



App 8

The Polyglots go to School

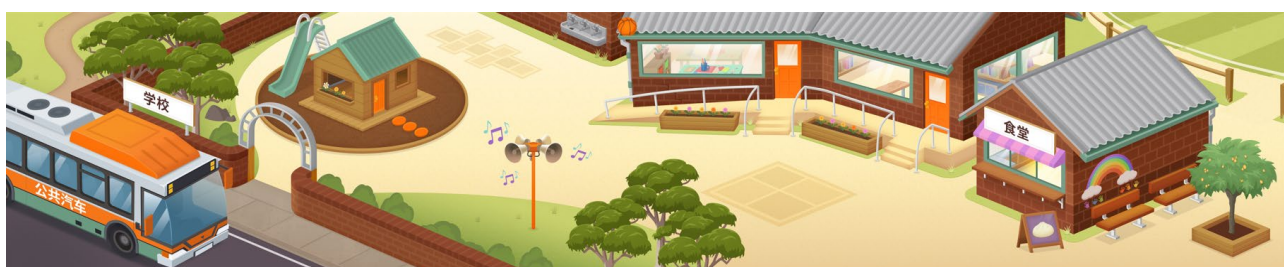
Chinese (Mandarin)

Students visit a school, learning language for familiar classroom objects, and verbs and phrases for providing and following instructions.

Learning experiences

Playspace

Students explore a vibrant Australian school with a school bus, cubby house, playground, canteen, water fountain and classrooms. They will find cultural items, and playful interactive elements, including characters who wave, talk, play games and clap when tapped.



Australian Curriculum links

Understanding: Language variation and change – Recognise that Chinese is a major community language in Australia (ACLCHU015)

Language

Chinese

学校

食堂

老师，早上好！

叉烧包

你好！

我们玩游戏吧！

我上一年级

我渴了！

我要叉烧包！

给你！

我们做朋友吧！

Pinyin

xuéxiào

shítáng

Lǎoshī, zǎoshang hǎo!

chāshāobāo

Nǐ hǎo!

Wǒmen wán yóuxì ba!

Wǒ shàng yī niánjí

Wǒ kě le!

Wǒ yào chāshāobāo!

Gěi nǐ!

Wǒmen zuò péngyou ba!

English

School

Canteen

Good morning teacher!

Roast pork bun

Hello!

Let's play!

I'm in Year 1.

I'm thirsty!

A roast pork bun please!

Here you are!

Let's be friends!

School bus

In this playful learning experience, students drive a school bus. They can sound the horn, and can drive the bus forwards or backwards, quickly or slowly. Students drag and drop characters to put them on the bus and take them off it. The characters greet each other on the bus, and when they get to school they greet a teacher at the gate.

Australian Curriculum links

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

Understanding: Language variation and change – Identify the features of formal language used in familiar contexts, such as at school (ACLCHU015)

Language

Chinese	Pinyin	English
你好！	Nǐ hǎo!	Hello!
再见！	Zàijiàn!	Goodbye!
嘿！等一下！	Hēi! Děng yíxià!	Hey! Wait!
学校	xuéxiào	School
嗨！我是 Talo！	Hài! Wǒ shì Talo!	Hi! I'm Talo!
老师，早上好！	Lǎoshī, zǎoshang hǎo!	Good morning teacher!
早！	Zǎo!	Good morning! (to peers)
Finn 早!	Finn zǎo!	Good morning Finn (to boy)
Tam 早！	Tam zǎo!	Good morning Tam (to girl)
你们早！	Nǐmen zǎo!	Good morning everyone!
老师，早上好！您好吗？	Lǎoshī, zǎoshang hǎo! Nín hǎo ma?	Good morning teacher! How are you?
我很好，谢谢！	Wǒ hěn hǎo, xièxie!	I'm fine, thank you! (to student)
停车	Tíng chē	Stop
开车	Kāi chē	Go
慢点	Màn diǎn	Slow
快点	Kuài diǎn	Fast
谢谢！	Xièxie!	Thank you
公共汽车	gōnggòngqìchē	Bus (signage)
车站	chēzhàn	Bus stop (signage)
回头见！	Huítóujiàn!	See you later!

Pretend school

Students enjoy role-playing in a fun learning experience, set in a cubby house. They imitate Tam, who is pretending to be a teacher. Tam issues instructions, using imperative verbs, and other characters respond. Students can mimic Tam's words.

Australian Curriculum links

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

Language

Chinese	Pinyin	English
起立！	Qǐlì!	Stand up!
坐下！	Zuò xià!	Sit down!
听！	Tīng!	Listen!
看！	Kàn!	Look!
读书！	Dúshū!	Read!
写字！	Xiězì!	Write!
画画！	Huàhuà!	Draw!
快快起立！	Kuàikuai qǐlì!	Stand up quickly!
慢慢起立！	Mànman qǐlì!	Stand up slowly.
快快写！	Kuàikuai xiě!	Write quickly!
慢慢写！	Mànman xiě!	Write slowly!
读书。	Dúshū.	Read the book.
读绿色的书。	Dú lǜsè de shū.	Read the green book.
用铅笔写字。	Yòng qiānbǐ xiězì.	Write in pencil.
用橙色的水彩笔写字。	Yòng chéngsède shuǐcǎibǐ xiězì.	Write in orange texta.
用橙色的铅笔画画。	Yòng chéngsè de qiānbǐ huàhuà.	Draw in orange pencil.
回头见！	Huítóujiàn!	See you later!

Label maker

Students create labels for containers in an art room. They identify the contents of each container, and then create a relevant label. When a character verbally requests a specific item, the student provides it. This learning experience gives students opportunities to recognise both spoken and written vocabulary.

Australian Curriculum links

Communicating:

- Socialising – Interact with simple written texts in familiar contexts to contribute to class discussions (ACLCHC002)
- Informing – Locate and present information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004)

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

Language

Chinese	Pinyin	English
书	shū	Books
橡皮	xiàngpí	Erasers
纸	zhǐ	Paper
剪刀	jiǎndāo	Scissors
胶水	jiāoshuǐ	Glue
平板	píngbǎn	Devices
铅笔	qiānbǐ	Pencils
水彩笔	shuǐcǎibǐ	Textas
蜡笔	làbǐ	Crayon
毛笔	máobǐ	Chinese writing brush
你可以把书拿给我吗？	Nǐ kěyǐ bǎ shū ná gěi wǒ ma?	Can I please have a book?
你可以把纸拿给我吗？	Nǐ kěyǐ bǎ zhǐ ná gěi wǒ ma?	Can I please have some paper?
你可以把铅笔拿给我吗？	Nǐ kěyǐ bǎ qiānbǐ ná gěi wǒ ma?	Can I please have a pencil?
红色	hóngsè	Red
蓝色	lánsè	Blue
绿色	lǜsè	Green
黑色	hēisè	Black
橙色	chéngsè	Orange
粉红色	fěnhóngsè	Pink
谢谢！	Xièxie!	Thank you
真棒！	Zhēn bàng!	Great work!
非常好！	Fēicháng hǎo!	Fantastic!
哇！	Wā!	Wow!

About me

Students explore Kai and Min's scrapbooks, and then create one of their own. They take a photo and use images to illustrate what they like and don't like. They have the option to record and listen to their own voice.

Australian Curriculum links

Communicating:

- Socialising – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)
- Informing – Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts (ACLCHC003)
- Creating – Create short imaginative written texts using images and copied characters (ACLCHC006)

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

Language

Chinese

嗨！我是 Kai。

我上一年级。

我六岁。

喜欢

不喜欢

猫

狗

音乐

我喜欢猫。

我不喜欢猫。

我喜欢狗。

我不喜欢狗。

我喜欢音乐。

我不喜欢音乐。

回头见！

Pinyin

Hāi! Wǒ shì Kai.

Wǒ shàng yī niánjí.

Wǒ liù suì.

xǐhuan

bù xǐhuan

māo

gǒu

yīnyuè

Wǒ xǐhuan māo.

Wǒ bù xǐhuan māo.

Wǒ xǐhuan gǒu.

Wǒ bù xǐhuan gǒu.

Wǒ xǐhuan yīnyuè.

Wǒ bù xǐhuan yīnyuè.

Hutóujiàn!

English

Hi! I'm Kai.

I'm in Year 1.

I am six years old.

Like (label)

Don't like (label)

Cat

Dog

Music

I like cats.

I don't like cats.

I like dogs.

I don't like dogs.

I like music.

I don't like music.

See you later!

Song

Students sing along as Beelee and Talo sing about going to school, and greet other characters on the bus.

Australian Curriculum links

Communicating:

- Socialising – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)
- Creating – Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (ACLCHC005)

Cultural references



Bāozi are steamed buns that can have meat (usually pork), vegetarian or sweet fillings. They have an ancient history in China, and many people eat them for breakfast, or as a snack. They're easy to take to school for lunch, too!



Having a kumquat tree at home during Chinese (or Lunar) New Year is a Chinese tradition. As a symbol of good luck and prosperity, it is a popular New Year gift. The fruit is candied, used to make jam, marmalade and tea, or pickled.



Spring rolls are a feature of Chinese New Year (also called the Spring Festival as it looks forward to spring). Traditional rolls are usually small, fried until crisp and filled with ingredients such as pork, carrots, bamboo or bean shoots, mushrooms, cabbage, tofu, spring onions or garlic.



Pandas are called 'xióng māo', which means 'bear cat' in Chinese. The black-and-white giant panda is an endangered species in China and is considered a national treasure. According to Chinese legend, pandas were once all white.

Chinese students have a deep respect for teachers, who they greet with a slight bow, saying 'Lǎoshī, zǎoshang hǎo' ('Good morning, Teacher'). They would not call the teacher 'Mr', 'Mrs', 'Miss' or 'Ms'. The teacher will nod and respond with, for example, 'Tam zǎo' ('Good morning Tam').



Chinese ink brushes (máobǐ) come in many sizes and use hair from different animals, including rabbits, goats and weasels. The brushes' hair lengths are short, medium or long. Máobǐ are used for the beautiful art of calligraphy (decorative handwriting) and for traditional Chinese painting.

'Let's go to school' song lyrics

Chinese	Pinyin	English
我们上学吧！	Wǒmen shàngxué ba!	Let's go to school!
我们上学吧！	Wǒmen shàngxué ba!	Let's go to school!
同学们早上好！	Tóngxuémen zǎoshang hǎo!	Good morning classmates!
同学们早上好！	Tóngxuémen zǎoshang hǎo!	Good morning classmates!
同学们早上好！	Tóngxuémen zǎoshang hǎo!	Good morning classmates!
我们上学吧！	Wǒmen shàngxué ba!	Let's go to school!
我们上学吧！	Wǒmen shàngxué ba!	Let's go to school!
老师们早上好！	Lǎoshīmen zǎoshang hǎo!	Good morning teachers!
老师们早上好！	Lǎoshīmen zǎoshang hǎo!	Good morning teachers!
大家早上好！	Dàjiā zǎoshang hǎo!	Good morning everyone!
玩得开心！	Wán de kāixīn!	Have fun!

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