



App 7

# *The Polyglots in the Town*

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Japanese

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 – Recognise sounds and rhythms of spoken Japanese, and learn how sounds are produced [and represented in the three different scripts] (ACLJAU120)

## Building site

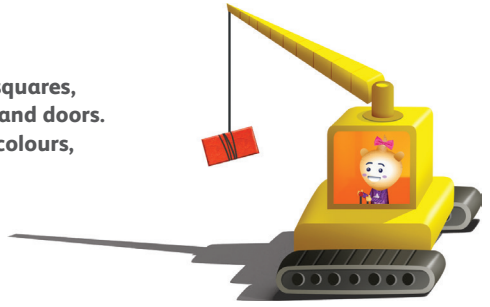
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

### 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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



## Library

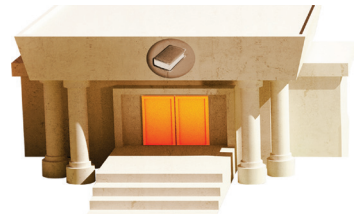
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

### 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 sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the [three] different scripts (ACLJAU120)



## 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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



## 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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



## 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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



## 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: Socialising – Participate in guided group activities such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning (ACLJAC110)



**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



This shop sells fish, which is a main food in Japan; the average Japanese person eats around 70 kg per year. Fish is eaten in a variety of ways, cooked and raw.



The pattern on the tablecloth is traditional, simple, and geometric. The purple colour is a symbol of wealth and power.



In winter, fresh fish sections in Japanese supermarkets sell crabs, and people enjoy eating crab as a luxurious meal. Crab is a popular ingredient in hot pots, soups, sushi and as a topping on pizza. Many restaurants feature crab dishes.



Japanese soy sauce is different to Chinese soy sauce. Popular sauces are milder and sometimes clearer and thinner. Soy sauce is made with soybeans, roasted wheat and salt. It flavours everyday food.

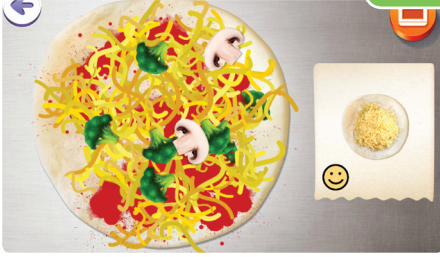


Mount Fuji is Japan's highest mountain. It is an active volcano, a well-known symbol of Japan, a popular feature in artwork and is climbed by thousands of people each year.

# 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

### Japanese

くろい しかく  
あおい まる  
ちやいろい さんかく  
みどりの ながしかく  
オレンジの さんかく  
ピンクの まる  
あかい しかく  
きいろい ながしかく

### Rōmaji

Kuroi shikaku  
Aoi maru  
Chairoi sankaku  
Midori no nagashikaku  
Orenji no sankaku  
Pinku no maru  
Akai shikaku  
Kiroi nagashikaku

### English

Black square  
Blue circle  
Brown triangle  
Green rectangle  
Orange triangle  
Pink circle  
Red square  
Yellow rectangle

## Big and small windows and doors

### Japanese

ちいさい ドア  
おおきい ドア  
ちいさい まど  
おおきい まど

### Rōmaji

Chiisai doa  
Ookii doa  
Chiisai mado  
Ookii mado

### English

Small door  
Big door  
Small window  
Big window

## Food

### Japanese

パン  
チーズ  
かに  
マッシュルーム  
ピザ  
おこめ  
しょうゆ  
ケチャップ  
バナナ ください！  
りんご ください！

### Rōmaji

Pan  
Chiizu  
Kani  
Masshuruumu  
Piza  
Okome  
Shouyu  
Kechappu  
Banana kudasai!  
Ringo kudasai!

### English

Bread  
Cheese  
Crab  
Mushroom  
Pizza  
Rice  
Soy sauce  
Tomato sauce  
A banana, please!  
An apple, please!

## Questions and answers

### Japanese

おなまえは？  
ぼくの なまえは Bim.  
わたしの なまえは Min.  
ぼくは ろくさい！  
わたしは ごさい！  
どうしたの？  
あたまが いたい！

### Rōmaji

Onamae wa?  
Boku no namae wa Bim.  
Watashi no namae wa Min.  
Boku wa rokusai!  
Watashi wa gosai!  
Doushita no?  
Atama ga itai!

### English

What's your name?  
My name is Bim. (*greeting for a boy*)  
My name is Min. (*greeting for a girl*)  
I'm six! (*response for a boy*)  
I'm five! (*response for a girl*)  
What's the matter?  
My head hurts!

# ‘Goodbye’ song lyrics

| Japanese     | Rōmaji              | English           |
|--------------|---------------------|-------------------|
| Bimくん さよなら！  | Bim kun sayonara!   | Goodbye Bim!      |
| Kitさん さよなら！  | Kit san sayonara!   | Goodbye Kit!      |
| Tamさん さよなら！  | Tam san sayonara!   | Goodbye Tam!      |
| さよなら、さよなら！   | Sayonara, sayonara! | Goodbye, goodbye! |
| またね！         | Mata-ne!            | See you later!    |
| Finnくん さよなら！ | Finn kun sayonara!  | Goodbye Finn!     |
| Minさん さよなら！  | Min san sayonara!   | Goodbye Min!      |
| Kaiくん さよなら！  | Kai kun sayonara!   | Goodbye Kai!      |
| さよなら、さよなら！   | Sayonara, sayonara! | Goodbye, goodbye! |
| またね！         | Mata-ne!            | See you later!    |
| いきましょう！      | Ikimashou!          | Let’s go!         |

\*Rōmaji is the official system for representing Japanese with a Roman alphabet.  
For correct pronunciation, please listen to the words as they are spoken in the app