Gunggari Language Program: Year 4-5 Overview

This is a suggested or sample overview of a Gunggari Language Program for Years 4-5. The content descriptors and elaborators are aligned to the QSA Draft Aboriginal and Torres Strait Islander Languages P-10 Syllabus (2010) and the ACARA Draft Australian Curriculum: Aboriginal and Torres Strait Islander Languages (2013).

Objectives

Communicating
Students will develop the knowledge, understanding and skills necessary for effective communication in Gunggari language, applications of Gunggari language in the world today and the ability to access and appreciate the variety of language texts.

Knowing and Understanding
Students will explore the nature of languages as systems by making comparisons among Aboriginal languages and between Aboriginal languages, English and other languages leading to an appreciation of the appropriate use of linguistic structures and vocabulary.

Community Connections
Students will build on their knowledge of Aboriginal cultures (continuing and ancestral) and the relationships between those cultures. In developing a greater awareness of this cultural and linguistic heritage they will gain an appreciation of the interdependence of land, language and culture.
**Outcomes**

This program is aimed at Years 4-5 Queensland, which equates to ages 9-11; the content should be adapted to suit the class and the level of language materials available to support the program.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td><strong>Communicating</strong></td>
<td><strong>The student:</strong></td>
</tr>
<tr>
<td>Listening and</td>
<td>recognises and responds to texts in Gunggari languages in familiar context</td>
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<tr>
<td>Responding</td>
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<tr>
<td>Reading and</td>
<td>identifies and responds to key words, phrases and simple sentences in context in written Gunggari language</td>
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<tr>
<td>Responding</td>
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</tr>
<tr>
<td>Speaking</td>
<td>uses familiar language to share information in Gunggari language</td>
</tr>
<tr>
<td>Writing</td>
<td>uses models to write text to convey personal information and ideas in Gunggari language</td>
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<tr>
<td>**Knowing and</td>
<td>explores relationships between Gunggari and neighbouring languages</td>
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<tr>
<td>Understanding</td>
<td>identifies ways in which meaning is conveyed by the sounds and symbols of Aboriginal languages, particularly Gunggari language</td>
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<tr>
<td><strong>Community connections</strong></td>
<td>recognises the link between culture and a sense of identity</td>
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<td></td>
<td>recognises connections between Aboriginal culture, language, land and a sense of identity</td>
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<tr>
<td>Term 1</td>
<td>Term 2</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td><strong>Meeting People/Family</strong></td>
<td><strong>Kinship Structures</strong></td>
</tr>
<tr>
<td>Students recognize and respond to words, phrases and simple sentences in the local Aboriginal language.</td>
<td>Students demonstrate awareness of family and Kinship in Aboriginal culture.</td>
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<tr>
<td>- Greetings</td>
<td>- Identify/describe clans</td>
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<tr>
<td>- Introductions</td>
<td>- Extended Family &amp; Elders</td>
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<tr>
<td>- Use family terms</td>
<td>- Roles of people</td>
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<tr>
<td>- Create family trees</td>
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</tbody>
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Summary of Lessons

Term One: 10 Lessons (30-40 minutes each)
Lessons 1 – 4: Greetings and introductions
Lessons 5 – 7: Family terms
Lessons 8-10: Create & describe family trees

Term Two: 10 Lessons (30-40 minutes each)
Lessons 1 – 4: Clans
Lessons 5 – 7: Extended Family & Elders
Lessons 8-10: Roles of People

Term Three: 10 Lessons (30-40 minutes each)
Lessons 1 – 4: Learn/use names of local animals
Lessons 5 – 7: Identify/describe local animals
Lessons 8-10: Traditional uses of local animals

Term Four: 10 Lessons (30-40 minutes each)
Lessons 1 – 4: Local lands
Lessons 5 – 7: Significant places/sites
Lessons 8-10: Dreaming stories (local/regional)
Lessons 1 – 4: Greetings and introductions

**Lesson One:** Greetings (30-40 minutes)

**Objectives:**
On completion of this lesson students should be able to:

- recognise and use the basic sequence of Gunggari language for greetings and introductions
- recognise and repeat the Gunggari vocabulary in this lesson
- respond appropriately to the questions in this lesson

**Resources:**

- Objects or flash cards corresponding to the nouns in the Unit vocabulary/word list.
- Gunggari Community Wordlist (2013).
- Unit Word List.

**Content:**
This lesson introduces the basic greetings for Gunggari language as well as simple question and answer dialogues based on greeting, meeting and introducing people. Use of gestures, including mime and facial expressions to assist comprehension.

**Vocabulary:**
Basic wordlist drawn from Community Wordlist

**Phonology:**
Focus on pronunciation of long vowels ‘aa’ and ‘uu’ as well as ‘ng’ and ‘nh’ sounds.
Students learn about:

- Simple greetings in Gunggari
- Basic sequence of words in Gunggari

Students learn to:

- Say *hello* and *goodbye* in Gunggari
- Say *I am ____* in Gunggari

Teaching and Learning Activities:

Introduction: (10 minutes)

Say hello (*yowalla*) to class as group (with hand gesture), encourage response.
Modelling by saying hello (*yowalla*) to individuals, again encourage response from each in turn.
Add goodbye (*noolla nagara*) – say to class as group (with hand gesture), encourage response.
Repeat modelling process by saying goodbye (*noolla nagara*) to individuals.

Guided Practice: (10 minutes)

Students practice in pairs saying hello (*yowalla*)/goodbye (*noolla nagara*) to each other.
Check pronunciation – long vowels (oo).
Further practice in small group – one person at a time moves around the group saying hello (*yowalla*)/goodbye (*noolla nagara*) to each person in turn.
Extension: (10-15 minutes)

Once students are competent/confident with greetings, model ‘I am’ (ngaya) and ‘you’ (yinda), i.e. Des ngaya; John yinda – use hand gestures to assist comprehension.

Modelling – repeat sentence with several individuals.

Ask/nominate individuals to practice saying/demonstrating this new sentence.

Guided practice with pairs then small groups.

Homework

Students practise saying phrases to members of family/friends.
Lesson Two: Introductions 1 (30-40 minutes)

Objectives:
On completion of this lesson students should be able to:

- recognise the basic sequence of Gunggari language for greetings and introductions
- recognise and repeat the Gunggari vocabulary in this lesson
- respond appropriately to the questions in this lesson

Resources:

- Objects or flash cards corresponding to the nouns in the Unit vocabulary/word list.
- Gunggari Community Wordlist (2013).
- Unit Word List.

Content:
This lesson revises the basic greetings for Gunggari language as well as presenting simple question and answer dialogues based on introducing people. Use of gestures, including mime and facial expressions to assist comprehension.

Vocabulary:
Basic wordlist drawn from Community Wordlist

Phonology:
Focus on pronunciation of ‘ng’ sounds.
Introduce ‘y’ initial sound.
Students learn about:

- Simple introductions in Gunggari
- Basic sequence of words in Gunggari

Students learn to:

- Say I am _____ in Gunggari
- Say you are ____ in Gunggari
- Say this is/that is in Gunggari

Teaching and Learning Activities:

Revision: (10-15 minutes)

Revision of greetings from lesson 1.
Re-cap ‘ngaya’ (I am) and ‘yinda’ (you are)
Students practice in pairs saying ‘ngaya’ (I am) and ‘yinda’ (you are) to each other.
Check pronunciation – ‘ng’.

Introduction: (10-15 minutes)

Say _____ ‘this is’ (yiluna) pointing to object/flashcard – students observe.
Distribute flashcard/picture of emu (ngurin) to students.
Say ngurin yiluna (this is an emu), encourage response from each student in turn.
Check pronunciation – ‘ng’ and ‘y’ (silent at start of ‘yiluna’).
Modelling by saying ‘this is’ (yiluna) and pointing to several different objects/flashcards (individually – choose 5 from word list) – students observe.
Guided Practice: (10minutes)

Further practice in pairs/small group – one person at a time moves to different objects/flashcards saying _____ yiluna (this is a ____).

Homework

Students practise saying phrases to members of family/friends.
Lesson Three: Introductions 2 (30-40 minutes)

Objectives:
On completion of this lesson students should be able to:
- recognise and use the basic sequence of Gunggari language for greetings and introductions
- recognise and repeat the Gunggari vocabulary in this lesson
- respond appropriately to the questions in this lesson

Resources:
- Objects or flash cards corresponding to the nouns in the Unit vocabulary/word list.
- Gunggari Community Wordlist (2013).
- Unit Word List.

Content:
This lesson revises the basic greetings for Gunggari language as well as presenting simple question and answer dialogues based on introducing people and objects (this is/that is). Use of gestures, including mime and facial expressions to assist comprehension.

Vocabulary:
Basic wordlist drawn from Unit Wordlist

Phonology:
Focus on pronunciation of ng’ and ’nh’ sounds.
Students learn about:

- Simple introductions in Gunggari
- Basic sequence of words in Gunggari

Students learn to:

- Say I am ____ in Gunggari
- Say you are ____ in Gunggari
- Say this is/that is in Gunggari

Teaching and Learning Activities:

Revision: (10-15 minutes)

Revision of greetings and introductions from lessons 1/2.

Re-cap ‘ngaya’ (I am) and ‘yinda’ (you are) with student pairs work saying ‘ngaya’ (I am) and ‘yinda’ (you are) to each other.

Re-cap ‘yiluna’ (this is) with student pairs work saying ‘yiluna’ (this is) for 2-3 objects/flashcards.

Introduction: (10-15 minutes)

Introduce nhanigu (that is) - say ____ ‘this is’ (yiluna) pointing to object/flashcard that is close; say ‘that is’ (nhanigu) by pointing to object/flashcard that is further away – students observe.

Repeat holding and pointing to several objects/flashcards – check for student understanding.

Repeat activity if necessary.
**Guided Practice: (10minutes)**

Students practice in pairs/small group – one person at a time saying ‘this is’ (yiluna) / ‘that is’ (nhanigu) in turn.

Check pronunciation – ‘nh’.

**Homework**

Students practise saying phrases to members of family/friends.
Lesson Four: Introductions 3 (30-40 minutes)

Objectives:
On completion of this lesson students should be able to:

- recognise and use the basic sequence of Gunggari language for greetings and introductions
- learn how to introduce others in Gunggari language
- recognise and repeat the Gunggari vocabulary in this lesson
- respond appropriately to the questions in this lesson

Resources:
- Objects or flash cards corresponding to the nouns in the Unit vocabulary/word list.
- Gunggari Community Wordlist (2013).
- Unit Word List.

Content:
This lesson revises the basic greetings for Gunggari language as well as presenting simple question and answer dialogues based on introducing people and objects (this is/that is). Use of gestures, including mime and facial expressions to assist comprehension.

Vocabulary:
Basic wordlist drawn from Unit Wordlist

Phonology:
Focus on pronunciation of ng’ and ‘nh’ sounds.
Students learn about:

- Simple introductions in Gunggari
- Basic sequence of words in Gunggari

Students learn to:

- Say I am ____ in Gunggari
- Say you are ___ in Gunggari
- Say this is/that is___ in Gunggari

Teaching and Learning Activities:

Revision: (10-15 minutes)
Revision of greetings and introductions from lessons 1/2/3.
Re-cap ‘ngaya’ (I am) and ‘yinda’ (you are) with student pairs work saying ‘ngaya’ (I am) and ‘yinda’ (you are) to each other.
Re-cap ‘yiluna’ (this is) with student pairs work saying ‘yiluna’ (this is) for 2-3 objects/flashcards.

Introduction: (10-15 minutes)
Introduce self; say ____ngaya (I am) – say ____ yiluna (this is ____ ) pointing to a student that is close; say ‘that is’ (nhanigu) by pointing to student that is further away – students observe.
Repeat pointing to several people to introduce them [alternate between ‘this is’ and ‘that is’ – check for student understanding.
Repeat activity if necessary.
Guided Practice: (10minutes)

Students practice in small group – one person at a time saying ‘this is’ (yiluna) / ‘that is’ (nhanigu) in turn.

Check students understand the use of yiluna/this is for someone close/near and ‘nhanigu’/that is for someone away from you {i.e not within reach}

Check pronunciation – ‘nh’.

Homework

Students practise saying phrases to members of family/friends.
Vocabulary/Wordlist: Meeting People/Family Unit

Yowalla (Hello)

noolla nagara (Goodbye)

Ngaya (I)

yinda (You)

Ngula (He/she)

Nganduru (Who)

Ngani (What)

Minyangay (How old)

Yindia (Where)

Nhanigu (That/that is)

Yiluna (This/this is)

Yawu (Yes)

Garra (No)

Nganduru ngaya? (Who am I?)

Nganduru yinda? (Who are you?)

______ Ngaya (I am) _____________

_____ yinda (you are) _____________

Yindia yinda bindana (where do you live)

bindana Mitchell ngaya (I live in Mitchell)

____ Ngula (He is) _____________

_____ Ngula (She is) _____________
Vocabulary/Wordlist: Meeting People/Family Unit

Ngadi – grandfather (generic)
Gami – grandmother (generic)
Yabu – father
Yanga – mother
Gami – aunt (generic)
Bayi – sister (generic)
Bayindjil – younger sister
Dagu – brother (generic)
Dagunjila – older brother
### Vocabulary/Wordlist: General words (for flashcards/vocabulary exercises and commands)

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Actions/verbs</th>
</tr>
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<tbody>
<tr>
<td>Ngurin – emu</td>
<td>Nagana – look!</td>
</tr>
<tr>
<td>Ngaru – kangaroo</td>
<td>Yimbaya – listen!</td>
</tr>
<tr>
<td>Budbudda – echidna/porcupine</td>
<td>Warrala – dance!</td>
</tr>
<tr>
<td>Biiba – paper</td>
<td>Banjila – sing!</td>
</tr>
<tr>
<td>Munga – ear</td>
<td>Bunthala – pick up!</td>
</tr>
<tr>
<td>Dhilli – eye</td>
<td>Wiimala – put down!</td>
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<tr>
<td>Marda – hand</td>
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<tr>
<td>Oo - nose</td>
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<tr>
<td>Dhina – foot</td>
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<tr>
<td>Andunu – children</td>
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<tr>
<td>Munda – snake</td>
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<td>Dibiny – bird</td>
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<tr>
<td>Ngura – dog</td>
<td></td>
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<tr>
<td>Wangal – boomerang</td>
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<tr>
<td>Ngimany – ants</td>
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</table>