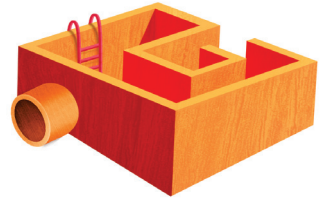
### Links to the Australian Curriculum

Communicating: Socialising – Participate in [class routines, structured conversations and] activities using [teacher-] modelled tones and rhythms (ACLCHC001)



## Obstacle maze

Children help Kai to move from the start to the end of a maze. They learn the verbs for specific actions, and revisit the language of introductions.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in [class routines, structured conversations and] activities using [teacher-] modelled tones and rhythms (ACLCHC001)

## Movie builder

Children can create, then view, their own movie sequence of characters performing actions. They hear verbs for specific actions and language from App 4, such as ‘I’m hungry’.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children manipulate resources to investigate, take apart, assemble, invent and construct.

### Links to the Australian Curriculum

Communicating: Creating – Respond to and create simple Chinese stories, songs and rhymes, [reproducing rhythm and sound patterns to express feelings] (ACLCHC005)

## Song

The ‘Action’ song invites children to join in a range of physical actions such as running, jumping, walking and singing. The children’s learning focuses on verbs.



### Links to the EYLF

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. This is evident, for example, when children sing and chant rhymes, jingles and songs.

### Links to the Australian Curriculum

Communicating: Socialising – Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (ACLCHC005)

**Note:** Square brackets [ ] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

# Cultural references



Chinese street food such as candied hawthorn is sold from carts outside parks of northern cities in China. Public parks are very popular because of the small living spaces of many people. Common park activities include tai chi and ballroom dancing.



Lychee trees were brought to Australia more than 100 years ago by Chinese gold miners. The fruit has a hard red cover and sweet whitish flesh inside. Lychees have been eaten for centuries in China.



A popular Children's game in China is 'Catch the dragon's tail'. The children form a line, their hands touching the shoulders of the person in front of them. The 'head' of the dragon tries to catch the 'tail' (the last player tucks a bandanna in their pocket) without letting the 'dragon's body' break.



The Great Wall of China, shown on this medallion, was built more than 2000 years ago. It is one of China's most popular tourist attractions.



Pandas are called 'xióng māo', which means 'bear cat' in Chinese.

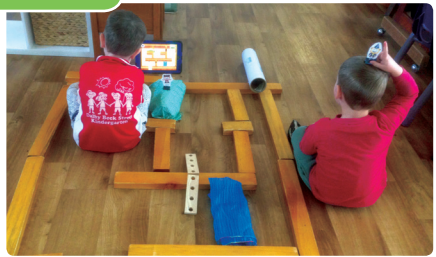
# Extensions

Bring the app environment into your play space

Ready, set, go!



Obstacle maze



Re-create the experiences from the app

Warm-up trainer



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# Language

## Verbs

### Chinese

走！  
跑！  
跳！  
单脚跳！  
爬！  
跳舞！

### Pinyin

Zǒu!  
Pǎo!  
Tiào!  
Dānjiǎo tiào!  
Pá!  
Tiàowǔ!

### English

Walk!  
Run!  
Jump!  
Hop!  
Climb!  
Dance!

## Verb combinations

### Chinese

快快跳舞！  
快快跳！  
慢慢跳！  
来走吧！  
来跑吧！

### Pinyin

Kuài kuai tiàowǔ!  
Kuài kuai tiào!  
Màn man tiào!  
Lái zǒu ba!  
Lái pǎo ba!

### English

Dance fast!  
Jump fast!  
Jump slowly!  
Let's walk!  
Let's run!

## Incidental language

### Chinese

公园  
预备、开始！  
一个游戏！  
好极了！  
我赢了！  
真好玩！  
停下来！  
动起来吧！  
我们开始！  
真好！谢谢！

### Pinyin

Gōngyuán  
Yùbèi, kāishǐ!  
Yí ge yóuxì!  
Hǎo jí le!  
Wǒ yíng le!  
Zhēn hǎo wán!  
Tíng xià lái!  
Dòng qǐ lái ba!  
Wǒmen kāishǐ!  
Zhēn hǎo! Xièxie!

### English

Park  
Ready, go!  
A game!  
Excellent!  
I won!  
That was fun!  
Stop!  
Move!  
Let's go!  
Great! Thank you!

# ‘Actions’ song lyrics

Chinese

Pinyin\*

English

大家起立！

Dàjiā qǐ lì!

Everybody stand up!

来跑吧！

Lái pǎo ba!

Let's run!

来跑吧！

Lái pǎo ba!

Let's run!

来跳吧！

Lái tiào ba!

Let's jump!

来跳吧！

Lái tiào ba!

Let's jump!

来走吧！

Lái zǒu ba!

Let's walk!

来走吧！

Lái zǒu ba!

Let's walk!

唱歌吧！

Chàngē ba!

Let's sing!

大家坐下！

Dàjiā zuò xià!

Everybody sit down!

\* Pinyin is the official system for representing Chinese (Mandarin) with a Roman alphabet. For correct pronunciation, please listen to the words as they are spoken in the app.