

Theme / Focus Meet my mob / meeting people	Indicative time 3 x 60-minute lessons per week x 5 weeks = 15 lessons in total	
Unit Description In this unit of work, students will be introduced to Aboriginal languages in NSW and the relationship between language and land. Students will focus on the area and location of Wiradjuri country. They will begin to learn the sound and spelling systems of Wiradjuri language and learn some useful phrases for greeting people, saying who they are and introducing members of their family and extended family. Students will respond to and use typical classroom instructions, and be introduced to counting systems in Wiradjuri.	Focus and contributing outcomes for the unit 4.UL.1 demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately 4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately 4.UL.3 establishes and maintains communication in familiar situations 4.UL.4 experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively 4.MLC.1 demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts 4.MLC.2 explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages 4.MBC.1 demonstrates understanding of the interdependence of language and culture 4.MBC.2 demonstrates knowledge of the cultures of Aboriginal communities	
Language functions <ul style="list-style-type: none"> • Greeting • Introducing • Identifying self and others • Responding to and giving instructions • Counting in traditional and contemporary ways 	Language structures <ul style="list-style-type: none"> • Are you well? <i>Yamandhu marang?</i> Yes, good. <i>Ngawa,</i> • What's your name? <i>Widyundhu yuwin ngulung?</i> • My name is ... / I am ... <i>Ngadhi yuwin ...</i> • Who's that? <i>Ngandhi nganha?</i> • This/That is my father/mother/etc ... <i>Nginha ngadi ...</i> • How many? <i>Minyangan?</i> • Classroom phrases & routines eg <i>Stand up! Sit down! Hands on heads! Wait! Stop! Listen to me! Look at me! Say again! What?</i> 	Key new vocabulary <ul style="list-style-type: none"> • <i>wiraay</i> (no), <i>ngawa</i> (yes) • Family terms: <i>gunhi, babiin, mingaan, minhi, gaagang, gagamin</i> • People terms: <i>gibir, yinaa, wugal, migay, birrany(dyang), gudha, muddyi</i> • Pronouns: <i>nganha, nginha, ngadhu, nganhal, ngadhi, ngindu, nginyal, nginhu, ngiyanhi</i> • Instructions and numbers 1-20
Published Resources & Classroom Materials <ul style="list-style-type: none"> • 3 maps: Aboriginal Languages of Australia, Aboriginal languages of NSW, map of Wiradjuri area and neighbouring languages • student activity sheet # 1: blank map to shade in Wiradjuri and neighbouring languages • classroom wall-chart with alphabet • ball for language game • student copies of Wiradjuri dictionary • copies of <i>Yamandhu marang</i> song (Wiradjuri Song Book 2) • flashcards with pictures of family members • student activity sheet # 2: examples of short introductory conversations, with comprehension questions • student activity sheet # 3: conversational worksheet (by Christopher Kirkbright) • student activity sheet # 4: crossword puzzle of Wiradjuri terms for family members and people • student activity sheet # 5: people and numbers. 		Cultural resources <ul style="list-style-type: none"> • guest speakers • people's families • local community members • elders Cross-curriculum content <ul style="list-style-type: none"> • numeracy – record, organise and present information in different formats (eg charts, graphs, picture sequences) • information and communication technologies • literacy – exploring grammatical systems, describing and explaining linguistic features and structures.

Syllabus outcome	Students learn about	Students learn to	Integrated teaching, learning and assessment activities	Evidence of learning / assessment
Focus: background and introduction to Wiradjuri				
4.UL.1	the importance of understanding the intention of the speaker and the context in interpreting meaning	identify roles and relationships between participants in text	<p>Teacher:</p> <ul style="list-style-type: none"> introduces students to the 100-hour course provides and overview of Unit 4.1 outlines expectations and assessment explains community involvement in the writing and preparation of the course. 	Students listen and respect the wisdom and advice of the Elders and community members. Students understand the intention of the Elders' speech and advice.
4.MLC.1	appropriate choices made to achieve communication goals	recognise linguistic choices made according to purpose, eg to describe, instruct, request, suggest	<p>Teacher and Elders discuss ways of the past and how it can work in today's world, and introduce students to ways for living Wiradjuri language, culture and country:</p> <ul style="list-style-type: none"> <i>Gariya yaambul yala dhulubul yala.</i> Do not tell lies. Speak the truth. <i>Yalmambi-ya mayinygalang. Marunbunmi-la-ya.</i> Teach the people. Love each other. <i>Marraga-la-dha. Walan-ma-ya mayinygalang.</i> Hold together and empower the people. <i>Marunbunmi-ya mayinyguwalbang-gu.</i> Be kind and gracious to strangers. <i>Winhangagigi-la-dha. Ngung gi-la-dha.</i> Care for each other. Share with each other. <i>Yindyama-la Mayinygalang-gu.</i> Give honour and respect to all people. <i>Bangga-ya-la.</i> Cause quarrelling to stop. <i>Gulbala-dha murraya-la marrumbang-gu.</i> Speak up for justice and peace without fighting. <i>Nganga-dha garray-gu bila galang-gu.</i> Look after the land and the rivers. <i>Yandhu garray-bu bila-galang-bu nganga-girri nginyalgir.</i> Then the land and the rivers will look after you. 	
4.MLC.2	culture-specific expressions	recognise that some words and concepts cannot be literally translated		
4.MBC.1	the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed	recognise that there are culturally appropriate expressions for particular contexts		
4.MBC.2	ways in which language and behaviour reflect important aspects of the culture	identify actions, words and phrases in the language that encapsulate aspects of culture		

4.MBC.2	<p>the links between land, culture, language and a sense of identity</p> <p>the concept of language ownership</p>	<p>recognise the links between land, culture, language and a sense of identity</p> <p>recognise the importance of language ownership</p>	<p>Teacher shows maps of Indigenous languages of Australia and Aboriginal languages in NSW, and provides some background information for discussion, e.g.:</p> <ul style="list-style-type: none"> • diversity of languages – some very different from each other, some closely related to each other. • historically Aboriginal people from various language backgrounds have moved / been moved to areas different from their own language areas • Aboriginal people often have more than one language as part of their heritage • historically Aboriginal people have been very multilingual. <p>Students shade in a map indicating Wiradjuri and neighbouring languages (student activity sheet # 1)</p>	<p>Student questions and participation in discussion demonstrate understanding of relationships between language and land.</p> <p>Students accurately indicate Wirdajuri and closely related languages of the region.</p>
4.MLC.2	<p>specific patterns and rules in word construction, word order and sentence structure</p> <p>similarities or differences in structures and features across Aboriginal languages</p>	<p>identify specific characteristics of the language or languages, eg grammatical structures and features</p> <p>identify similarities or differences in structures and features across languages</p>	<p>Teacher introduces the suffix <i>-djuri</i> (have/with) and explains the meaning of the name of the Wiradjuri language and the relationships between Wiradjuri and other ‘no-having’ languages – Gamilaraay, Yuwaalaraay, Yuwaalayay, Wangaaypuwan, Wayilwan.</p> <p>Teacher shows a map of the local area and points out which of these placenames are from Wiradjuri or other Aboriginal languages.</p> <p>Class discussion: Students say which placenames they think are from Aboriginal languages, and explain why they think so. Students indicate Wiradjuri placenames on their map (student worksheet #1 continued).</p>	<p>Students recognise the language names and the common feature of the have/with suffix.</p> <p>Students articulate the idea that Aboriginal languages have sound systems, enabling prediction of Aboriginal words/names.</p>
			<p>Teacher introduces the concept of language contact and borrowed words:</p> <ul style="list-style-type: none"> • words may be borrowed from Aboriginal languages into English • words borrowed from English into Aboriginal languages • sounds and stress patterns often change when words are borrowed. 	

3.MBC.1	changes that occur in language through cross-cultural contact	identify ways in which Aboriginal languages and Australian English have borrowed from one another	<p>Class brainstorms words that have been borrowed into English from Aboriginal languages such as Wiradjuri, e.g.</p> <ul style="list-style-type: none"> wombat/wambad kookaburra/gugubarra billabong/bilabang. <p>Students introduced to the Wiradjuri dictionary and how its sections are organised, i.e. English finder-list, Wiradjuri-English section and semantic domains section.</p> <p>Students use their copies of the Wiradjuri dictionary to find examples of borrowed words. Categorise the words into: animals, plants, geography, placenames, other.</p>	<p>Students become familiar with dictionary structure.</p> <p>Students apply understanding of language contact, to find examples of borrowed words.</p>
4.MBC.2	the links between land, culture, language and a sense of identity	recognise links between land, culture, language and identity	<p>Teacher facilitates a class discussion about why learning Wiradjuri is important. Students brainstorm and scribe ideas onto board. Class categorises these ideas into groups of related concepts.</p> <p>Students write a few paragraphs: why learning Wiradjuri is important for you, for the local community, for Australia.</p>	<p>Students' discussion and texts indicate understanding of the value of, and positive reasons for, studying Aboriginal languages.</p>
4.UL.3	manipulation of known structures for speaking in new contexts	select and incorporate modelled structures when producing own texts	<p>Teacher uses wall-chart to present the Wiradjuri sounds and writing systems. Teacher introduces words which contain each of the sounds in Wiradjuri. Students listen and repeat.</p> <p>Students begin to make their own Wiradjuri word list/dictionary, with sounds and spelling system in the front. This is added to, during the year, throughout each Unit of Work during the year.</p>	<p>Teacher checks each student's pronunciation, particularly sounds not found in English, eg initial <i>ng</i>, rolled <i>r</i>, dental sounds, eg <i>nh</i>.</p> <p>Students add new vocabulary accurately.</p>
4.MLC.2	ways of conceptualising and representing patterns, systems in language	develop strategies for internalising new language and building on prior knowledge	<p>Teacher introduces how to break Wiradjuri words down into syllables, using examples of words introduced in the Unit of Work so far. Teacher explains stress patterns in Aboriginal languages, e.g. stress falls on:</p> <ul style="list-style-type: none"> the first syllable and every second syllable after that. syllables with long vowel sounds. 	<p>Students able to divide example words into syllables, and place stress on correct syllable when pronouncing them</p>
			TPR (Total Physical Response) lesson outdoors. Teacher introduces imperative verb forms, and common classroom	

4.MLC.1	appropriate choices made to achieve communication goals	recognise linguistic choices made according to purpose, eg to instruct	phrases and routines in Wiradjuri., e.g.: <ul style="list-style-type: none"> • <i>Stand up! Warranha!</i> • <i>Sit down! Wibiyanha!</i> • <i>Hands on heads! Marra balanga!</i> • <i>Wait / Stop! Mabinya</i> • <i>Listen to me! Wudhagaabinya!</i> • <i>Look at me! Mambuwarra nindhu-gu!</i> • <i>Say again! Gibayarra!</i> • <i>What? Minyang?</i> 	
4.UL.3	verbal and nonverbal links with a conversational partner	maintain social interactions and communicate appropriately in familiar contexts, eg turn-taking	Students respond to and give instructions. Students practise in pairs or groups of 3. Teacher draws students' attention to imperative verb forms and the <i>nha / nya</i> suffix.	Students listen and repeat new vocabulary and add it to their dictionary/wordlist. Teacher observes that students are able to both give and follow the various instructions accurately.

Focus: greeting and introducing family and other people

4.UL.1	the importance of understanding the intention of the speaker and the context in interpreting meaning	identify roles and relationships between participants in text	Teacher introduces various greetings and introductions in Wiradjuri: <ul style="list-style-type: none"> • <i>How are you? Yamandhu marang?</i> • <i>Yes I'm well. Ngawa baladhu marang</i> • <i>What's your name? Widyundhu yuwin ngulung</i> • <i>I'm / My name is ... Ngadhi yuwin ...</i> 	Students listen and repeat. Teacher checks pronunciation.
4.UL.3	manipulation of known structures for speaking in new contexts the purpose and context of communication and their influence on the choice of structure, format and vocabulary	select and incorporate modelled structures when producing own texts initiate an interaction, eg by greeting, asking a question	Students walk around the room greeting their classmates. Students practise the above role-play in pairs. Ball game. Students stand in a circle. Person who throws the ball asks the question <i>How are you?</i> or the question <i>What is your name?</i> The student who catches the ball, gives the appropriate answer, then asks the next question and throws the ball to the next student. Teacher introduces the Wiradjuri greeting song, and students sing <i>Yamandhu marang</i> (Wiradjuri Song Book 2)	Teacher checks students are using new structures accurately. Students learn the lyrics.

4.UL.2	ways to analyse text structure and locate relevant information in text linguistic features of texts such as descriptions, narratives and interviews.	identify roles and relationships between participants in text identify specific information, eg choose the correct word, identify statements as true or false.	Teacher reviews greeting and introductions. Students read examples of short greetings and introductory conversations, in comic strips and speech bubbles. Students complete activity sheet # 2 with comprehension questions. Students practise language structures by playing “hatchy patchy” game.	Students answer comprehension questions. Student participation in game.
4.UL.3	manipulation of known structures for speaking in new contexts	select and incorporate modelled structures when producing own texts	Teacher introduces terms for family members, using flashcards with pictures, eg <i>gunhi</i> , <i>babiin</i> , <i>mingaan</i> , <i>minhi</i> , <i>gaagang</i> , <i>gagamin</i> . Students complete worksheet # 3: family vocabulary exercises and introductory conversation worksheet, with role-play section ‘at a party’.	Students listen and repeat new vocabulary and add it to their dictionary/wordlist. Students complete worksheet accurately and participate in role-play introducing people.
4.UL.3	manipulation of known structures for speaking in new contexts	select and incorporate modelled structures when producing own texts	<u>Assessment activity 1</u> Students write a role-play in pairs, a short introductory conversation, using structures and vocabulary learned in this unit to date. Student pairs practise and then perform their role-play for the class.	Students use modelled structures and new vocabulary to prepare and perform their own dialogue.
4.MBC.2	the importance of tradition to a sense of cultural identity and diversity within the culture	identify and explain features of traditional and contemporary lifestyle	Guest speaker, community member, to talk about history of families in the area, where they have come from, relationships between families. For homework students talk to own families, and discuss Aboriginal, non-Aboriginal and shared histories of families in the area.	Students demonstrate understanding of complexity of Aboriginal family structures, through responding to, and asking questions of, the guest speaker. Students report back in class discussion.
			Teacher introduces: <ul style="list-style-type: none"> • Questions and answer patterns in Wiradjuri <ul style="list-style-type: none"> • <i>Who is this/that? Ngandhi nganha</i> 	

4.UL.3	verbal and nonverbal links with a conversational partner	maintain social interactions and communicate appropriately in familiar contexts	<ul style="list-style-type: none"> • <i>This/That is my mother/father. Nganha gunni/babin</i> • <i>This/That is a man/woman. Nganha gibbir/yinna</i> • <i>Who is that man? Ngandhi gibbir</i> • <i>That's my grandfather. Nganha mumula</i> • <i>Who is this girl? Ngandhi migay</i> • <i>That's my younger sister. Nganha minhi</i> • Key new vocabulary: <ul style="list-style-type: none"> • people terms eg <i>gibir, yinaa, wugal, migay, birrany(dyang), gudha, mudyi</i> • pronouns, eg <i>nganha, nginha, ngadhu, nganhal, ngadhi, ngindu, nginyal, nginhu, ngiyanhi</i> <p>Students use family photos and/or magazine pictures to role-play in pairs, using these new structures and vocabulary items.</p> <p>Students use phrases and vocabulary learned in this unit to construct and write sentences.</p>	<p>Students listen and accurately repeat new structures.</p> <p>Students add new vocabulary to their dictionary/wordlist.</p> <p>Students use modelled structures in an oral interaction.</p> <p>Students use modelled structures in a written text, in a series of linked sentences.</p>
4.MLC.2	ways of conceptualising and representing patterns & systems in language	develop strategies for internalising new language and building on prior knowledge	<p>Teacher reviews family and other people terms in Wiradjuri.</p> <p>Students complete worksheet # 4: crossword puzzle of Wiradjuri terms for family members and other people.</p> <p><u>Assessment activity 2</u> Using free software available on line, students make their own crossword or other puzzle on the theme of family members and other people: http://puzzlemaker.discoveryeducation.com > or http://www.crosswordpuzzlegames.com/create.html >. Each student gives their crossword to another to complete.</p>	<p>Students recall vocabulary and structures.</p> <p>Accurate completion of activity sheet.</p> <p>Students use vocabulary from this Unit of Work and create crossword clues.</p> <p>Students use technology to produce the crossword.</p>
4.UL.4	the use of information and communication technologies for communicative purposes.	produce original text using information and communication technologies.		

Focus: counting and number systems

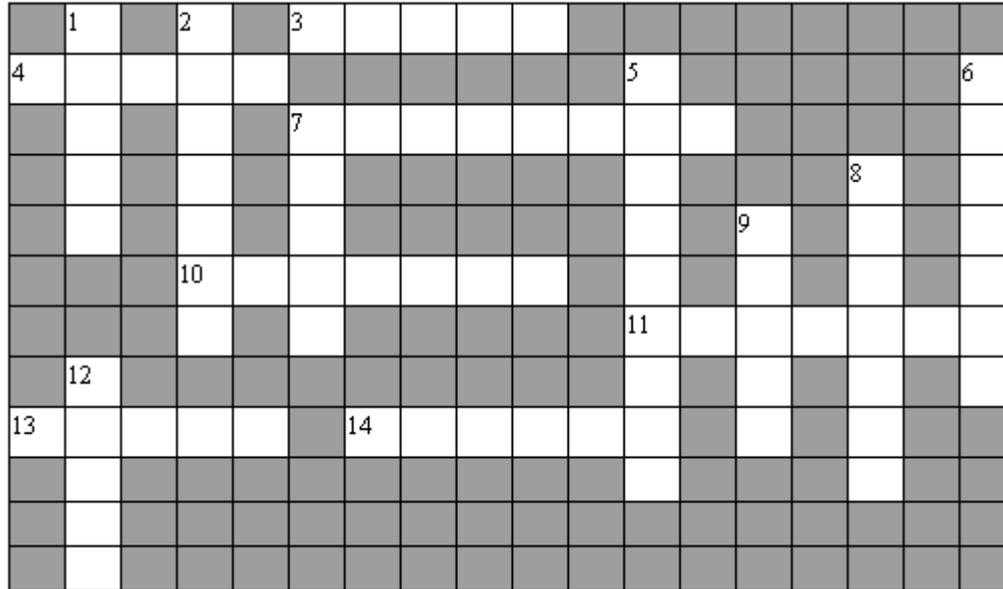
4.MBC.1	the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed	recognise that there are culturally appropriate expressions for particular contexts	<p>Teacher explains traditional counting system in Wiradjuri and other Aboriginal languages, and provides examples of context and use, e.g. terms for:</p> <ul style="list-style-type: none"> • <i>few / mugu</i> • <i>many / mudhu</i> • <i>a lot of / -bang suffix indicates emphasis, eg gibbirbang / a lot of men</i> • <i>enough / dadhirra</i> • <i>not enough / wiray dadhirra</i> <p>Teacher explains that in Aboriginal societies ‘ages’ are measured not according to number of years, but rather according to stages of life, eg young man, initiated.</p>	<p>Students add new vocabulary to their dictionary/list.</p> <p>Students understand and respect different ways of viewing and conceptualising the world.</p>
4.UL.4	accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	use available resources to access structures and vocabulary to build a message	<p>Teacher explains the recently-developed number system for Wiradjuri. and introduces:</p> <ul style="list-style-type: none"> • Wiradjuri numbers 1-20, and • phrase/s for asking <i>How many? Minyangan?</i> <p>Students practise asking and answering each other in pairs: <i>How many _____? Minyangan?</i> Answers can be in traditional counting or recently-developed number system.</p> <p>Students play “What’s the time Mr Wolf?” in Wiradjuri:</p> <ul style="list-style-type: none"> • <i>Widyunga nhindhu dharru gibir mirri?</i> • <i>Dharra! Dinnertime!</i> <p>Student worksheet # 5: “People and numbers”.</p>	<p>Students add numbers to their dictionary/list.</p> <p>Student participation in pair work.</p> <p>Student participation in game.</p> <p>Accurate completion of activity sheet.</p>
			<p><u>Assessment activity 3</u></p> <p>In groups of 5 students devise a set of 3-4 survey questions, using the family and people terms they have learned in this unit. In their groups they then survey each other, asking and answering, eg:</p>	

4.UL.4	the use of information and communication technologies for communicative purposes.	produce original text using information and communication technologies.	<ul style="list-style-type: none"> • <i>How many people in your family/extended family?</i> • <i>How many children?</i> • <i>How many boys?</i> • <i>How many girls?</i> • <i>How many young men/women?</i> • <i>How many older men/women?</i> <p>Each group uses their survey results to create a graph/pictorial representation (using traditional counting or recently-developed number system or a combination of the two) and presents their findings to the whole class.</p>	<p>Accurate question formation and responses, and data collection.</p> <p>Use of applications such as MSWord and Excel to create a presentation.</p>
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Wiradjuri crossword

people and family terms

Use the clues below to find the answers.



Across Clues

- 3. Mother (5)
- 4. Man (5)
- 7. Little girl (8)
- 10. Daughter (7)
- 11. Older sister (7)
- 13. Young man/teenage boy (5)
- 14. Father (6)

Down Clues

- 1. Woman (5)
- 2. Young boy (7)
- 5. Son (9)
- 6. Older brother (7)
- 7. Girl (5)
- 8. Younger brother (7)
- 9. Younger sister (5)
- 12. Baby (5)