



App 7

The Polyglots in the Town

Chinese (Mandarin)

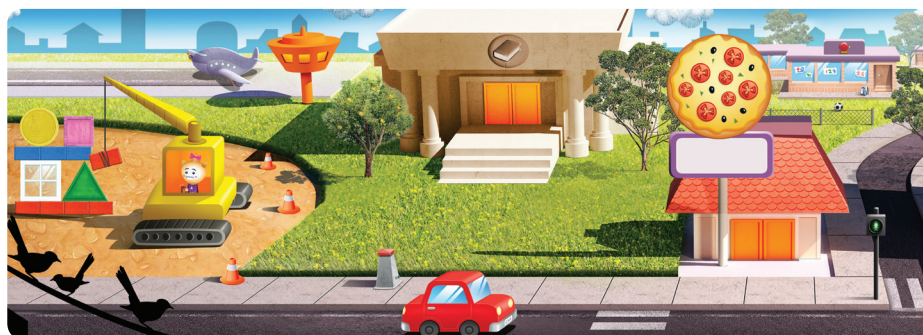
Discover *The Polyglots in the Town!*
Children visit a town, revising language
from previous apps and learning new
language for shapes.



Learning experiences

Playspace

Children visit a town and help out in a crane, a pizza cafe, a supermarket and more. They revise the language from previous apps and learn new language for shapes.



[Links to the EYLF](#)

Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children explore the diversity of culture, heritage, background and tradition and that diversity presents opportunities for choices and new understandings.

[Links to the Australian Curriculum](#)

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

Building site

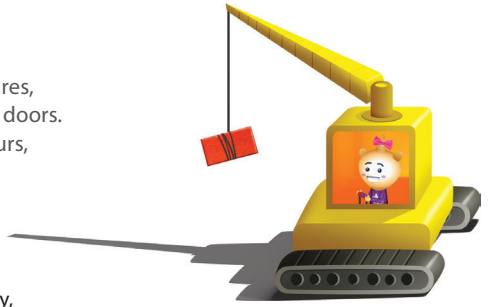
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. This is evident for example, when children manipulate objects and experiment with cause and effect, trial and error and motion.

Links to the Australian Curriculum

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



Library

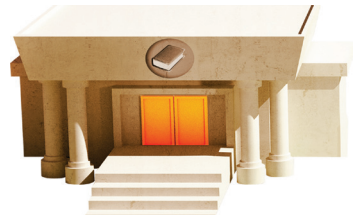
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

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 actively use, engage with and share the enjoyment of language and texts in a range of ways.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise Chinese characters as a form of writing [and Pinyin as the spelled-out sounds of spoken Chinese] (ACLCHU011)



Pizza cafe

Children make pizzas to order, learning the language of food.

Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and pattern systems work. This is evident, for example, when children begin to be aware of the relationships between oral, written and visual representations.

Links to the Australian Curriculum

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



Lift operator

Children role-play as a lift operator, pressing buttons in a lift to take characters to different floors. They learn the language of numbers, greetings and farewells.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. This is evident, for example, when children apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.

Links to the Australian Curriculum

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



Supermarket

Children role-play as a shopkeeper, listening to customers' orders and putting the requested items into a shopping basket. They open the cash register, hear numbers and place coins in the register, learning the language of polite requests, colours, food and drink.

Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop knowledgeable and confident self-identities. This is evident, for example, when children explore different identities and points of view in dramatic play.

Links to the Australian Curriculum

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



Song

Children sing the 'goodbye' song, waving goodbye to Talo on his journey home. They learn the language of farewells.

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: Creating – 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



Prawns flick their tails to move and can leap out of the water. Prawns often symbolise liveliness in Chinese culture.



The pattern of the red-and-white tablecloth is similar to the style of traditional Chinese paper-cutting.



Chinese soy sauces are available in both light and dark versions. They are more likely to be used for cooking than served on the table, where you will frequently find brown vinegar used as a sauce instead.

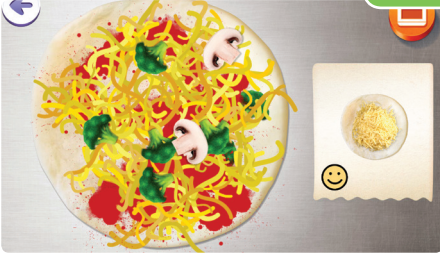


This shop sells silk, a fabric made from the thread of silkworm cocoons. Silk was first made in China and is traditionally used in clothing and bedding.

Extensions

Bring the app environment into your play space

Pizza cafe



© Rockhampton South Kindergarten, Queensland

Supermarket



© Angelsea Kindergarten, Victoria

Re-create the experiences from the app

Building site



© Kids & Co Preschool, New South Wales



Language

Colours and shapes

Chinese	Pinyin	English
黑色的正方形	Hēisè de zhèngfāngxíng	Black square
蓝色的圆形	Lánsè de yuánxíng	Blue circle
棕色的三角形	Zōngsè de sānjiǎoxíng	Brown triangle
绿色的长方形	Lǜsè de chángfāngxíng	Green rectangle
橙色的三角形	Chéngsè de sānjiǎoxíng	Orange triangle
粉红色的圆形	Fěnhóngsè de yuánxíng	Pink circle
红色的正方形	Hóngsè de zhèngfāngxíng	Red square
黄色的长方形	Huángsè de chángfāngxíng	Yellow rectangle

Big and small windows and doors

Chinese	Pinyin	English
小门	Xiǎo mén	Small door
大门	Dà mén	Big door
小窗户	Xiǎo chuānghù	Small window
大窗户	Dà chuānghù	Big window

Food

Chinese	Pinyin	English
面包	miànbāo	Bread
奶酪	nǎilào	Cheese
蘑菇	mógū	Mushroom
比萨	bǐsà	Pizza
大虾	dàxiā	Prawn
大米	dàmǐ	Rice
酱油	jiàngyóu	Soy sauce
番茄酱	fānqiéjiàng	Tomato sauce
我要香蕉！	Wǒ yào xiāngjiāo!	A banana, please!
我要苹果！	Wǒ yào píngguǒ!	An apple, please!

Questions and answers

Chinese	Pinyin	English
你叫什么名字？	Nǐ jiào shénme míngzi?	What's your name?
我叫Bim.	Wǒ jiào Bim.	My name is Bim.
你几岁？	Nǐ jǐ suì?	How old are you?
我六岁！	Wǒ liù suì!	I'm six!
你怎么了？	Nǐ zěnmē le?	What's the matter?
我的头疼！	Wǒ de tóu téng!	My head hurts!

'Goodbye' song lyrics

Chinese

Pinyin*

English

再见 Bim!

Zàijiàn Bim!

Goodbye Bim!

再见 Kit!

Zàijiàn Kit!

Goodbye Kit!

再见 Tam!

Zàijiàn Tam!

Goodbye Tam!

再见、再见 !

Zàijiàn, zàijiàn!

Goodbye, goodbye!

回头见 !

Huí tóu jiàn!

See you later!

再见 Finn!

Zàijiàn Finn!

Goodbye Finn!

再见 Min!

Zàijiàn Min!

Goodbye Min!

再见 Kai!

Zàijiàn Kai!

Goodbye Kai!

再见、再见 !

Zàijiàn, zàijiàn!

Goodbye, goodbye!

回头见 !

Huí tóu jiàn!

See you later!

我们走吧 !

Wǒmen zǒu ba!

Let's go!

* 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.