



App 7

The Polyglots in the Town

Arabic

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 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)

Building site

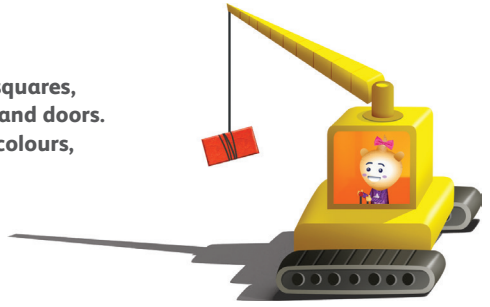
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

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 – 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)



Library

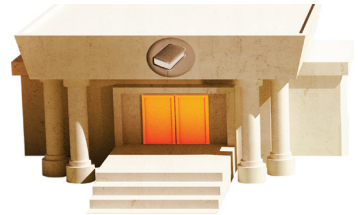
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

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 the letters and sounds of the Arabic alphabet [and identify how letters are modified so they can be joined to form words] (ACLARU114)



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 – Initiate interactions with peers [and the teacher] by [asking and] responding to questions and exchanging information about self [and family, friends and school] (ACLARC103)



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 – 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)



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 – 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)



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 – 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)

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



The coffee pot or 'dallah' has been used for centuries. In Bedouin traditions, coffee was associated with hospitality and wealth. An image of a coffee pot on coins in the United Arab Emirates is a sign of welcome.



Chickpeas are the main ingredient of hummus, a dip or spread that is enjoyed in most Arabic-speaking cultures. They are used in many other dishes as well.



Embroidered cloths have been used to decorate tables, furnishings and clothing for centuries. Designs vary depending on where, when and for whom they are made.



The Great Pyramid at Giza is the only survivor of the Seven Wonders of the Ancient World. Like most pyramids, it was a royal tomb for a pharaoh of ancient Egypt.

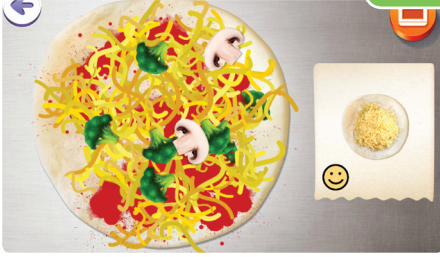


Markets in Arabic-speaking cultures have spice shops selling perfumes such as frankincense, and herbs and spices for cooking. Rose petals, incense and traditional medicine may be piled in colourful pyramids.

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

Arabic	Transliteration	English
مربع أسود	murabba' aswad	Black square
دائرة زرقاء	da'ira zarqraa'	Blue circle
مثلث بني	muthallath bunni	Brown triangle
مستطيل أخضر	mustaTeel akhDar	Green rectangle
مثلث برتقالي	muthallath burtuqaali	Orange triangle
دائرة وردية	da'ira wardiyya	Pink circle
مربع أحمر	murabba' aHmar	Red square
مستطيل أصفر	mustaTeel aSfar	Yellow rectangle

Big and small windows and doors

Arabic	Transliteration	English
باب صغير	baab Sagheer	Small door
باب كبير	baab kabeer	Big door
شباك صغير	shubbak Sagheer	Small window
شباك كبير	shubbak kabeer	Big window

Food

Arabic	Transliteration	English
خبز	khubz	Bread
جبين	jubn	Cheese
حمص	HimmaS	Chickpeas
لحم مفروم	laHm mafrum	Meat
فطر	fiTr	Mushroom
بيتزا	bitza	Pizza
أرز	aruz	Rice
صلصة الطاطم	SalSa-TamaTim	Tomato sauce
موزة، لو سمحت!	mawza, law samaHt!	A banana, please!
تفاحة، لو سمحت!	tuffaHa, law samaHt!	An apple, please!

Questions and answers

Arabic	Transliteration	English
ما اسمك؟	masmuk?	What's your name? (gender-neutral form)
اسمي يم.	ismi bim.	My name is Bim.
كم عمرك؟	kam 'umruk?	How old are you? (gender-neutral form)
أنا ستة!	anaa sitta!	I'm six!
ماذا بك؟	matha bik?	What's the matter? (gender-neutral form)
رأسي يؤلمني!	ra'si yu'limuni!	My head hurts!

'Goodbye' song lyrics

Arabic	Transliteration*	English
إلى اللقاء بيم!	ila liqaa' bim!	Goodbye Bim!
إلى اللقاء كيت!	ila liqaa' kit!	Goodbye Kit!
إلى اللقاء تام!	ila liqaa' tam!	Goodbye Tam!
إلى اللقاء، إلى اللقاء!	ila liqaa' , ila liqaa'!	Goodbye, goodbye!
إلى اللقاء!	ila liqaa'!	See you later!
إلى اللقاء فين!	ila liqaa' fin!	Goodbye Finn!
إلى اللقاء مين!	ila liqaa' min!	Goodbye Min!
إلى اللقاء كاي!	ila liqaa' kai!	Goodbye Kai!
إلى اللقاء، إلى اللقاء!	ila liqaa' , ila liqaa'!	Goodbye, goodbye!
إلى اللقاء!	ila liqaa'!	See you later!
هيا نذهب!	hayya nathhab!	Let's go!

* Transliteration: A romanised version of Arabic is provided as a guide. For correct pronunciation, please listen to the words as they are spoken in the app. In Arabic, some adjectives have different forms depending on whether the noun being described is masculine, feminine, singular or plural.