

App 8

The Polyglots go to School

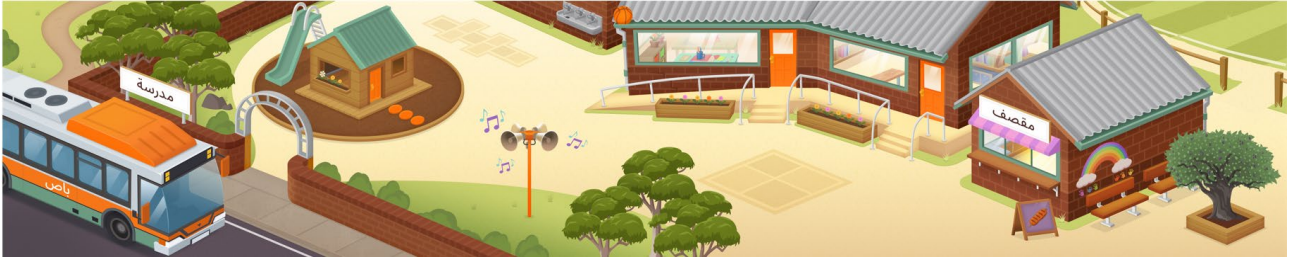
Arabic

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 there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers (ACLARU117)

Language

Arabic	Transliteration	English
مدرسة	madrasa	School
مقصف	maqSaf	Canteen
صباح الخير معلمة!	SabaHul-khayr mu'allima!	Good morning teacher! (to female)
كباب	kabab	Kebab
مرحباً!	marHaban!	Hello!
هيا نلعب!	hayya nal'ab!	Let's play!
أنا في الصف الأول!	ana feS-Safil awwal!	I'm in Year 1!
أنا عطشان!	ana 'aTshaan!	I'm thirsty!
كباب لوسمحت!	kabab law samaHt!	A kebab please!
تفضل!	tafaDDal!	Here you are!
دعينا نكون أصدقاء!	da'eena nakunu aSdiqaa'!	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 – Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school (ACLARC103)
- Reflecting – Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic (ACLARC112)

Understanding: Language variation and change – Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers (ACLARC117)

Language

Arabic	Transliteration	English
إلى اللقاء!	ila-liqaa'	Goodbye!
هَيّ! انتظر!	hay! intathir!	Hey! Wait!
مرحبًا! أنا تالو!	marHaban! ana Talo!	Hi! I'm Talo!
صباح الخير معلمة!	SabaHul-khayr mu'allima!	Good morning teacher! (to female)
صباح الخير معلم!	SabaHul-khayr mu'allim!	Good morning teacher! (to male)
صباح الخير!	SabaHul-khayr!	Good morning! (to peers)
صباح الخير فين!	SabaHul-khayr Finn!	Good morning Finn (to boy)
صباح الخير تام!	SabaHul-khayr Tam!	Good morning Tam (to girl)
صباح الخير جميعًا!	SabaHul-khayr jamee'an!	Good morning everyone!
صباح الخير معلمة! كيف حالكِ؟	SabaHul-khayr mu'allima! kayfa Haaluki?	Good morning teacher! How are you? (to female)
صباح الخير معلم! كيف حالكَ؟	SabaHul-khayr mu'allim! kayfa Haaluka?	Good morning teacher! How are you? (to male)
أنا بخير شكرًا	ana bekhayr, shukran!	I'm fine, thank you! (to student)
توقف!	tawaqaf!	Stop!
اذهب!	eth-hab!	Go!
بطيء!	baTee'	Slow!
سريع!	saree'	Fast!
شكرًا!	shukran!	Thank you!
باص	baaS	Bus (signage)
إلى اللقاء!	ila-liqaa'	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 classroom routines such as opening and closing of lessons, responding to instructions and taking turns (ACLARC105)

Understanding: Systems of language – Recognise that language is organised as text, and that texts such as songs, stories and labels have different features (ACLARU116)

Language

Arabic	Transliteration	English
قفوا!	qefoo!	Stand up!
اجلسوا!	ejlesoo!	Sit down!
اسمعوا!	esma'oo!	Listen!
انظروا	unthuroo!	Look!
اقروا!	eqra'-oo!	Read!
اكتبوا!	uktuboo!	Write!
ارسموا!	ursumoo!	Draw!
قفوا بسرعة.	qefoo besur'a.	Stand up quickly.
قفوا ببطء.	qefoo bebiT'.	Stand up slowly.
اكتبوا بسرعة.	uktuboo besur'a.	Write quickly.
اكتبوا ببطء.	uktuboo bebiT'.	Write slowly.
اقروا الكتاب.	eqra'ul ketab.	Read the book.
اقروا الكتاب الأخضر.	eqra'ul ketabal-akhDar.	Read the green book.
اكتبوا بقلم الرصاص.	uktuboo beqalamir-raSaS.	Write in pencil.
اكتبوا بقلم التلوين البرتقالي.	uktuboo beqalamit-talweenil- burtaqaleyy.	Write in orange texta.
ارسموا بالقلم البرتقالي.	ursumoo belqamil-burtaqaleyy.	Draw in orange pencil.

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 – Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)

Understanding: Systems of language – Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words (ACLARU114); Recognise that language is organised as text, and that texts such as songs, stories and labels have different features (ACLARU116)

Language

Arabic	Transliteration	English
كُتُب	kutub	Books
مَمَاح	mamaHin	Erasers
أورَاق	awraaq	Papers
مِقَصَّات	miqaSSaat	Scissors
صَمَّغ	Samgh	Glue
ألواح إلكترونية	alwaaHun elktorouneyya	Devices
أقلام رصاص	aqlamu-raSaS	Pencils
أقلام تلوين	aqlamu-talween	Textas
فوانيس ورقية	fawaneesun waraqeyya	Paper lanterns
أعطني كتابا، من فضلك!	a'Tinee kitaaban, min faDlik!	Can I please have the book?
أعطني بعض الورق، من فضلك!	a'Tinee ba'Dal-waraq, min faDlik!	Can I please have some paper?
أعطني قلم رصاص، من فضلك!	a'Tinee qalama raSaSin, min faDlik!	Can I please have a pencil?
أحمر	aHmar	Red
أزرق	azraq	Blue
أخضر	akhDar	Green
أسود	aswad	Black
برتقالي	burtuqaleyy	Orange
وردي	wardeyy	Pink
شكراً	shukran	Thank you
عمل عظيم!	'amalun 'atheem!	Great work!
رائع!	ra'e!	Fantastic!
باه!	yaah!	Wow!
إلى اللقاء!	ila-liqaa'!	See you later!

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 – Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school (ACLARC103); Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)
- Informing – Locate and organise information from simple spoken, written and visual texts to identify details about people and objects (ACLARC106); Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning (ACLARC107)
- Reflecting – Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups (ACLARC113)

Understanding: Systems of language – Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms (ACLARU115)

Language

Arabic	Transliteration	English
مرحبًا! أنا كي.	marHaban! ana Kai.	Hi! I'm Kai. (for a boy)
أنا في الصف الأول.	ana feS-Safil awwal.	I'm in Year 1.
عمري ست سنوات.	'umri setu sanawat.	I'm six years old.
أحبّ	uHebu	Like (label)
لا أحبّ	la uHebu	Don't like (label)
قطّة	qeTTa	Cat
كلب	kalb	Dog
موسيقى	museeqa	Music
أنا أحب القطط.	ana uHebul-qeTaT.	I like cats.
أنا لا أحب القطط.	ana la uHebul-qeTaT.	I don't like cats.
أنا أحب الكلاب.	ana uHebul-kelab.	I like dogs.
أنا لا أحب الكلاب.	ana la uHebul-kelab.	I don't like dogs.
أنا أحب الموسيقى.	ana uHebul-museeqa.	I like music.
أنا لا أحب الموسيقى.	ana la uHebul-museeqa	I don't like music.
إلى اللقاء!	ila-liqaa'!	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 – Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school (ACLARC103); Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)
- Informing – Locate and organise information from simple spoken, written and visual texts to identify details about people and objects (ACLARC106)
- Creating – Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression (ACLARC109)

Understanding:

- Language variation and change – Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers (ACLARC117)

Cultural references



The word 'kebab' is of Arabic origin and means 'fried meat'. There are many different versions of kebabs around the world, and they are often cooked on skewers. Lamb is the most traditional meat used.



Olive trees are valued within Arabic-speaking cultures for their hardiness and ability to grow in difficult conditions. Olives are served within all styles of cooking and olive oil is an important cooking ingredient.



The 'fanous' lantern is a feature of Ramadan as it is recognised in Egypt. Traditionally, it is made of metal and glass, but many people make or buy simpler paper lanterns for Ramadan. These can be of different colours, and decorated with traditional elements such as stars or crescent moons.

Greetings in Arabic-speaking countries change with the time of day. Good morning is 'SabaHul-khayr'. When greeting someone of the same gender in an Arabic-speaking country, older children or adults shake hands – using the right hand. Young students can shake hands with males or females.



Preserved lemons are used throughout the Arabic-speaking countries in cooking. They are made by soaking lemon segments in salty water and lemon juice for several weeks.



Camels are so important in Arabic-speaking cultures that there are nearly 1000 Arabic words related to them! Arabian camels are 'dromedaries' – they have just one hump. Did you know that they have two rows of eyelashes, to keep out sand?

'Let's go to school' song lyrics

Arabic	Transliteration	English
هيا نذهب إلى المدرسة!	hayya nath-habu elal-madrasa!	Let's go to school!
هيا نذهب إلى المدرسة!	hayya nath-habu elal-madrasa!	Let's go to school!
صباح الخير أصدقاء!	SabaHul-khayri aSdiqaa'!	Good morning friends!
صباح الخير أصدقاء!	SabaHul-khayri aSdiqaa'!	Good morning friends!
صباح الخير جميعاً!	SabaHul-khayri jamee'an!	Good morning everyone!
هيا نذهب إلى المدرسة!	hayya nath-habu elal-madrasa!	Let's go to school!
هيا نذهب إلى المدرسة!	hayya nath-habu elal-madrasa!	Let's go to school!
صباح الخير المعلمون!	SabaHul-khayri mu'allimoon!	Good morning teachers!
صباح الخير المعلمون!	SabaHul-khayri mu'allimoon!	Good morning teachers!
صباح الخير جميعاً!	SabaHul-khayri jamee'an!	Good morning everyone!
أتمنى لكَ نهاراً سعيداً!	atamanna laka naharan sa'eedan!	Have a nice day!

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