



## App 6

# *The Polyglots at the Park*

## Arabic

Discover *The Polyglots at the Park!*  
Children enjoy games and activities played  
in an Australian park, and explore the  
language of action words and phrases.

# Learning experiences

## Playspace

Children explore games and activities in an Australian park, where they can tap on a maze, a mat, a podium and more to open the learning experiences in the app.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children become strong in their social and emotional wellbeing. This is evident, for example, when children seek out and accept new challenges, make new discoveries, and celebrate their own efforts and achievements and those of others.

### 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)

## Follow the leader

Children copy Bim's actions, using the front-facing camera in the tablet. They learn action words such as run and jump, and hear supportive language such as 'That was fun'.



### 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 develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

### 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)

## Warm-up trainer

Children direct the actions of characters who are training for an event. They pronounce a range of verbs, and phrases such as 'Jump fast' and 'Jump slowly'.

### 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 listen and respond to sounds and patterns in speech, stories and rhymes in context.

### 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)



## Ready, set, go!

Children move characters along a track in a race to the finish by selecting the correct image for the action word they hear (run, jump, walk).

### Links to the EYLF

Outcome 5: Children are effective communicators. Children interact verbally and non-verbally with others for a range of purposes. This is evident, for example, when children exchange ideas, feelings and understandings using language and representations in play.

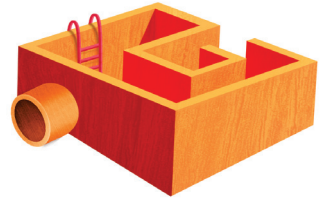
### Links to the Australian Curriculum

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)



## Obstacle maze

Children help Kai to move from the start to the end of a maze. They learn the verbs for specific actions, and revisit the language of introductions.



### Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

### 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)

## Movie builder

Children can create, then view, their own movie sequence of characters performing actions. They hear verbs for specific actions and language from App 4, such as ‘I’m hungry’.



### Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children manipulate resources to investigate, take apart, assemble, invent and construct.

### Links to the Australian Curriculum

Communicating: Creating – Create representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression (ACLARC109)

## Song

The ‘Action’ song invites children to join in a range of physical actions such as running, jumping, walking and singing. The children’s learning focuses on verbs.



### 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



Olive trees are valued within Arabic-speaking cultures for their hardiness and ability to grow in difficult conditions. Olives are served within all styles of cooking and olive oil is an important cooking ingredient.



Traditionally, children's games in Arabic-speaking cultures reflected the type of jobs that girls and boys would do when they were older. Usually, girls and boys played separately and the boys' games tended to be more active.



The Arabian horse shown on the medallion is a special breed of horse known for its graceful head and neck, its high tail and staying power.



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 importance of the camel in Arabic-speaking cultures might be understood by the fact that there are nearly 1000 Arabic words related to camels.

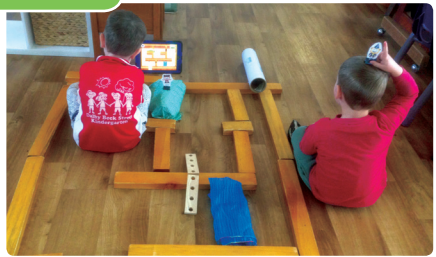
# Extensions

Bring the app environment into your play space

Ready, set, go!



Obstacle maze



Re-create the experiences from the app

Warm-up trainer



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# Language

## Verbs

Arabic	Transliteration	English
إمشوا!	imshuu!	Walk!
إجروا!	ijruu!	Run!
إقفزوا!	iqfizuu!	Jump!
ثبوا!	thibuu!	Hop!
إصعد!	iS'ad!	Climb! ( <i>Addressing a boy</i> )
أرقصوا!	urquSuu!	Dance!

## Verb combinations

Arabic	Transliteration	English
أرقصوا بسرعة!	urquSuu bisur'a!	Dance fast!
إقفزوا بسرعة!	iqfizuu bisur'a!	Jump fast!
إقفزوا ببطء!	iqfizuu bibiT'!	Jump slowly!
هيا نمشي!	hayya namshee!	Let's walk!
هيا نجري!	hayya najree!	Let's run!

## Incidental language

Arabic	Transliteration	English
حديقة عامة	Hadeeqatun 'ammah	Park
مستعدون، إنطلقوا!	musta'idun, inTaliQu!	Ready, go!
لعبة!	lu'bah!	A game!
ممتاز!	mumtaaz!	Excellent!
لقد فزت!	laQad fuzt!	I won!
كان ذلك ممتعا!	kana thalika mumti'an!	That was fun!
قفوا!	qifuu!	Stop!
إمرحوا!	imraHuu!	Have fun!
هيا نذهب!	hayya nathhab!	Let's go!
عظيم! شكرا!	'aZeem! Shukran!	Great! Thank you!

# 'Actions' song lyrics

Arabic	Transliteration*	English
قِفُوا جميعا!	qifoo jamee'an!	Everybody stand up!
هيا نجرى!	hayya najree!	Let's run!
هيا نجرى!	hayya najree!	Let's run!
هيا نقفز!	hayya naqfiz!	Let's jump!
هيا نقفز!	hayya naqfiz!	Let's jump!
هيا نمشي!	hayya namshee!	Let's walk!
هيا نمشي!	hayya namshee!	Let's walk!
هيا نغني!	hayya nughanee!	Let's sing!
اجلسوا جميعا!	ijlisoo jamee'an!	Everybody sit down!

\*Transliteration: A romanised version of Arabic is provided as a guide. Capital letters in the middle of words indicate different sounds from the lower case sounds. For correct pronunciation, please listen to the words as they are spoken in the app.