### Overview: Units of Work/Focus

#### Term 1

**Who Am I?**

1. Who are the Paakantyi?
2. Introduction to Paakantyi language
3. Locating the Paakantyi people
4. Understanding the Paakantyi sound system
5. Greetings and classroom language
6. Introducing yourself and others/how you feel
7. Where do you live
8. Galah and Frill Neck Lizard story

**Key elements**

- Paakantyi language and sound system
- Focus on ‘th’ and ‘ng’
- Ask and say who they are and where they come from
- Greetings/everyday words/classroom words
- Say/ask how you feel; adjectives: ‘apa’, ‘impa’, ‘athu’
- Key stories that locate Paakantyi people

**Suggested lesson sequence**

- Who the Paakantyi are, and extent of language
- Locating the Paakantyi people: maps and place
- Sound system: What words do you know? Brainstorm list
- Names/list of names/known words/link to written
- Who are you? Practising names/pronunciation games
- Verb + name, 1st/2nd person
- Greetings, introductions, practising names,
- Consolidate: begin own dictionaries (vocab and structures)
- Classroom and everyday vocabulary (ssh, etc)
- Practising language and structures learned so far
- Saying how you feel/practising the ‘th’ sound
- More ‘th’/build vocab lists of relevant words
- Asking others how they feel
- More ‘th’ words and practise
- Galah and Frill Neck Lizard story
- Where do you sit down?
- Saying/asking where you live?
- Focus on ‘ng’ sound in ‘ngiinkaapa’
- Tell whole story, focus on sounds and spelling
- Other stories that locate Paakantyi people

**Me and my body**

1. Putting it all together: Revision of term 1.
2. Building language: role play and writing a story
3. Parts of the body
4. Body language idioms in Paakantyi
5. Focus on new sounds in new vocabulary
6. Understanding instructions
7. Traditional story, introducing ‘hurt’
8. Traditional bush medicinal plants and animal products

**Key elements**

- Sentence structure for story writing based on role-play
- Using and understanding you and me for identifying
- Body part vocabulary

**Suggested lesson sequence**

- Revision of ‘Who I am’, ‘How I feel’ and ‘Where I live’
- Pronunciation activities and sentence building
- Putting it all together: focus on word order
- Getting it right: pair work practise/teacher support
- Building in other language, e.g. how … feel
- Getting it down: teacher support to finalise
- Role plays become their own stories
- Video, record, write down final versions
- Stories published and shared
- Other traditional Paakantyi stories to share in class
- Body vocabulary: vocab and pronunciation building
- Body part idioms in Paakantyi/focus on ‘R’ in ‘maRa’
- Imperative verbs: ‘touch’/and ‘ithu’
- Songs and games to reinforce vocab

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### Notes

- Approx 15 hours (3 x 1-hour lessons per fortnight)

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### Terms

- Term 1
- Term 2
| Term 2 |  
| --- | --- |
| Approx 15 hours (3 x 1-hour lessons per fortnight) | - personal pronouns  
• imperative ‘Touch!’ (See!/‘This’)  
• *Introducing something hurts* (compare with hit transitive)  
- Focus on personal pronouns  
- Begin with body vocab, then to classroom objects  
- In Galah and Frill neck lizard story, phrase for hit/hurt  
- ‘… hurts’ ‘Ngalka-’? Combine with body parts  
- Medicinal uses of local plants, animals  
- Research project or excursion |
| **Family and animals** |  
| Approx 15 hours (3 x 1-hour lessons per fortnight) | - Basic family vocab, sample family picture, use ‘ithu’  
- Compare Paakantyi more specific words with English  
- Reintroduce my/your, practise words with pronouns  
- Students draw own family tree, use Paakintyi names  
- Discuss traditional kinship relationships  
- Add more to tree. Any in-class family links?  
- Revise ‘wintya?’  
- Model conversation using my/your and ‘ithu’ referring to family tree. Then students in pairs  
- Introduce ‘–ulu’, ‘+ayi’. Show how words build  
- Write up short conversation as practised in pairs  
- Your dog? Name your dog in Paakantyi, real or imaginary  
- Revise imperative: classroom instructions, touch/ don’t …  
- Train your dog. Teacher, then students instruct teacher  
- Introduce ‘wiimatya’ and ‘paliira karli’  
- Students in pairs ‘train’ each other. Then demo to class  
- Video students and /or write and illustrate ‘training’  
- Have some fun with animals – local native animals  
- Games and practice with animal vocab  
- Significance of local animals/Emu/Galah and Frill neck link  
- Other stories, dances, hunting practices |
<table>
<thead>
<tr>
<th>Country</th>
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<tbody>
<tr>
<td>1. What people do, in my country, at the river</td>
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<td>2. Place/moving around/going to the river</td>
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<td>2. Recounting/storytelling</td>
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<td>3. Past-events activities</td>
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<td>4. Food/hunting/cooking/digging</td>
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<td>5. Seasonal vocabulary</td>
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<td>6. Cultural context</td>
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**Key elements**
- Verbs, 1st, 2nd, 3rd person
- Transitive/intransitive verbs
- Prepositions
- Asking questions
- Present and past tense
- Producing a narrative
- Conversation
- (Past tense)

- Revision of animals leading into verbs: 3rd person form
- Animal actions: run, fly, swim
- Add verbs students know
- Use training verbs: my dog rolls over, comes, etc
- 1st and 2nd person: I/you come, run, lie down. Note suffixes
- What do we do at the river? What can we say in Paakantyi?
- Listing the activities. Photos, drawings
- Asking where someone is going to/from?
- Place names, pronunciation practise on stress
- Questions What are you doing? Where is ..? What’s ... doing?
- Building language to tell the river story
- Putting it all together: Galah and Frill neck story to model sentences
- Excursion to river
- Worksheets to label activities
- What have we learned this year?
- Telling my own story
- End of year activities
- Cultural celebration?