

## App 9

# *The Polyglots Go Camping*

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## Chinese (Mandarin)

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 Chinese.



### Australian Curriculum links

#### Communicating:

- Socialising – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)

#### Language

##### Chinese

营地

你看！

手电筒！

纸牌游戏！

你看！星星！

音乐！我们唱歌吧！

我饿了！

我开始！

##### Pinyin

Yíngdì

Nǐ kàn!

Shǒudiàntǒng!

Zhǐpái yóuxì!

Nǐ kàn! Xīngxīng!

Yīnyuè! Wǒmen chànggē ba!

Wǒ è le!

Wǒ kāishǐ!

##### English

Camp (signage)

Look!

Torch!

Cards!

Look! Stars!

Music! Let's sing!

I'm hungry!

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:** Socialising – Interact with simple written texts in familiar contexts to contribute to class discussions (ACLCHC002); Informing – Locate and present information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004); Reflecting – Notice aspects of Chinese language and culture that are ‘new’ or ‘interesting’, and observe how relationships influence language use and own identity (ACLCHC009)

### Language

Chinese	Pinyin	English
Kit 的家庭	Kit de jiātíng	Kit's Family (label)
一个家庭	Yī ge jiātíng	A family
我	wǒ	Me
妈妈	māma	Mum
爸爸	bàba	Dad
姐姐	jiějie	Older sister
妹妹	mèimei	Younger sister
哥哥	gēge	Older brother
弟弟	dìdi	Younger brother
外婆	wàipó	Grandma (maternal)
奶奶	nǎinai	Grandma (paternal)
外公	wàigōng	Grandpa (maternal)
爷爷	yéye	Grandpa (paternal)
你好！	Nǐ hǎo!	Hello!
桉树坚果	ānshù jiānguǒ	Gumnut
圆圆的树叶	yuányuan de shùyè	Round leaf
长长的树叶	chángchang de shùyè	Long leaf
红色的花	hóngsè de huā	Red flower
黄色的花	huángsè de huā	Yellow flower
细枝	xìzhī	Twig
枝条	zhītiáo	Stick
眼睛	yǎnjīng	Eyes
石头	shítou	Stone
回头见！	Huítóujiàn!	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 – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001); Informing – Locate and present information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004)

**Understanding:** Systems of language – Understand that Chinese sentences have a particular word order (ACLCHU012)

### Language

Chinese	Pinyin	English
一	yī	One
二	èr	Two
三	sān	Three
四	sì	Four
五	wǔ	Five
我们玩聚光灯游戏吧！	Wǒmen wán jùguāngdēng yóuxì ba!	Let's play the Spotlight game!
再玩一次吧！	Zài wán yī cì ba!	Let's play again!
我来了！	Wǒ lái le!	Coming ready or not!
妈妈	māma	Mum
爸爸	bàba	Dad
外婆	wàipó	Grandma (maternal)
奶奶	nǎinai	Grandma (paternal)
爷爷	yéye	Grandpa (paternal)
妈妈？那是妈妈吗？	Māma? Nà shì māma ma?	Mum? Is it/that Mum?
爸爸？那是爸爸吗？	Bàba? Nà shì bàba ma?	Dad? Is it/that Dad?
外婆？那是外婆吗？	Wàipó? Nà shì wàipó ma?	Grandma? Is it/that grandma? (maternal)
奶奶？那是奶奶吗？	Nǎinai? Nà shì nǎinai ma?	Grandma? Is it/that grandma? (paternal)
爷爷？那是爷爷吗？	Yéye? Nà shì yéye ma?	Grandpa? Is it/that grandpa? (paternal)
妈妈！妈妈！	Māma! Māma!	Mum! Mum!
你找到我了！	Nǐ zhǎo dào wǒ le!	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 – Interact with simple written texts in familiar contexts to contribute to class discussions (ACLCHC002); Informing – Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts (ACLCHC003)

**Understanding:** Systems of language – Understand that Chinese sentences have a particular word order (ACLCHU01)

### Language

Chinese	Pinyin	English
爸爸	bàba	Dad
妈妈	māma	Mum
哥哥	gēge	Older brother
姐姐	jiějie	Older sister
弟弟	dìdi	Younger brother
妹妹	mèimei	Younger sister
外公	wàigong	Grandpa (maternal)
爷爷	yéye	Grandpa (paternal)
外婆	wàipó	Grandma (maternal)
奶奶	nǎinai	Grandma (paternal)
你赢了！	Nǐ yíng le!	Winner!
这是我的家庭！	Zhè shì wǒde jiātíng!	This is my family!
这是我爸爸。	Zhè shì wǒ bàba.	This is my dad.
这是我妈妈。	Zhè shì wǒ māma.	This is my mum.
这是我哥哥。	Zhè shì wǒ gēge.	This is my older brother.
这是我姐姐。	Zhè shì wǒ jiějie.	This is my older sister.
这是我弟弟。	Zhè shì wǒ dìdi.	This is my younger brother.
这是我妹妹。	Zhè shì wǒ mèimei.	This is my younger sister.
这是我外公。	Zhè shì wǒ wàigong.	This is my grandpa. (maternal)
这是我爷爷。	Zhè shì wǒ yéye.	This is my grandpa. (paternal)
这是我外婆。	Zhè shì wǒ wàipó.	This is my grandma. (maternal)
这是我奶奶。	Zhè shì wǒ nǎinai.	This is my grandma. (paternal)
这是我！	Zhè shì wǒ!	This is me!

# 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 – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)
- Informing: Locate information about family and familiar events from spoken and visual sources and convey this information in simple visual and oral texts (ACLCHC003)

### Understanding:

- Systems of language – Understand that Chinese sentences have a particular word order (ACLCHU012)

## Language

Chinese	Pinyin	English
你好！	Nǐ hǎo!	Hello!
嗨！我饿了！	Hāi! Wǒ è le!	Hi! I'm hungry!
我是妈妈！	Wǒ shì māma!	I'm Mum!
我是爸爸！	Wǒ shì bàba!	I'm Dad!
我是奶奶！	Wǒ shì nǎinai!	I'm Grandma! (paternal)
我是爷爷！	Wǒ shì yéye!	I'm Grandpa! (paternal)
我是外婆！	Wǒ shì wáipó!	I'm Grandma! (maternal)
这是妈妈的盘子。	Zhè shì māma de pánzi.	This is Mum's plate.
这是爸爸的盘子。	Zhè shì bàba de pánzi.	This is Dad's plate.
这是奶奶的盘子。	Zhè shì nǎinai de pánzi.	This is Grandma's plate. (paternal)
这是爷爷的盘子。	Zhè shì yéye de pánzi.	This is Grandpa's plate. (paternal)
这是外婆的盘子。	Zhè shì wàipó de pánzi.	This is Grandma's plate. (maternal)
这是谁的？	Zhè shì shéi de?	Whose is this?
是我的！	Shì wǒ de!	It's mine!
不是我的！	Bú shì wǒ de!	That's not mine!
鸡肉串	jīròuchuàn	Chicken skewer
鱼	yú	Fish
玉米	yùmǐ	Corn

棉花糖	miánhuātáng	Marshmallows
牛排	niúpái	Steak
大虾	dàxiā	Prawns
这是妈妈的牛排。	Zhè shì māma de niúpái.	This is Mum's steak.
这是爸爸的玉米。	Zhè shì bàba de yùmǐ.	This is Dad's corn.
这是外婆的棉花糖。	Zhè shì wàipó de miánhuātáng.	These are Grandma's marshmallows. (maternal)
这是奶奶的棉花糖。	Zhè shì nǎinai de miánhuātáng.	These are Grandma's marshmallows. (paternal)
这是爷爷的大虾。	Zhè shì yéye de dàxiā.	These are Grandpa's prawns. (paternal)
哇！	Wā!	Wow!
好极了！	Hǎo jí le!	Excellent!
好吃！	Hǎo chī!	Yum!
真好吃！	Zhēn hǎo chī!	Delicious!
这是我最喜欢吃的！	Zhè shì wǒ zuì xǐhuan chī de!	My favourite!
好吃！我喜欢吃鱼！	Hǎo chī! Wǒ xǐhuan chī yú.	Mmm! I like fish!
回头见！	Huítóujiàn!	See you later!

## 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 – Locate and present information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004)

**Understanding:** Systems of language – Recognise Chinese characters as a form of writing and Pinyin as the spelled-out sounds of spoken Chinese (ACLCHU011)

**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

Chinese	Pinyin	English
你看 !	Nǐ kàn!	Look!
六	liù	Six
七	qī	Seven
八	bā	Eight
九	jiǔ	Nine
十	shí	Ten
十一	shí'yī	Eleven
十二	shí'èr	Twelve
十三	shí'sān	Thirteen
十四	shí'sì	Fourteen
十五	shí'wǔ	Fifteen
十六	shí'liù	Sixteen
十七	shí'qī	Seventeen
十八	shí'bā	Eighteen
十九	shí'jiǔ	Nineteen
二十	èrshí	Twenty
二十五	èrshí'wǔ	Twenty-five
三十	sānshí	Thirty
三十五	sānshí'wǔ	Thirty-five
四十	sìshí	Forty
四十五	sìshí'wǔ	Forty-five

五十	wǔshí	Fifty
六十	liùshí	Sixty
七十	qīshí	Seventy
八十	bāshí	Eighty
九十	jiǔshí	Ninety
一百	yì bǎi	One hundred
鱼	yú	Fish
袋熊	dàixióng	Wombat
吉他	jítā	Guitar
袋鼠	dàishǔ	Kangaroo
猫头鹰	māotóuyīng	Owl
独木船	dúmùchuán	Canoe
袋貂	dàidiāo	Possum
帐篷	zhàngpeng	Tent
营火	yíng huǒ	Campfire
青蛙	qīngwā	Frog
蘑菇	mógū	Mushrooms
大象	dàxiàng	Elephant
沙堡	shābǎo	Sandcastle
兔子	tùzi	Rabbit
风筝	fēngzheng	Kite
马	mǎ	Horse
熊	xióng	Bear
回头见！	Huítóujiàn!	See you later!

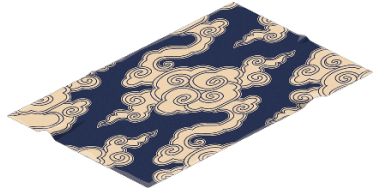
## Song

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 – Participate in class routines, structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001); Creating – Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (ACLCHC005)

# Cultural references



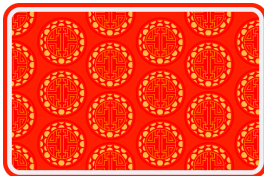
Clouds have long featured in Chinese art and design. Bringing precious rain, they symbolise luck and happiness. Traditional beliefs and myths have dragons creating clouds by breathing out, and both gods and immortals travelling on them.



Chinese drums date back thousands of years. Coloured red and played in groups, they create powerful experiences at special occasions and cultural events, such as the opening ceremony of the 2008 Beijing Olympics. Massed drums were once used in wars – to inspire, pass on messages and frighten the enemy.



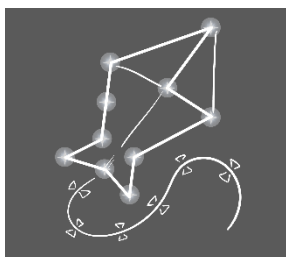
Red Chinese lanterns symbolise prosperity. They are a traditional feature of Chinese New Year and the Lantern Festival, where lanterns contain written riddles to be solved! You will also see another traditional lantern then – the painted palace lantern of carved wood and silk or glass.



This traditional long-life pattern, based on the character 寿 shòu (longevity), can be seen on all types of Chinese fabrics, pottery, jewellery, furniture and other items. Red is considered the luckiest colour in China and is seen everywhere at festivals and weddings.



In China, people might first marinate (or simply brush) the chicken for their chicken skewers using a soy, Hoisin, hot or oyster sauce, brown sugar, sesame or other oil, ginger or crushed garlic. They would then grill the chicken on the skewers until it is deep gold.



Chinese people love to fly kites, especially at festivals or cultural occasions. The brightly coloured kites might simply be shaped as a flat diamond, or take the complex shapes of huge mythological creatures, such as birds, or dragons with centipede bodies!

# 'This is my family' song lyrics

Chinese	Pinyin	English
这是我妈妈！	Zhè shì wǒ māma!	This is my mum!
这是我爸爸！	Zhè shì wǒ bàba!	This is my dad!
很高兴认识你们！	Hěn gāoxìng rènshi nǐmen!	Nice to meet you!
这是我妹妹！	Zhè shì wǒ mèimei!	This is my younger sister!
这是我哥哥！	Zhè shì wǒ gēge!	This is my older brother!
很高兴认识你们！	Hěn gāoxìng rènshi nǐmen!	Nice to meet you!
这是我的家庭！	Zhè shì wǒde jiātíng!	This is my family!
这是我的家庭！	Zhè shì wǒde jiātíng!	This is my family!
你的家人有谁？	Nǐ de jiā rén yǒu shéi?	Who's in your family?

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