



App 7

The Polyglots in the Town

Vietnamese

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 the sounds and tones of spoken Vietnamese, [and notice how they are represented in words and symbols] (ACLVIU117)

Building site

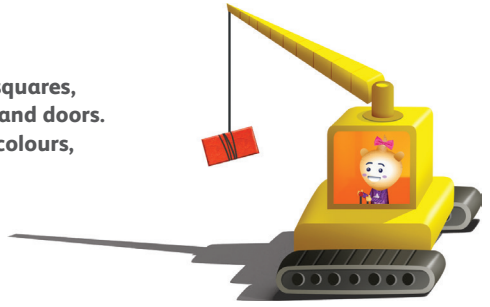
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

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: Informing – Identify key words and specific information related to their personal world in simple spoken, [written,] digital and visual texts (ACLVIC109)



Library

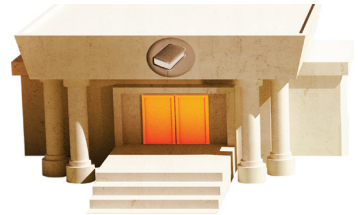
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

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 sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols (ACLVIU117)



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 – Interact with peers [and the teacher] by [introducing themselves and] expressing needs, wishes, likes and dislikes (ACLVIC106)



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 – Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression (ACLVIC112)



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 – Participate in guided [group] activities such as songs, rhymes, games and transactions, using modelled repetitive language (ACLVIC107)



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 songs, rhymes, games and transactions, using modelled repetitive language (ACLVIC107)



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



In Vietnam, the Mid-Autumn Festival has helped keep traditional toy shops alive. In the lead-up to the festival some hold workshops to show children how to make traditional toys such as papier-mâché masks and paper lanterns.



One form of Vietnamese embroidery, introduced by the French, involves pulling out the threads from a piece of plain-coloured fabric and replacing them with coloured ones. These new coloured threads are dyed by the embroiderers themselves using commercial or natural dyes.



As a snack, pineapples are often eaten as they are, but can also be consumed with salt and a little chilli. Pineapples are also used in juices, salads, jams, liquors, preserves, desserts and as a pizza topping!



A special teapot used by Vietnamese people is the Tu Sa teapot, made locally from purple clay. The Tu Sa teapot contributes to the good colour of the tea and helps to keep its flavour and heat.

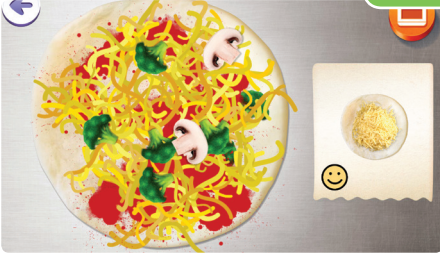


Traditional Vietnamese fish sauce is made from only two ingredients, fish and salt, which are placed into wooden barrels to ferment. Once the liquid starts to rise to the top the sauce can be strained out using baskets lined with cloth.

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

Vietnamese

hình vuông màu đen
hình tròn màu xanh trời
hình tam giác màu nâu
hình chữ nhật màu xanh lá cây
hình tam giác màu cam
hình tròn màu hồng
hình vuông màu đỏ
hình chữ nhật màu vàng

English

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

Big and small windows and doors

Vietnamese

cửa nhỏ
cửa lớn
cửa sổ nhỏ
cửa sổ lớn

English

Small door
Big door
Small window
Big window

Food

Vietnamese

bánh mì
phô mai
nước mắm
nấm
dứa
pizza
cơm
sốt cà chua
Cho xin trái chuối!
Cho xin trái táo!

English

Bread
Cheese
Fish sauce
Mushroom
Pineapple
Pizza
Rice
Tomato sauce
A banana, please!
An apple, please!

Questions and answers

Vietnamese

Bạn tên là gì?
Tôi tên là Bim.
Bạn mấy tuổi?
Tôi sáu tuổi!
Bạn có sao không?
Đầu tôi đau!

English

What's your name?
My name is Bim.
How old are you?
I am six years old!
Are you OK?
My head hurts!

‘Goodbye’ song lyrics

Vietnamese

English

Tạm biệt Bim!

Goodbye Bim!

Tạm biệt Kit!

Goodbye Kit!

Tạm biệt Tam!

Goodbye Tam!

Tạm biệt, tạm biệt!

Goodbye, goodbye!

Hẹn gặp lại!

See you later!

Tạm biệt Finn!

Goodbye Finn!

Tạm biệt Min!

Goodbye Min!

Tạm biệt Kai!

Goodbye Kai!

Tạm biệt, tạm biệt!

Goodbye, goodbye!

Hẹn gặp lại!

See you later!

Chúng ta đi!

Let's go!