

## App 9

# *The Polyglots Go Camping*

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## Arabic

Students have fun in a camping ground, with tents, a campfire and games. They revise greetings and learn language for labelling family members.

# Learning experiences

## Playspace

The playspace features an Australian bush campsite setting. Students can participate in family-themed camping activities using Arabic.



### 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)

#### Language

Arabic	Transliteration	English
مخيم	mukhayyam	Camp (signage)
انظري!	unthuree!	Look!
كشاف!	kash-shaf!	Torch!
بطاقات اللعب!	biTaaqatul-la'ib!	Cards!
انظري نجوم!	unthuree nujoom!	Look! Stars!
موسيقى! هيا نغني!	museeqa! hayya nughanee!	Music! Let's sing!
أنا جائع!	ana ja'e!	I'm hungry!
هيا نذهب!	hayya nathhab!	Let's go!

## Bush collage

In this open-ended activity, students create collages of families using natural items found in the bush such as gumnuts, stones, flowers and leaves. Students may label family members with bilingual labels and hear the target language.

### Australian Curriculum links

#### Communicating:

- Informing – 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 that language is organised as text, and that texts such as songs, stories and labels have different features (ACLARU116)

### Language

Arabic	Transliteration	English
عائلة كيت	'a'elatu Kit	Kit's Family (label)
عائلة	'a'ela	A family
أنا	anaa	Me
أم	um	Mum
أب	ab	Dad
أخت	ukht	Sister
أخ	akh	Brother
جدّة	jadda	Grandma
جدّ	jadd	Grandpa
مرحبا!	marHaban!	Hello!
جوزة الصمغ	jawzatuS-Samgh	Gumnut
ورقة مستديرة	waraqatun mostadera	Round leaf
ورقة طويلة	waraqatun Taweela	Long leaf
زهرة حمراء	zahratur Hamraa'	Red flower
زهرة صفراء	zahratur Safraa'	Yellow flower
عُصين	ghuSain	Twig
عصا	'aSaa	Stick
عيّنان	'aynaan	Eyes
حجر	Hajar	Stone
إلى اللقاء!	ila-liqaa'!	See you later!

## Spotlight

Students use a torch to help Polyglots find family members who are hiding in the dark. On finding a hiding spot, a Polyglot calls out a family member name and students repeat the modelled language into the microphone to reveal them.

### 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); Informing – 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)

**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
واحد	waHed	One
إثنان	ethnan	Two
ثلاثة	thalatha	Three
أربعة	arba'a	Four
خمسة	khamisa	Five
هَيَّا نَلْعَبُ الْغَمِيْضَةَ!	hayya nal-'abul ghomayDah!	Let's play hide and seek!
أنا قادمة، جاهزون أم لا!	ana qademah, jahizuna am la!	Coming ready or not!
أم	um	Mum
أب	ab	Dad
جدّة	jadda	Grandma
جدّ	jadd	Grandpa
أمي؟ هل هذه أنت يا أمي؟	umee? hal hathihi anti ya umee?	Mum? Is it/that Mum?
أبي؟ هل هذا أنت يا أبي؟	abee? hal hatha anta ya abee?	Dad? Is it/that Dad?
جدّتي؟ هل هذه أنت يا جدّتي؟	jaddatee? hal hathihi anti ya jaddatee?	Grandma? Is it/that Grandma?
جدّي؟ هل هذا أنت يا جدّي؟	jaddee? hal hatha anta ya jaddee?	Grandpa? Is it/that Grandpa?
أمي! أمي!	umee! umee!	Mum! Mum!
وجدتني!	wajadtanee!	You found me!

## Families card game

The aim of this activity is to collect a complete set of family cards for one Polyglots family. Students play with on-screen players or in real time with other students via group presence. Students see and hear the names of family members.

### 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); 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
أب	ab	Dad
أم	um	Mum
الأخ الكبير	alakhul-kabeer	Big brother
الأخت الكبيرة	alukhtul-kabeera	Big sister
الأخ الصغير	alakhulS-Sagheer	Little brother
الأخت الصغيرة	alukhtulS-Sagheera	Little sister
جدّ	jadd	Grandpa
جدّة	jadda	Grandma
الفائز!	al fa'izz!	Winner!
هذه عائلتي!	haathih 'a'elatee!	This is my family!
هذا أبي.	haatha abee.	This is my dad.
هذه أمي.	haathih umee.	This is my mum.
هذا أخي الكبير.	haatha akhel-kabeer.	This is my big brother.
هذه أختي الكبيرة.	haathih ukhtel-kabeera.	This is my big sister.
هذا أخي الصغير.	haatha akheS-Sagheer.	This is my little brother.
هذه أختي الصغيرة.	haathih ukhtihS-Sagheera.	This is my little sister.
هذا جدّي.	haatha jaddee.	This is my grandpa.
هذه جدّتي.	haathih jaddatee.	This is my grandma.
هذا أنا!	haatha anaa!	This is me!
إلى اللقاء!	ila-liqaa'	See you later!

## Camping cook-up

In this activity, students address the needs of hungry Polyglots characters. They listen to determine which plate belongs to whom, cook some food and then serve the food to the correct character.

### 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: 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)

#### 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 variation and change – Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another (ACLARU118)

### Language

Arabic	Transliteration	English
مرحبا!	marHaban!	Hello!
مرحبا! أنا جائع!	marHaban! anaa ja'e!	Hi! I'm hungry! (male)
مرحبا! أنا جائعة!	marHaban! anaa ja'e'a!	Hi! I'm hungry! (female)
أنا الأم!	anal-um!	I'm Mum!
أنا الأب!	anal-ab!	I'm Dad!
أنا الجدة!	anal-jadda!	I'm Grandma!
أنا الجد!	anal-jad!	I'm Grandpa!
هذا صحن أمي.	haatha SaHanu umee.	This is Mum's plate.
هذا صحن أبي.	haatha SaHanu abee.	This is Dad's plate.
هذا صحن جدتي.	haatha SaHanu jaddatee.	This is Grandma's plate.
هذا صحن جدي.	haatha SaHanu jaddee.	This is Grandpa's plate.
لمن هذا؟	leman haatha?	Whose is this? (masculine)
لمن هذه؟	leman haathihi?	Whose is this? (feminine)
هذا لي!	haatha lee!	It's mine! (masculine)

هذه لي!	haathihi lee!	It's mine! (feminine)
هذا ليس لي!	haatha laysa lee!	That's not mine! (masculine)
هذه ليست لي!	haathihi laysat lee!	That's not mine! (feminine)
كباب	kabab	Kebab
سمكة	samakah	Fish
ذرة	thura	Corn
مارشميلو	marshmeloo	Marshmallows
شريحة لحم	shareeHatu laHam	Steak
جمبري	jambaree	Prawns
شريحة اللحم هذه لأمي.	shareeHatul-laHmi haathih li- umee.	This is Mum's steak.
هذا كباب أبي.	haatha kababu abee.	This is Dad's kebab.
هذه المارشميلو لجدتي.	haathihil marshmeloo li- jaddatee.	This is Grandma's marshmallow.
هذا الجمبري لجدّي.	haathal jambaree le-jaddee.	These are Grandpa's prawns.
رائع!	ra'e!	Wow!
ممتاز!	mumtaaz!	Excellent!
يم!	yamm!	Yum!
لذيذ!	latheeth!	Delicious!
طعامي المفضل!	Ta'aamil-mufaDDal!	My favourite!
مم! أنا أحب السمك!	mmm! anaa uHibbus-samak!	Mmm! I like fish!
شكرا!	shukran!	Thank you!

# Stargazing

This activity is based on the familiar 'dot-to-dot' concept. Students view stars in the night sky and join them together based upon the number sequence, counting by ones, twos, fives or tens.

## Australian Curriculum links

**Communicating:** Informing – 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)

**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)

**Number and Algebra:** Number and place value – Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)

## Language

Arabic	Transliteration	English
انظرا!	unthur!	Look!
واحد	waHed	One
إثنان	ethnan	Two
ثلاثة	thalatha	Three
أربعة	arba'a	Four
خمسة	khamisa	Five
سته	setta	Six
سبعة	saba'a	Seven
ثمانية	thamanya	Eight
تسعة	tisa'a	Nine
عشرة	'ashara	Ten
أحد عشر	aHda 'ashar	Eleven
إثنا عشر	ethna 'ashar	Twelve
ثلاثة عشر	thalathata 'ashar	Thirteen
أربعة عشر	arba'ata 'ashar	Fourteen
خمسة عشر	khamсата 'ashar	Fifteen
سته عشر	settata 'ashar	Sixteen
سبعة عشر	sab'ata 'ashar	Seventeen
ثمانية عشر	thamaniyata 'ashar	Eighteen
تسعة عشر	tisa'ata 'ashar	Nineteen
عشرون	'ishroon	Twenty
خمسة وعشرون	khamساتun wa 'ishroon	Twenty-five
ثلاثون	thalathoon	Thirty

خمسة وثلاثون	khamsatun wa thalathoon	Thirty-five
أربعون	arba'oon	Forty
خمسة وأربعون	khamsatun wa arba'oon	Forty-five
خمسون	khamsoon	Fifty
ستون	sittoon	Sixty
سبعون	sab'oon	Seventy
ثمانون	thamanoon	Eighty
تسعون	tis'oon	Ninety
مئة	mi'a	One hundred
جمل	jamal	Camel
سمكة	samaka	Fish
ومبت	wombat	Wombat
قيثارة	qithaara	Guitar
كنغر	kanghar	Kangaroo
بومة	booma	Owl
قارب	qareb	Canoe
بوسم	bossom	Poosum
خيمة	khayma	Tent
نار المخيم	narul-mukhayyam	Campfire
ضفدع	DifDa'	Frog
فطر	fuTr	Mushrooms
فيل	feel	Elephant
قلعة رملية	qal'atun ramleyya	Sandcastle
أرنب	arnab	Rabbit
طائرة ورقية	Ta'eratun waraqeyya	Kite
حصان	HeSaan	Horse
دب	dob	Bear
إلى اللقاء!	ila-liqaa'!	See you later!

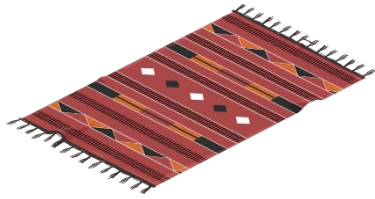
## Song

The 'This is my family' song features Bim playing a harmonica and a guitar around a campfire. He introduces his family as they arrive one by one.

### 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)

# Cultural references



Bedouin carpets and rugs are the traditional craft of Bedouin clans, historically the nomadic desert Arabs. The woollen yarn is hand-dyed and woven. These beautiful rugs were spread inside tents and are much prized the world over.



The darbuka, a goblet-shaped drum that is often engraved, is the main percussion instrument in the countries of the Middle East. Struck by the hand, its rhythms enliven weddings and accompany belly dancing. Large darbukas can release a loud, deep sound, while smaller ones can provide music for quieter moments.



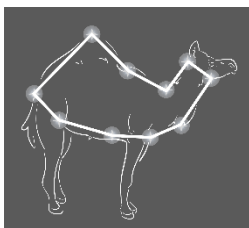
Fanous or fanoos means 'lamp', or 'light'. These colourful lanterns of many shapes and sizes have long lit up or decorated the streets and entrances to houses and shops during the month of Ramadan. Today, fewer are made of brass and tinted glass, but they are still much loved.



The eight-pointed star pattern, referred to as khatim or khatim-sulayman, meaning 'seal of the prophets', is seen in most Arabic-speaking cultures on flags, in mosques and in Qur'ans (Korans). It is used within beautiful geometric tiled patterns in houses and public spaces.



Varieties of kebabs are sold throughout Arabic-speaking countries. In Morocco the kebabs might be made from fish and spicy chermoula sauce and served with couscous. Kebabs are not a traditional dish in the Gulf countries, but have been introduced.



The camel with a single hump is central to the culture of Arabic-speaking countries. Bedouin (Arab nomads of the desert), once relied on camels for transport and food. They travelled with their camels in the cool of the night, using the stars to guide them.

# 'This is my family' song lyrics

Arabic	Transliteration	English
هذه أمي	haathihi umee	This is my mum.
هذا أبي	haatha abee	This is my dad.
تَشْرَفْنَا!	tashrrafnaa!	Pleased to meet you!
هذه أختي الصغيره	haathihi ukhtiS-Sagheera	This is my little sister!
هذا أخي الكبير	haatha akhel-kabeer	This is my big brother!
تَشْرَفْنَا!	tashrrafnaa!	Pleased to meet you!
هذه عائلتي	haathihi 'a'elatee	This is my family.
هذه عائلتي	haathihi 'a'elatee	This is my family.
مَن فِي عَائِلَتِكَ؟	man fee 'a'elaatek?	Who's in your family?

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