



App 7

The Polyglots in the Town

French

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 and reproduce the sounds and rhythms of spoken French, noticing how they are produced [and how they are represented in words and symbols] (ACLFU012)

Building site

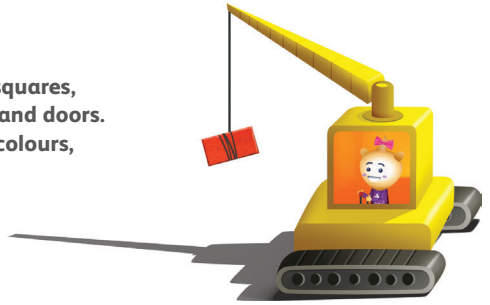
Children create buildings with shapes such as squares, rectangles, circles and triangles, plus windows and doors. They learn the words for different shapes and colours, as well as 'big' and 'small'.

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



Library

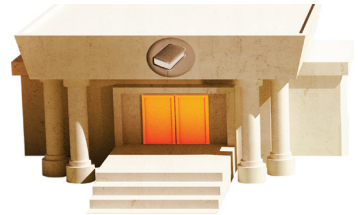
Children enjoy six mini-books with scenes and characters from the apps. The books are: *What's your name?*, *Colours!*, *How old are you?*, *I'm hungry!*, *What's the matter?* and *Let's play!* Children see written language specific to each book, and also hear it spoken.

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 and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols (ACLFRU012)



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 – Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions (ACLFRC002)



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



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



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 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



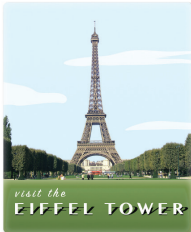
The pear is one of the most popular fruits in France. Pears are used in French cooking and can be found in jams and tarts. They may be served raw with fruit, nuts and cheese.



French food markets often include olives. Some of these are grown in the south of France where local varieties such as 'picholine' (bright green egg-shaped olives) are popular. Niçoise olives (a black olive) can be used in tapenade and salad Niçoise.



This brightly coloured tablecloth with a decoration of olives on branches is typical of designs from Provence in the south of France.



The Eiffel Tower is a world-famous tourist attraction. It was designed by Gustave Eiffel to be the entrance arch to the 1889 World Fair in Paris.

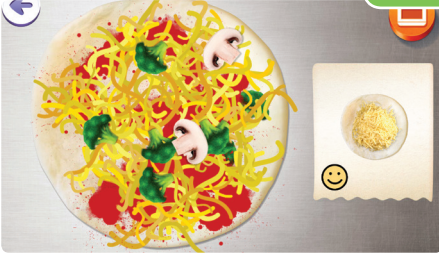


The 'boulangerie', or bakery, is important in French life. To be called a boulangerie, bread has to be made on the premises. Pastries and cakes may also be sold, and many also sell sweets, chocolate and ice cream.

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

French

Un carré noir
Un cercle bleu
Un triangle brun
Un rectangle vert
Un triangle orange
Un cercle rose
Un carré rouge
Un rectangle jaune

English

A black square
A blue circle
A brown triangle
A green rectangle
An orange triangle
A pink circle
A red square
A yellow rectangle

Big and small windows and doors

French

Une petite porte
Une grande porte
Une petite fenêtre
Une grande fenêtre

English

A small door
A big door
A small window
A big window

Food

French

Le pain
La cerise
Les cornichons
Les champignons
Une olive
La pizza
Le riz
La sauce tomate
Une banane, s'il vous plaît!
Une pomme, s'il vous plaît!

English

Bread
Cherry
Gherkins
Mushrooms
An olive
Pizza
Rice
Tomato sauce
A banana, please!
An apple, please!

Questions and answers

French

Tu t'appelles comment?
Je m'appelle Bim.
Quel âge as-tu?
J'ai six ans!
Qu'est-ce qu'il y a?
J'ai mal à la tête!

English

What's your name?
My name is Bim.
How old are you?
I'm six!
What's the matter?
My head hurts!

‘Goodbye’ song lyrics

French

English

Au revoir Bim!

Goodbye Bim!

Au revoir Kit!

Goodbye Kit!

Au revoir Tam!

Goodbye Tam!

Au revoir, au revoir!

Goodbye, goodbye!

À bientôt!

See you later!

Au revoir Finn!

Goodbye Finn!

Au revoir Min!

Goodbye Min!

Au revoir Kai!

Goodbye Kai!

Au revoir, au revoir!

Goodbye, goodbye!

À bientôt!

See you later!

On y va!

Let's go!

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