



App 4

# *The Polyglots at the Zoo*

French

Discover *The Polyglots at the Zoo!*  
Children meet animals at the zoo, and explore  
the language of fruit and drinks.

# Learning experiences

## Playspace

Children explore a zoo, where they can feed a panda and an orangutan, sort fruit, make juice for a camel and a water vole, solve a puzzle, have a picnic, and more.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. This is evident, for example, when children express wonder and interest in their environments.

### Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced [and how they are represented in words and symbols] (ACLFU012)

## Animal feeding time

Children feed animals at the zoo. They learn words for fruit, and how to express their feelings in relation to food.

### Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children become socially responsible and show respect for the environment. This is evident when children use play to investigate, project and explore new ideas.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



## Fruit sorter

Children sort fruit from a conveyor belt into crates. They learn names and colours of fruit.

### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident when children use the processes of play, reflection and investigation to solve problems.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



## Food puzzle

Children complete a jigsaw puzzle, and explore the words for foods and drinks.

### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident when children transfer knowledge from one setting to another.

### Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols (ACLFRU012)



## Picnic

Children mimic words used by a character at a picnic. They learn phrases such as 'I'm hungry' and 'I'm thirsty'.

### Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect. This is evident, for example, when children empathise with and express concern for others.

### Links to the Australian Curriculum

Communicating: Informing – Convey factual information about self, [family, friends and possessions,] using simple statements, gestures and support materials (ACLFRC005)



## Juice bar

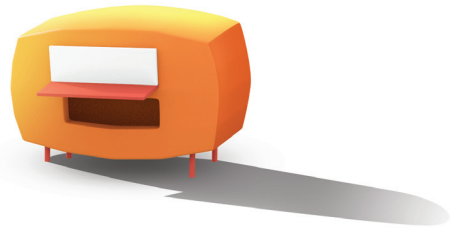
Children make juice for a camel and a water vole, listening carefully to what fruit blends the animals want. They learn phrases such as 'I'd like/I want an orange juice'.

### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children use the processes of play, reflection and investigation to solve problems.

### Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



## Song

Children sing a song about being hungry and thirsty, and the fruit and drinks they want.

### 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 using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



**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 water vole is native to France. It lives in burrows alongside river banks or along the many canals in France. Sometimes called a water rat, it makes a distinctive rasping squeak when frightened.



Cherries are much celebrated in France with an annual festival in Céret. There are tastings of cherry pies, cherry burgers and cherries on toast.



Pears are used in many ways. You may eat them with Roquefort cheese (a type of blue cheese) or in a dessert served with chocolate sauce.



In France, many people buy fruit that is in season and locally produced. Most small towns still have a weekly market of local food or visiting food vans. Cities such as Paris have many open-air markets and market streets.

# Extensions

Bring the app environment into your play space

Animal feeding time



Re-create the experiences from the app

Animal feeding time



Fruit sorter



# Language

## Fruit

### French

La pomme  
La banane  
La cerise  
Les raisins  
L'orange  
La poire  
Le rambutan  
La fraise  
Beurk! Je n'aime pas les raisins!  
Miami! J'aime les pommes!

### English

Apple  
Banana  
Cherry  
Grapes  
Orange  
Pear  
Rambutan  
Strawberry  
Yuck! I don't like grapes!  
Yum! I like apples!

## Fruit and colour combinations

### French

Une pomme verte  
Une banane verte  
Des raisins verts  
Une fraise verte  
Une pomme rouge  
Des raisins rouges  
Une fraise rouge  
Une banane jaune

### English

Green apple  
Green banana  
Green grapes  
Green strawberry  
Red apple  
Red grapes  
Red strawberry  
Yellow banana

## Drinks

### French

Le jus  
Du lait  
De l'eau  
Miami! J'aime le jus de pomme!

### English

Juice  
Milk  
Water  
Yum! I like apple juice!

## Hunger and thirst

### French

J'ai faim!  
J'ai soif!

### English

I'm hungry!  
I'm thirsty!

## Asking for things

### French

Je voudrais une pomme.  
Je voudrais une banane.  
Je voudrais des raisins!  
Je voudrais du jus!  
Je voudrais un jus de pomme.  
Je voudrais un jus pomme banane.

### English

I'd like an apple.  
I'd like a banana.  
I'd like some grapes!  
I'd like some juice!  
I'd like/I want an apple juice.  
I'd like/I want an apple and banana juice.

# ‘Fruits’ song lyrics

## French \*

## English

J’ai faim!

I’m hungry!

J’ai faim!

I’m hungry!

Je voudrais une pomme.

I’d like an apple.

Je voudrais une banane.

I’d like a banana.

Je voudrais une fraise.

I’d like a strawberry.

Je voudrais des raisins!

I’d like some grapes!

J’ai soif!

I’m thirsty!

J’ai soif!

I’m thirsty!

Je voudrais de l’eau.

I’d like some water.

Je voudrais du lait.

I’d like some milk.

Je voudrais du jus!

I’d like some juice!

Merci!

Thank you!

\* In French, some adjectives have different forms depending on whether the noun being described is masculine, feminine, singular or plural.