

DEPARTMENT OF EDUCATION



NT Indigenous Languages and Cultures

*Second Language Learning
(L2)*

Introduction

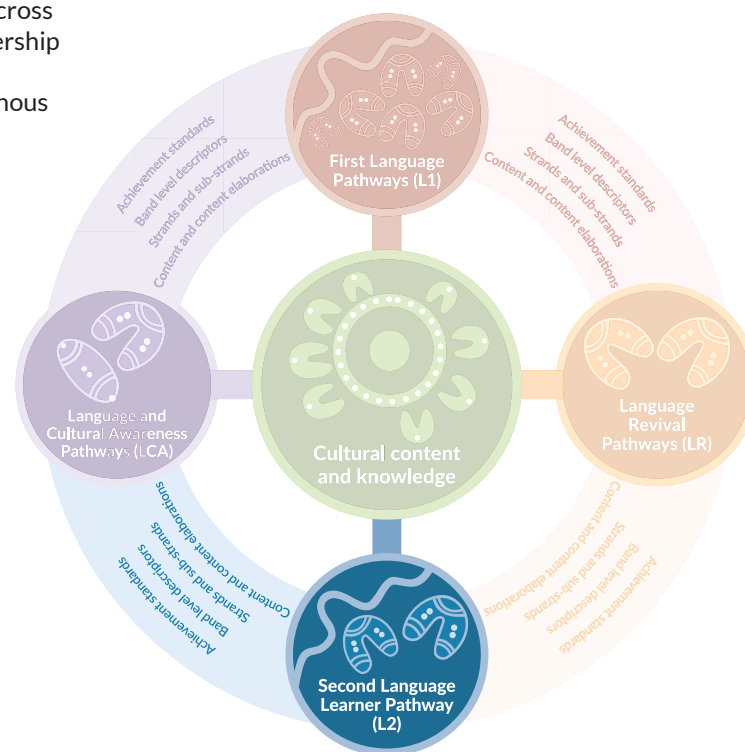
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

It has been developed as the curriculum to implement *Keeping Indigenous Languages and Cultures Strong, A plan for the teaching and learning of Indigenous Languages and Cultures in Northern Territory schools* endorsed by NTBOS as the policy for the teaching and learning of Indigenous Languages and Cultures within the Languages Learning Area of the Australian Curriculum.

The curriculum is meant to support school staff, language speakers and community Elders to develop strong programs and strong pathways for students to learn and grow their knowledge, understanding and skills in Indigenous Languages and Cultures across all levels and stages of schooling. Strong ownership by local language Custodians and speakers is fundamental to the development of an Indigenous Language and Culture program.

The Department of Education has published [Guidelines](#) for schools and communities to work together to develop language and culture programs.

The NTILC has been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures who have worked together with Aboriginal Elders, teachers and linguists to decide on appropriate cultural knowledge that can be taught in schools and a series of learning progressions for developing knowledge, understandings and skills for using language. It builds on work that has been happening in NT schools since the 1970s and is used in the NT instead of the Framework for Aboriginal Languages and Torres Strait Islander languages developed by ACARA within the Australian Curriculum: Languages learning area.



CONTENTS

BAND ONE

Overview	6
Content Description	8
Content and Elaborations	10
<i>Communication</i>	10
<i>Language Structures and Features</i>	12
<i>Learning Strategies</i>	14

BAND TWO

Overview	15
Content Description	17
Content and Elaborations	19
<i>Communication</i>	19
<i>Language Structures and Features</i>	21
<i>Learning Strategies</i>	24

BAND THREE

Overview	25
Content Description	27
Content and Elaborations	29
<i>Communication</i>	29
<i>Language Structures and Features</i>	31
<i>Learning Strategies</i>	33

Glossary of terms	34
-------------------------	----



Pathway Description

The Second Language Learner Pathway (L2) provides opportunities for students who do not identify with an Aboriginal or Torres Strait Islander language to develop the knowledge and skills necessary to speak an identified language within its cultural context. The language selected for study is normally a 'living' language spoken by a whole community across all generations and with a sizeable set and variety of resources. These resources include bilingual written texts, a range of audio-visual materials and educational materials in print and digital form as well as speakers who can teach the language. Learning is enriched and authenticated by interactions with visiting Elders and community speakers and, where possible, excursions on Country where the language is spoken and belongs. Information and communication technologies can provide additional opportunities to support a range of language and culture experiences.

Examples of languages that could be taught as a second language learning program include Djambarrpuyngu, Eastern Arrernte, Warlpiri, Tiwi, Pitjantjatjara, Murrinpatha.

The students

Students in the Second Language Learner Pathway (L2):

- might not have any previous connection with the language or culture or other Aboriginal languages and cultures
- will be learning through English across the curriculum.

Rationale

To provide students with opportunities to:

- develop communication skills in the language being learned
- develop some understanding of key cultural concepts of Country/Land, Family and Kinship and the Natural Environment associated with the language being studied
- learn the structure of the language and the way it expresses cultural meanings and world view
- develop an intercultural capability in the language.

Through interaction with teachers and members of the language community students will learn:

- to explore and appreciate the similarities and differences between languages and cultures
- develop a deeper appreciation of the nature and diversity of the Northern Territory
- respect the rights of Aboriginal peoples to speak their languages and practise cultures.

Second Language Learning (L2)

Structure

The language content of the NTILC Second Language Learner Pathway (L2) is organised across four Strands aligned with each of the modes:

- Listening
- Speaking
- Reading and Viewing
- Representing and Writing

Within each Strand there are three sub-Strands:

- **Communication:** students develop the skills to enable them to communicate in a wide range of content and contexts
- **Language Structures and Features:** students will develop control of linguistic structures and features in the language.
- **Learning Strategies:** students will develop strategies that will help them to learn effectively.

The content of each Strand is further broken down as follows:

Communication	Interacting – using language to learn about new things, information and feelings and to talk about them
	Language variation – learning about differences in language and how language changes over time
Language Structures and Features	Developing strong language – learning to use more complex vocabulary and grammar
	Talking about sounds – learning how words are made up of sounds and parts
	How texts work – learning the ways that different texts are organised according to purpose and audience
	Talking about language – developing understanding of how language works and a shared language for talking about it
Learning Strategies	Learning how to learn – developing strategies to learn language effectively

Teaching using this document

At each band level you will find

- Achievement standards
- Content description
- Content (in **bold**) and Elaborations (dot points).

Achievement standards tell us what the students should know, understand and do at the end of each band level.

Content outlines what we could teach at each level.

The Elaborations provide illustrations, explanations and examples to indicate possibilities for teaching. They are intended as support material. Teaching teams and schools decide which knowledge and activities to focus on depending on their access to elders, language and culture priorities, access to resources and student progress.

Development Across Band Levels

The content in the Second Language Learner Pathway (L2) has been organised in three Band levels that develop across the years of schooling. The Bands are not necessarily aligned to year levels. Where students do not study the language continuously across the years they should learn at the Band level that reflects their level of development and skill. For example, a Year 7 student who has not studied the language before should commence at Band 1 and progress to Band 2 once they have achieved competency at Band 1.

Teaching and Learning activities should be challenging for the age of the students.

Assessment and Reporting

The Band levels are developed over more than one year of learning.

Band 1	Band 2	Band 3
Early Years T-2	Primary Years 3-6	Middle Years 7-9

Achievement standards describe the learning expected of students at each year or band level. They describe the extent of the knowledge, the depth of understanding and what the students should be able to do having been taught the curriculum content. The sequence of achievement standards provide a description of student learning and a framework of growth and development in the language and, therefore, provide a useful starting point or driver for the development of teaching and learning

programs. The achievement standards also allow teachers to monitor students' learning, and make judgements about student progress and achievement and when they are ready to begin learning at the next Band level.

Language teachers choose elements of the achievement standard to be developed in specific units of work and students are assessed against what has been taught. Teachers should provide parents with a brief description on the Band level and elements of the achievement standard being assessed until students are judged to have achieved the standard.

Connections to the *Australian Curriculum* and Other Stages of Schooling

The NTILC addresses the intention of the *Australian Curriculum: Languages* learning area. It also has common content and purpose in other areas of the *Australian Curriculum*, particularly:

General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Critical and Creative Thinking
- Literacy
- Information and Communication Technology (ICT) capabilities

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

The NTILC provides for students to study language from Transition through to Year 9.

Other curriculum pathways are available to continue studying language through to Year 12 including:

- Stage 1 and 2 units from the SACE Board including Aboriginal and Torres Strait Islander Studies
- Certificates II and III VET qualifications



Teaching a Second Language Program

Key ideas have been selected from the Culture component of the NTILC to provide content for students and teachers to work with and are the medium through which aspects of the language are introduced and considered. A teacher who is a speaker of the language, or a teaching team that includes a registered teacher and a speaker may be employed.

A wide range of materials will be used, including:

- spoken texts, such as recorded stories, podcasts, videos, films
- visual texts, such as the land, maps, charts, posters, paintings, designs, body paintings, hand signs/talk, photos, films
- written texts such as stories and dictionaries, including online dictionaries,
- artefacts such as spears, boomerangs, traditional clothes, baskets, clapping sticks, didgeridoos.

Students learn language best through activities that are challenging and appropriate to their age and level, and when they have opportunities to use the language to engage in meaningful and interesting activities beyond the language classroom.



BAND ONE OVERVIEW

Band Level Description

In Band 1 students will have established communication skills in one or more languages and varying degrees of literacy acquisition. They will be learning the target language in parallel with English language and literacy. Learning in the two languages progresses at different levels, but each supports and enriches the other.

The target language is used in classroom interactions, routines and activities and is supported by the use of visual and concrete materials, gestures and body language. Using English for explanation and discussion allows learners to talk about differences and similarities they notice between the language and English or other languages they may know and to ask questions about culture.

In Band 1 students will be introduced to new language, including the social and cultural context in which it may be used from many and varied sources of input. Cues, including visual and concrete materials, gestures and body language are provided to support meaning.

Students will learn to:

- hear and practise the sounds, shapes and patterns of the language through rhymes, songs and actions games
- imitate and repeat sounds in aural texts modelled by the teaching team
- have opportunities to both practise and use the language in class interactions, daily routines in the school and in other learning areas where possible
- experiment with simple formulaic expressions and respond to prompts and cues with one or two word responses and single idea phrases
- use language for interactions such as greetings, asking for help, talking about themselves, friends and family, or asking and answering questions
- notice ways that the language is used differently in different situations and that speakers communicate differently from the way they do in English
- recognise that the same alphabet they use in English can be used for writing the target language.

Students will learn some key ideas about Country/land, people and kinship and the natural environment associated with the target language community. Culture content may be assessed in English.

Cultural Understanding and Knowledge

In Band 1 students will learn to recognise and identify the diversity of Aboriginal languages and the ways that Aboriginal people are related to Country and to each other.

They will begin to explore the deep knowledge Aboriginal people have of the natural environment and how it provides food, water and medicine at different times of the year.

Achievement Standards

By the end of Band 1 students:

Listening

- L1.1** Listen to and respond to routine phrases requests and directions identifying some differences between the target language and English.
- L1.2** Use cues such as facial expressions, tone of voice, gestures, repetition and rephrasing for understanding short, clearly structured texts.
- L1.3** Distinguish between the sounds of the language and English identifying sounds that are the same and different.

Speaking

- S1.1** Use some familiar words, patterns and support materials to present shared stories, songs and performances.
- S1.2** Practise saying the sounds of the target language that are different from English noticing how the mouth and tongue are placed when making the sounds.
- S1.3** Use words, phrases and common expressions with approximate pronunciation and intonation in songs, rhymes and chants.
- S1.4** Translate and explain in English the meaning of target language words, simple phrases and hand signs they have learnt.

Reading and Viewing

- RV1.1** Participate in shared reading and viewing of texts, including stories, paintings, designs, films, photos, charts, posters; and demonstrate their understanding by responding to questions in the first language and retelling by sequencing pictures, naming characters, role play and drama.
- RV1.2** Locate specific signs, symbols, images, words and phrases in texts.
- RV1.3** Identify some letters, words and repetitive sentence patterns in the target language.
- RV1.4** Recognise types of words and their role in the text, eg naming words (nouns), doing words (verbs), subject, object.

Representing and Writing

- RW1.1** Participate in the creation of simple print and multi-modal texts, eg photos, videos, painting, songs.
- RW1.2** Represent and record ideas, using knowledge of sounds and modelled texts, eg word lists, narratives, instructions.



BAND ONE CONTENT

Country/Land

Identify the areas of Country and the people who are connected to the target language.

Explore ways people lived in the past and how they live now.

People/Kinship

Understand that people from this language group belong to an extended family and kinship system that connects them to each other, the Country and the language and can recognise and identify:

- kinship terms for extended family and clan
- skin names and moieties or other terms that are used in the language
- people they know who are members of the language group.

Natural Environment

Identify the ways that people from this language group are able to read the land to obtain food, water and the materials they need to live their lives including:

- common bush fruits, foods that are found in the area
- names of animals and their tracks
- how animals and plants are classified in the language
- local cultural seasons and weather patterns
- names and words for different times of day
- important sources of water
- tools and artefacts that are commonly used and what they are made of
- common bush medicines.
- the importance of caring for country.

LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Listen and respond to routine phrases and some expressive language in known situations. Use some social listening behaviour. 	<ul style="list-style-type: none"> Use some simple language and gestures to interact with the teaching teams, classmates and other speakers of the language. Identify some differences between English and the language. 	<ul style="list-style-type: none"> Participate in shared reading and viewing of short structured texts including stories, songs, dances and visual designs, responding through singing, miming, role-playing, drawing, action and movement. Identify similarities between English spelling and spelling of the target language. 	<ul style="list-style-type: none"> Participate in the creation of simple print and multimodal texts such as charts, captions, murals, models, sand drawings, photos, videos, drawings and paintings. Recognise that in Indigenous Languages there is a stronger oral and visual literature than a written literature.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Identify key words and well-known phrases. Listen to and imitate the sounds, intonation and rhythms of the language. Notice types of words in the language and understand and use some elements of the language structure. 	<ul style="list-style-type: none"> Use words, phrases and common expressions, and some questions words and hand signs as appropriate. Approximate pronunciation and intonation. 	<ul style="list-style-type: none"> Locate specific words and phrases in texts such as charts, lists, photos, maps. Notice types of words and the role they play in a written text. Recognise letters and sounds that are similar/same in the language and in English. Notice how storybooks are sequenced and organised. Associate some target language sounds and letters. 	<ul style="list-style-type: none"> Represent and record ideas using a limited level of spoken language, teacher modelling and the range of texts experienced. Attempt to spell some words using knowledge of sounds and letters. Recognise that there many ways of communicating messages in the language.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Use visual cues, gestures repetition and rephrasing. 	<ul style="list-style-type: none"> Reproduce, repeat and practise language using face-to-face contact and other cues for support. 	<ul style="list-style-type: none"> Use a range of cues, including visual, and graphophonic cues. 	<ul style="list-style-type: none"> Use formulae, models and classroom wordlists to have a go at representing their ideas and learning.

BAND ONE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Listen and respond to routine phrases and some expressive language in known situations.

- listening and responding to simple language stories and texts by matching pictures, sequencing words and actions
- hearing and responding to simple greetings
- hearing and responding to introductions and welcomes
- using and responding to some requests
- hearing and responding to some classroom directions, such as:
 - Sit down!
 - Stand up!
 - Come over here!
 - Go over there!
 - Be quiet!
 - Let's go! (us two); Let's go! (us mob)
 - Now let's do it!
- hearing and responding to simple questions:
 - What's this/that?
 - Who is this/that?
 - Where are you going?
- listening to and responding to stories, songs, dances, art work through:
 - miming
 - drawing
 - dance and drama
 - role-playing

Speaking

Use some simple language and gestures to interact with the teaching team, classmates and other speakers of the language.

- practising repetitive language of songs
- responding verbally and non-verbally to directions and questions, eg:
 - Yes/no answer
 - shake head to say no
- using actions with words to help communicate, eg:
 - pointing to book and saying, My book
- playing games like Simon says, where they give simple commands
- expressing simple greetings and leave taking at the beginning and end of each class
- using appropriate behaviour for taking turns, making eye contact, showing respect
- using hand signs when it is correct to do so
- participating in group retelling of a story with visual cues and using memorised responses
- introducing and describing themselves

Reading and Viewing

Participate in shared reading and viewing of short structured texts, including stories, songs, dances and visual designs; and respond through singing, miming, roleplaying, drawing, action and movement.

- experiencing different ways of telling a story:
 - yarnning
 - song
 - dance and music
 - visual design and performance
 - painting (body, bark, rock, sand)
- following simple written texts that are being read aloud
- showing understanding of text by:
 - linking text with pictures
 - drawings
 - answering questions
 - retelling
 - sequencing pictures in order
 - identifying main idea with assistance
 - locating details
- locating characters in a story and making simple inferences about them, with support
- recognising that thoughts and speech can be written and read by dictating and reading own stories

Representing and Writing

Participate in the creation of simple print and multi-modal texts such as charts, captions, murals, models, sand drawings, photos, videos, drawings and paintings.

- using a range of texts to record information they have learned in class:
 - weather graphs/tables
 - classification charts
 - photo books
 - videos
 - posters
- completing cloze activities with contextual support
- joining in writing group constructed texts:
 - narratives
 - poems
- writing labels, own name and captions for drawings scribed by the teacher
- reading back text they have created with a consistent message

COMMUNICATION

Listening

Speaking

Reading and Viewing

Representing and Writing

Interacting

Language variation and difference

Use some social listening behaviour.

- noticing some non-verbal communication such as:
 - hand signs
 - eye contact
 - lip pointing
- discussing how these are the same or different from English

Identify some differences between English and the language.

- using the language in different situations
 - asking to go to the toilet
 - counting
 - classifying plants and animals into edible/non-edible; vegetable food/meat
- talking about differences in ways of greeting
- talking about other differences such as the lack of please and thank you in the language

Identify similarities between English spelling and spelling of the language.

- talking about the alphabet that is used for writing the language
- noticing the letters that are used and not used
- noticing differences in the letters used in the language and in English

Recognise that in Indigenous Languages there is a stronger oral and visual literature than a written literature.

- experiencing a range of oral and visual story telling:
 - storytelling
 - sand stories
 - paintings
 - designs

- recognising some common words:
 - place names
 - names of animals and plants
 - relationship terms for family
 - parts of the body
 - size
- responding to texts in the target language that are being read/viewed, eg:
 - laughter
 - surprise
 - fear

LANGUAGE STRUCTURES AND FEATURES

Developing strong language

Listening

Identify key words and well-known phrases.

- identifying some key words and phrases from teacher talk, film, audio recordings
- making class lists/charts of these key words
- making bilingual class lists of words and phrases:
 - objects in the classroom
 - places in the school or outside
 - family and kinship terms
 - body parts
 - animals and plants in the area
- identifying and interpreting hand signs

Speaking

Use words, phrases and common expressions, some questions words and hand signs as appropriate.

- using simple, well known words and phrases, eg:
 - I'm + name.
 - It's here.
 - Who's that? (It's....)
 - What's that? (It's)
 - Here I am.
 - What's that? (That's a...)
 - What's this? (This is a).
- interpreting and using hand signs in the correct way

Reading and Viewing

Locate specific signs, images, symbols, words and phrases in texts such as charts, lists, photos and maps.

- interacting/engaging with and interpreting artistic, traditional and visual designs such as:
 - paintings
 - sculptures
 - dance
 - sand stories
 - poster
- obtaining information from a variety of sources about a range of topics related to the natural environment of the region where the language is spoken:
 - habitats and life cycles of birds, animals or insects
 - bush foods
 - bush medicine
 - sources of water
 - stars and night sky
- viewing, reading and interpreting bush and seasonal calendars, identifying:
 - features of the seasons
 - weather patterns
 - plant cycles
- reading words, phrases, sentences and rhymes with support
- locating words within a written text
- completing oral cloze based on a text

Representing and Writing

Represent and record their ideas, using their limited level of spoken language, teacher modelling and the range of texts they have experienced.

- creating maps, models, charts to represent their learning and ideas about the region where the language is spoken
- dictating or attempting to write captions, labels for maps, models and charts
- naming, sorting, classifying and labelling bush foods, animals, plants and natural objects from the environment into culturally appropriate categories

Talking about sounds

Listen to and imitate the sounds, intonation and rhythms of the language.

- discriminating sounds and syllables in the language
- beating, walking to and clapping syllables
- observing and imitating how to make the sounds by positioning the tongue and the mouth
- recognising questions, statements, commands, request from intonation

Approximate pronunciation and intonation.

- singing and saying songs and rhymes
- practising memorised roles in dialogues and plays

Associate some target language sounds and letters.

- Identifying some letters, words and repetitive sentence patterns
- Recognising some sound/symbol relationships
- Recognising letters and sounds that are similar/same in the language and in English

Attempt to spell some words using knowledge of sounds and letters.

- using syllable card to build words
- writing syllables and words dictated by the teacher

LANGUAGE STRUCTURES AND FEATURES

Listening

Notice how aural texts are sequenced and organised.

- listening for the beginning and endings of stories.
- listening for the repetition of key words in a story or texts.
- joining in a conversation at the correct time.

Speaking

Notice types of words in the language and understand and use some elements of the language structure.

- Identifying the words that name people, places, things and events
- noticing that compared to English some words might be left out or have to be included:
 - *Ngartu murrkanthi*. [Kurna]
The child is crying
 - Ngartu-rna murrkanthi* [Kurna]
The children (more than two) are crying
 - Ngartu-rla murrkanthi* [Kurna]
Two children are crying
- noticing that word order might be different from English or other known languages
- recognising the use of common affixes (prefixes and suffixes), eg:
 - *maliki* (dog) *malikjarra* (two dogs) [Warlpiri]
 - *ngapa* (water) *ngapangka* (in the water) [Warlpiri]

Reading and Viewing

Notice how texts are sequenced and organised.

- observing the range of oral and visual texts used by Aboriginal peoples
- recognising that there may be rules about who can tell stories, use images and designs
- noticing some features of visual texts:
 - 'reading' the signs of the country in photos
 - symbols and icons used in sand stories and paintings
- noticing how texts like story books are sequenced and organised, eg:
 - identifying the main title
 - making connections between pictures and text
- interpreting some punctuation

Notice types of words and the role they play in a written text.

Identifying:

- a sentence
- naming words
- doing words
- the subject of the sentence
- the object of the sentence
- the parts of a word that change the meaning

Representing and Writing

Recognise that there many ways of communicating messages in the language by doing the following.

- recording ideas and learning in different ways, such as:
 - drawings
 - photos
 - graphs
 - murals

How texts work

Talking about language

LEARNING STRATEGIES

Learning how to learn

Listening

Use visual cues, gestures repetition and rephrasing.

- recognising and responding to instructions supported by gestures.
- repeating words and phrases after the teacher
- watching others
- listening to the language over and over
- asking for clarification and interpretation in English

Speaking

Reproduce, repeat and practise language using face-to-face contact and other cues for support.

- practising and repeating words, phrases and short sentences in dialogues and role-playing
- asking for clarification from others
- reproducing speech even if they don't understand all the words

Reading and Viewing

Use a range of cues, including visual, and graphophonic cues.

- beginning to use known sound/symbol relationships to read words
- using visual cues such as pictures, designs, gestures and facial expressions to support meaning
- Identifying and locating unknown words

Representing and Writing

Use formulae, models, classroom wordlists to have a go at representing their ideas and learning.

- using other texts as a model for writing
- applying English writing skills to writing in the second language
- writing in English and ask for translation

BAND TWO OVERVIEW

Band Level Description

In Band 2 students will be learning to use language to increase their awareness of the world around them by increasing their experiences and the situations in which they can use the language.

Learning will occur through interaction with peers and teachers and speakers of the language.

Students extend their understandings and knowledge about Country/land, People and Kinship and the Natural Environment associated with the language community.

Students will learn to:

- use formulaic phrases in the target language to participate in classroom routines, presentations and structured conversation with the teaching team, classmates and visiting Elders and community speakers.
- respond to teacher-generated questions about texts, participate in games and follow instructions and procedures.
- develop oral proficiency through rich oral input, engaging in different types of listening, including active listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues.
- extend their oral fluency by focusing on sentence-level intonation and stress
- apply their knowledge of key words and textual features to predict the meaning of unfamiliar language in shared and guided reading.
- use modelled language to create new texts.
- extend their language use to expanded and connected sentences talking about more complex ideas.
- continue to build metalanguage for describing aspects of the language and how it works.

Students will use the target language for classroom routines and language learning tasks, for listening to, reading and viewing texts and interacting with the teaching team and visiting Elders and community members. The target language will be used for structured and supported tasks while English and other known languages can be used for more open-ended tasks that develop learners' understanding of the culture and region where the language is spoken.

Cultural Understanding and Knowledge

In Band 2 students identify and describe some features of the Country/region where the language is spoken. They will recognise some key songs dances, and designs that belong to the speakers of this language. Through engaging with a range of texts including oral histories, they will develop some knowledge of the history of the language community.

They continue to extend their knowledge of the extended kinship system including clan and skin systems where they are used.

They describe how natural environments provide food, water, tools and medicine for life and the importance of caring for Country.

Achievement Standards

By the end of Band 2 students:

Listening

- L2.1** Identify some of the different ways that language is used eg to Elders, different family members, to and on Country.
- L2.2** Notice and describe some ways the target language and culture is similar or different to English or other known languages.
- L2.3** Use some basic communication and listening strategies, eg asking and answering questions, recognizing key words, identifying information, repetition.

Speaking

- S2.1** Use learned words and phrases in familiar social, cultural and classroom situations
- S2.2** Recognise there are many ways of communicating messages in Indigenous language, eg hand signs, stories, designs.
- S2.3** Make oral presentations sharing information they have learned using modelled sentence patterns.
- S2.4** Understand that now all words, phrases and ideas can be translated directly from the target language to English and from English to the target language.

Reading and Viewing

- RV2.1** Use a variety of strategies, eg vocabulary, common sounds and letter patterns and grammar to read with understanding some short texts with simple structures.
- RV2.2** View and read stories, songs, dances, art-works with the teacher and demonstrate their understanding by describing characters and events, creating timelines and maps, explaining symbols and identifying key messages.
- RV2.3** Use their knowledge of the pronunciation, spelling and grammar of the target language to predict the meaning of new words and phrases.

Representing and Writing

- RW2.1** Create a range of visual and multimodal texts eg maps, weather charts, murals, videos, charts, diagrams.
- RW2.2** Use a variety of modelled sentence structures to label, describe, organise and classify information.
- RW2.3** Contribute to creating bilingual texts for the school and community.



BAND TWO CONTENT DESCRIPTION

Country/Land

Describe some features of the Country/Land where the language is spoken using some directional language.

Experience traditional dancing, singing, music and storytelling including oral histories/photos/stories and describe how people lived in the past, including:

- naming some places where people lived in the past
- describing family life now and in the past
- describing how people came to live in the areas they are now.

People/Kinship

Describe the system of kinship within the language group, including:

- using skin names/relationship terms people use to address each other
- knowing how the relationship terms used in the target language relate to other groups and places.

Natural Environment

Continue to learn about the ways that people from the target language community are able to read the country to obtain, food, water and materials they need to live their lives, including:

- identifying common bush foods – animals, plants, fish and how they are classified
- describing the passing of time – seasons, day/night
- reading the signs that show where water is located
- identifying a range of bush medicines and their uses
- describing some ways of caring for Country.

LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Identify some social and specific language for classroom activities with support. Identify some of the different ways that the language is used. 	<ul style="list-style-type: none"> Use learned formulaic words and phrases, well-rehearsed patterns and short simple utterances in familiar, social, cultural and classroom situations. Use language in ways that are socially acceptable in familiar contexts. 	<ul style="list-style-type: none"> Read with understanding short texts from a variety of sources, based on simple structures, familiar vocabulary and familiar contexts. 	<ul style="list-style-type: none"> Create a range of visual and written multimodal texts communicating more than one linked idea, using familiar and practised language and basic conventions used in the second language.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Recognise and respond to simple vocabulary and structures in exchanges set up by the teacher. Hear all sounds in the language and identify changes in intonation. Understand that texts such as stories, paintings, songs and dances have a distinct purpose and use particular language features. Notice and describe some ways in which the language and culture are similar or different to English or other known languages. 	<ul style="list-style-type: none"> Use short, simple formulaic words, phrases and sentences including hand signs. Reproduce correct pronunciation. Recognise there are many ways of communicating messages in Indigenous Languages. 	<ul style="list-style-type: none"> Use vocabulary, structure and sound cues to make sense of unfamiliar texts. Recognise and use common sounds and letter patterns with comprehensible pronunciation. Recognise that texts are organised differently depending on the audience, the purpose and the mode. Understand that not all words, phrases and ideas can be translated directly from English to the target language, or the target language to English. Translate simple texts from the language into English and vice versa, noting which parts required interpretation rather than translation. 	<ul style="list-style-type: none"> Use a variety of basic sentence structures and features of learned oral, written and visual language. Understand that Indigenous Languages are primarily oral and the conventions of written text are being developed. Spell words using own pronunciation. Create bilingual texts for the school and community.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Use some basic communication and listening strategies such as gesture, thinking about what they might hear, and using visual and context cues and repetition. 	<ul style="list-style-type: none"> Locate and copy key words and phrases from a variety of sources and use in own speech. 	<ul style="list-style-type: none"> Use predicting strategies to read in the target language, applying knowledge gained from English and the oral language experiences in the second language. 	<ul style="list-style-type: none"> Use a variety of basic planning strategies to create simple, coherent texts.

BAND TWO CONTENT AND ELABORATIONS

COMMUNICATION

Listening

Identify some social and specific language for classroom activities with support.

- recognising and following simple instructions to make an artefact, collect and prepare bush tucker, relying on key words, hand signs and context to provide meaning
- identifying single items of information from short spoken texts:
 - number
 - colour
 - known names of people, animals
 - places
- responding in the right way non-verbally to comments, eg:
 - showing if they don't understand
 - acknowledging greetings
 - laughing in the right places in stories
- responding to texts demonstrating understanding by:
 - sequencing pictures
 - matching words and pictures
 - taking on roles in role-plays
 - responding to mood and feelings in drama and dance
- using the language to respond to teachers, speakers of the language and classmates

Speaking

Use learned formulaic words and phrases, well-rehearsed patterns and short simple utterances in familiar, social, cultural and classroom situations.

- participating in songs, rhymes, poetry, role plays and drama
- recounting a story or event using known sentence patterns, pictures, and other visual supports (sand stories)
- expressing some personal information such as: My name is ...; I live in ...; My clan/skin group is ...; I like to ...
- asking and responding to questions to identify or describe people, creatures and objects in the environment, referring to:
 - size
 - number
 - location
 - colour
- giving directions on how to get to a place, or through an obstacle course.
- creating dialogue (speech balloons) for characters in a story.
- talking to speakers of the target language of their own age asking and answering factual questions about self, class, interests, likes and dislikes.
- describing other people such as family members, friends, teachers:
 - identifying their kin relationship
 - physical appearance
 - qualities/characteristic
- planning, practising and performing a presentation for school assembly about a story, the language, the history and culture of the language community

Reading and Viewing

Read with understanding short texts from a variety of sources, based on simple structures, familiar vocabulary and familiar contexts.

- reading short well known narratives, personal and factual texts, using contextual and visual support, such as:
 - illustrated versions of key narratives in the target language
 - shared class stories
 - factual texts (visual and written) about the culture of the language, the region where it is spoken, plants and animals, stars
 - seasonal calendars
 - posters about sports days, health
- demonstrating understanding, with support, by:
 - matching sentences
 - matching captions to illustration
 - recalling information
 - retelling, with support
 - completing oral cloze exercises
 - mapping sites through which a travelling story passes
- retelling a familiar story in English.
- identifying main ideas, with assistance, and finding parts of the text that relate to the main idea
- discussing key messages such as social values and rules for living, and compare these to similar texts in English or the student's own language and culture

Representing and Writing

Create a range of visual and written multimodal texts, communicating more than one linked idea, using familiar and practised language and basic conventions used in the second language.

- recording and displaying information about the language and culture using maps, weather charts, murals, classification charts
- Initiating own writing for particular purposes, eg:
 - labels for charts, maps, mural
 - notes and reflections for paintings
 - story boards for videos

Interacting



COMMUNICATION

Language variation

Listening

Identify some of the different ways that the language is used.

- recognising the ways that language is used the right way towards:
 - Elders
 - people of different relationships
 - Country

Speaking

Use language in ways that are socially acceptable in familiar contexts.

- using appropriate words, language, and tone of voice in the right way towards:
 - classmates
 - teachers
 - Elders
 - Country

Reading and Viewing

Representing and Writing

LANGUAGE STRUCTURES AND FEATURES

Listening

Recognise and respond to vocabulary and structures in exchanges set up by the teacher.

- listening to words and sentences more than once and in different forms (spoken form, story form)
- demonstrating how words are formed and changed for different meanings:
 - adding prefixes or suffixes
maliki (dog) – *malikijarra* (two dogs)
- demonstrating how to use words and phrases describing people, characters, places and objects
- demonstrating sentences without verbs, eg *Nyampuju bag ngaju-nyangu* – This (is) bag my, (this is my bag) [Warlpiri]
- using different types of pronouns
 - personal (I; you two, you mob; we two, we mob; us two, us mob)
 - demonstrative (this, these, that, those)
 - questions (who, what, where, why, how).
- identifying determiners (a/the) in the language
- Identifying quantifiers (some, every, other, few, much, all) in the language
- identifying ways of showing possession
- identifying ways of showing connectedness (with)
- identifying ways of expressing the negative
- identifying the subject and object of the sentence
- identifying ways to express time, manner, attitude and place:
 - verb tenses
 - expressions of time relating to day/night, the seasons (before, after, soon, recent, long ago)
 - expressions of frequency (often, always, once, briefly)
 - location (in, at, near, besides, to, towards)
 - adverbs of manner, location and time (again, more, in turn, too later, as well)
 - structuring and linking clauses

Speaking

Use short simple formulaic words, phrases and sentences.

- using connected words including pronouns, describing words
- constructing own simple sentences using the structures of the language
- recalling vocabulary and create new words by adding suffixes and prefixes correctly.
- using 'chunks' of the language at the right time and place
- substituting new words in learned patterns to create original phrases and sentences.
- adapting language for different purposes:
 - giving instructions
 - telling a story
 - recounting an experience
 - discussing how to classify plants and animals
- identifying and discussing how to talk about new ideas in language:
 - loan words
 - making an English word sound like a language word
 - adapting/extending the meaning of an old word or phrase

Reading and Viewing

Use vocabulary, structure and sound cues to make sense of unfamiliar texts.

- recognising and using common sounds and letter patterns to read common words
- recognising some commonly used words
- recognising basic sentence structure and the role words play in sentences:
 - parts of words that tell who or what is doing (actor) and who or what is the object
 - doing words
 - words that tell when the story is happening

Representing and Writing

Use a variety of basic sentence structures and features of learned oral, written and visual language.

- participating in shared writing activities contributing vocabulary and sentence structures associated with familiar texts:
 - imperatives in instructions and procedures
 - use of past and habitual tenses in traditional narratives and recounts
 - setting the time and place
- linking ideas using appropriate grammatical forms:
 - connectives

LANGUAGE STRUCTURES AND FEATURES

Talking about sounds

Listening

Hear all sounds in the language and identify changes in intonation.

- hearing the target language sounds and clapping syllables
- recognising and responding to changes in intonation
- recognising and responding to the effects of rhyme and rhythm.

Speaking

Reproduce correct pronunciation.

- practising ways to make sounds correctly
- memorising and practising how to say words, phrases and sentences fluently and with correct intonation

Reading and Viewing

Recognise and use common sounds and letter patterns with comprehensible pronunciation.

- practising breaking words into syllables
- practising blending syllables into words
- practising reading word, phrases and sentences fluently with correct intonation

Representing and Writing

Spell words using own pronunciation.

- having a go at spelling words, applying knowledge of phonetics of the language

How texts work

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and use particular language features.

- identifying the purpose of a text and its audience
- identifying some features of a narrative
- identifying the features of a recount.

Recognise there are many ways of communicating messages in Indigenous Languages.

- recognising and using hand signs
- connecting stories, designs etc to individuals, families and Country.

Recognise that texts are organised differently depending on the audience, the purpose and the mode.

- noticing how story books are sequenced and organised:
 - title
 - contents pages
 - connections between pictures and text
- identifying the language features of Dreaming stories, eg:
 - Long time ago
 - In the Dreamtime
 - journeys across the Country
 - explanations about why features of Country exist
 - creation stories
 - repetition of words and phrases.
- recognising the purpose of simple punctuation
- identifying sentences, paragraphs and dialogue or speech in text

Understand that Indigenous Languages are primarily oral, and the conventions of written text are being developed.

- experimenting with different ways of telling stories such as photo books, e-books, dance, visual design, drawings on sand and hard surfaces
- applying understanding of texts conventions, using classroom models:
 - determining points where commas, full stops and paragraph breaks might go in written versions

LANGUAGE STRUCTURES AND FEATURES

Talking about language

Listening

Notice and describe some ways in which the language and culture are similar or different to English or other known languages.

- noticing and describing what is the same and what is different between the ways that people communicate in the language and in English, eg:
 - the names and ways people address each other (by kinship term or skin name)
 - the use of body language including hand-signs
 - intonation
 - facial and vocal expression
 - eye contact
- describing some of the rules of the language and how these are different from English and other known languages, eg:
 - word building
 - word order at phrase and sentence level
- identifying words and phrases that have more than one meaning

Speaking

Understand that not all word, phrases and ideas can be translated directly from English to the target language, or the target language to English.

- identifying culture-specific concepts and expressions that do not easily translate into English, such as artefacts, place names, kinship terms
- showing others how different signs and hand talk are used, explaining their meaning and symbolism

Reading and Viewing

Translate simple texts from the target language into English and vice versa, noting which parts require interpretation rather than translation.

- using picture or print dictionaries, word lists and pictures to translate labels, captions, posters

Representing and Writing

Creating bilingual texts for the school and community.

- creating picture word lists and dictionaries
- contributing to bilingual dictionaries of words and their meanings
- creating bilingual signs for the classroom and school
- making word cards for bilingual matching games in the target language and English

LEARNING STRATEGIES

Learning how to learn

Listening

Use some basic communication and listening strategies such as **gesture, thinking about what they might hear, using visual and context cues and repetition.**

- asking questions to clarify meaning
- recognising key words
- identifying emphasis, intonation and repetition when listening to spoken language or texts read aloud

Speaking

Locate and copy key words and phrases from a variety of sources and use in own speech.

- repeating words to check understanding and ask for them to be repeated
- using key words they have heard from speakers
- practising familiar repetitive patterns from stories, songs, rhymes and other media
- asking for confirmation from the teacher
- using non-verbal behaviours (nodding, smiling) to sustain interaction

Reading and Viewing

Use predicting strategies to read in the target language, applying knowledge gained from **English and the oral language experiences in the second language.**

- re-reading texts to increase accuracy and fluency and understanding
- clarifying meaning by pausing, re-reading and reading on
- using prior knowledge, sound/symbol knowledge and visual cues to confirm and predict meaning

Representing and Writing

Use a variety of basic planning strategies to create simple, coherent texts.

- engaging in brainstorming in the target language, supplemented by English of first language if necessary
- using classroom resources such as work lists and picture dictionaries as support
- asking for words in the language and applying knowledge of word building and sound/symbol relationships to create language words
- using text models provided by the teacher to generate and structure new texts



BAND THREE OVERVIEW

Band Level Description

Students in Band 3 bring some knowledge and communication skills in the target language, and a range of language learning strategies to their continuing learning of the target language. At this level of learning they are increasingly independent and capable of analysis and reflection. They are considering their future pathways, including how the target language and culture could be part of these.

Students will learn to:

- interact using the target language in classroom routines and communicative tasks
- give presentations and participate in conversations with some preparation and support such as cue cards
- use the language more fluently, self-correcting and revising when necessary
- analyse and translate increasingly complex texts
- use models to create a range of texts including descriptions, recounts and reflections
- extend the range and quality of their writing through increased vocabulary and grammar knowledge, and by drafting and editing their own works and that of their classmates
- recognise and explain the connections between language and culture.

Students will use the target language for classroom interactions, language learning activities and experiences, and reflecting on their own learning. They may use English to support analysis, comparison and reflection. For example they may use English to express personal views at a level beyond their range in the target language, such as justifying a position on social issues or exploring and comparing linguistic and cultural practices and learning experiences.

Cultural Understanding and Knowledge

In Band 3, students compare ways Aboriginal and non-Aboriginal people relate to Country/land. They recognise similarities and difference, including differences between traditional and modern cultural practices and ways of life.

They note similarities and differences in how people source and prepare food, water and medicine, and how they understand the passing of time.

Achievement Standards

By the end of Band 3 students:

Listening

- L3.1** Interpret, infer and respond to language, including jokes and cultural references.
- L3.2** Use language correctly for different audiences and purposes.
- L3.3** Identify a range of oral text types and their purpose, eg narratives/recounts, songs, song cycles, telling off, instruction.

Speaking

- S3.1** Express ideas in connected speech responding to open ended questions such as How? When? Where? Why?
- S3.2** Make short formal presentations about a topic they have learned about or researched, that has been practised beforehand, and using supports such as cue cards.
- S3.3** Extend their own spoken language by practising with others, using their knowledge of sounds, intonation and grammar to self-correct, revise and learn new words.

Reading and Viewing

- RV3.1** Read, view and understand a range of visual and written texts.
- RV3.2** Recognise and use correct cultural protocols when accessing and relating to stories, eg recognising ownership of stories, identifying stories that are open and those that are sacred.
- RV3.3** Read aloud, paying attention to punctuation and text structure for fluency.
- RV3.4** Locate, analyse and summarise information from a range of sources on topics and information relating to the target language, culture and community, eg internet, documentaries, films, paintings, design.
- RV3.5** Translate and interpret a range of texts from the target language to English and vice versa, explaining culture-specific concepts, practices and expressions.

Representing and Writing

- RW3.1** Create simple visual and written multi-modal texts to represent a number of connected ideas (2 or more paragraphs).
- RW3.2** Identify the purpose of written texts such as social media, texting, graffiti.
- RW3.3** Create, reflect on and edit simple written and visual texts, using known vocabulary and class resources such as class lists, mind maps, charts, dictionaries.



BAND THREE CONTENT DESCRIPTION

Country/Land

Create visual maps that record:

- place names
- features of the country
- owners of the country
- protocols for visiting.

Overlay traditional maps of Country onto Western Maps and compare and discuss the impacts of:

- the state/regional borders drawn by non-Aboriginal people
- English place names
- stations owned by non-Aboriginal people
- areas of national park, Indigenous Protected Areas
- Towns.

People/Kinship

Compare Aboriginal and non-Aboriginal family structures, including:

- recognise the specialised language for kinship terms
- understand issues around reciprocal relationships.

Investigate and explain the rules for relationships for marriage.

Natural Environment

Find and prepare bush foods under the supervision of appropriate Elders and record:

- where it was found
- how it was caught/collected
- how it was slaughtered/prepared
- how it was eaten – cooked or raw
- how it was shared
- who was in charge of hunting/collecting preparing.

Identify and describe ways of conserving and regenerating sources of food.

Listen to and respond to traditional creation stories that are open and available.

LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Interpret, infer and respond to the language, supported by predictable social, cultural and learning situations. Understand that there are different modes of communication to suit different audiences and contexts. 	<ul style="list-style-type: none"> Express ideas in connected speech. Use the target language in ways that are socially correct in familiar, formal and informal situations. 	<ul style="list-style-type: none"> Read and view with understanding and learn from a range of visual and written texts. 	<ul style="list-style-type: none"> Create simple visual and written multimodal texts of two or more paragraphs for a range of purposes on a variety of familiar topics.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Interpret and respond to spoken language in predictable situations. Interpret and respond to some colloquialisms, idioms and extended text. Recognise and respond to intonations, stress and volume. Identify a range of oral text types. 	<ul style="list-style-type: none"> Expand vocabulary and understand and use a range of grammatical structures in the target language. Use correct pronunciation, stress and intonation in extended talk. Translate and interpret a range of texts from the target language to English and English to the target language. 	<ul style="list-style-type: none"> Identify how target language texts may be organised in different forms, taking notice of basic text organisation and features. Identify ways that written language differs from spoken language. Use syllables to sound out words when reading. Identify main ideas and text purposes, and relate these to their own culture, knowledge and experience. 	<ul style="list-style-type: none"> Write some simple, cohesive texts in the target language, demonstrating accuracy in text features, organisation, and complex sentence structures and spelling. Use understanding of the spelling system to write words.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Ask for repetition and clarification, using some visual support to extend understanding of oral texts. 	<ul style="list-style-type: none"> Extend own spoken language by practising with others. 	<ul style="list-style-type: none"> Use meaning, vocabulary, structure and knowledge of sound/symbol relationships to work out unknown words. 	<ul style="list-style-type: none"> Use vocabulary and class resources to plan, write, edit, reflect and access a range of vocabulary.

BAND THREE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Interpret, infer and respond to the language supported by predictable social, cultural and learning situations.

- interpreting teacher directions and a sequence of instructions
- listening to stories told by Elders/community speakers
- identifying main ideas from spoken texts and matching spoken ideas and details with support
- recognising and understanding some colloquialisms, cultural references and jokes

Speaking

Express ideas in connected speech.

- participating in simple exchanges about learning tasks/activities with others
- contributing ideas in group and class tasks
- asking and responding to open-ended questions using modelled sentence patterns:
 - how
 - when
 - why
- retelling series of events in sequence:
 - recounting main ideas
 - recalling details, connecting ideas
- taking roles in role plays and drama activities constructing own sentences
- taking on the role of a character in a story and answer questions in-role
- giving a short prepared talk on a topic they have studied
- communicating with peers and other language speakers in local or online communities

Reading and Viewing

Read and view with understanding, and learn from a range of visual and written texts.

- responding to visual and written texts that are read/viewed and conveying information in spoken form:
 - retelling
 - answering questions
 - identify stated information
 - identify inferred information
 - recognise cause and effect
- identifying the sequence of ideas/information in images and/or text
- following a sequence of instructions to complete a task
- discussing how key messages and beliefs are communicated through stories and through visual and creative arts comparing the role and representation of animals, people and landscapes in different type of texts
- discussing and explaining how land, water, sea, sky, people, plants and animals are expressed through stories, paintings, songs, dance
- describing and explaining in English, or first language, aspects of artistic expression:
 - traditional and contemporary paintings
 - design
 - dance
 - roles of owners and managers
 - processes in the making of cultural expressions, eg: artefacts, painting up, construction of headdresses

Representing and Writing

Create simple visual and written multimodal texts of two or more paragraphs for a range of purposes on a variety of familiar topics.

- creating a video clip, photographic or journal record to share with other speakers or learners of the target language

COMMUNICATION

Language variation and difference

Listening

Use different modes of communication to suit different audiences and contexts.

- interpreting hand signs used by speakers
- using correct protocols to ask clarifying questions of Elders and community members
- considering the protocols connected to a range of relationships:
 - mother-in-law
 - poison cousin
- observing the communication protocols for bereavement

Speaking

Use language in ways that are socially correct in familiar formal and informal situations.

- giving messages
- taking leave
- expressing sympathy
- communicating with Elders
- communicating with people of other gender
- communicating with specific relationships
- reflecting on how behaviour may be interpreted by language speakers, thinking about body language, eye contact

Reading and Viewing

Recognising that there are protocols about who has access to stories.

- viewing a series of paintings or art works by a single artist and identifying the stories they paint and why

Representing and Writing

Identifying the experience and purpose of written texts in the language.

- talking to speakers about the when and where they use the written language
- trying out some ways of using writing
 - Facebook/social media
 - texting
 - posters
 - graffiti

LANGUAGE STRUCTURES AND FEATURES

Listening

Interpret and respond to spoken language in predictable situations, including some colloquialisms, idioms and extended text.

- recognising basic structures:
 - statements
 - questions
 - negatives
 - sentences
- using sequence markers, time forms, question words, conjunctions and location phrases.
- interpreting a range of vocabulary.
- interpreting and responding to how/why questions

Speaking

Expand vocabulary; and understand and use a range of grammatical structures in the language.

- identifying range of meanings for words
 - good, fine, terrific, wonderful
 - warm, hot, boiling
- using a range of structures consistently such as the equivalent of:
 - adverbial phrases
 - pronouns
 - irregular past tense
- using some cohesive features:
 - sequence marker (first, then, after that)
- using the equivalent of compound and complex sentences in the language

Reading and Viewing

Identify that language texts may be organised in different forms, taking notice of basic text organisation and features.

- identifying sentence structures, including word order
- recognising purpose of simple punctuation in texts
- identifying sentences, paragraphs, dialogue or speech
- recognising the purpose of stories and factual texts and some differences:
 - layout
 - topic

Representing and Writing

Create some simple, cohesive texts demonstrating accuracy in text features, organisation, complex sentence structures and spelling.

- writing cohesive paragraphs reflecting ideas
 - using vocabulary appropriate for topic
 - spelling frequently used words and words with common spelling patterns
- creating bilingual resources including print or digital words banks, glossaries
- creating spoken, written or multimodal texts to record learning about key people and key events:
 - family trees with captions and commentary
 - relationship diagrams
 - timelines

Recognise and respond to intonations, stress and volume.

- recognising basic structures, eg:
 - statements
 - questions
 - negatives
 - sentences
 - commands

Use understandable pronunciation, stress and intonation in extended talk.

- practising pronunciation, intonation and phrasing to improve own fluency

Use syllables to sound out words when reading.

- reading aloud simple texts to improve fluency
- analysing and synthesising words based on their syllable structure

Use understanding of the spelling system to write words.

- practising sound syllable representation in sound and word dictation
- reading back words that have been written
- self-correcting and checking using a dictionary or class word list

Identify a range of oral text types and their purpose.

- extending the range of oral text types they hear, eg:
 - procedures
 - reports
 - descriptions
 - discussion
- participating in a range of oral text types, eg:
 - discussions
 - formal instruction
 - listening to a guest speaker

Extend own spoken language by practising with others.

- repeating words/sentence copying the language rhythms and pronunciation of the language
- rephrasing language to make meaning clear
- practising phrases, sentence patterns and pronunciation
- attempting self-correction

Developing strong language

Talking about sounds

How texts work

LANGUAGE STRUCTURES AND FEATURES

Talking about language

Listening

Interpret and respond to some colloquialisms, idioms and extended texts.

- identifying simple imagery, similes and metaphors with support
- explaining and using words and phrases that do not easily translate into English or from English to the language:
 - number system
 - colours
 - kinship
 - seasons
 - animal and bird noises

Speaking

Translate and interpret a range of texts from the target language to English, and English to the target language.

- translating short texts from the language to English and vice versa
- comparing individual versions and discussing possible reasons for differences.
- using culturally appropriate and ethical behaviour when interpreting and translating the language

Reading and Viewing

Identify main ideas and text purposes, and relate these to their own culture, knowledge and experience.

- exploring different interpretations of texts from different cultural points of view
- analysing bilingual texts such as children's stories, charts, maps, films, commenting on differences between the way each language represents meaning

Representing and Writing

LEARNING STRATEGIES

Learning how to learn

Listening

Ask for repetition and clarification, using some visual support to extend their understanding of oral texts.

- taking time to process language, asking speaker to repeat, paraphrase or explain
- researching what a word or words mean by using a dictionary, asking a speaker

Speaking

Extend their own spoken language by practising with others.

- repeating words/sentences, practising the language rhythm and intonation
- asking for clarification from a teacher or classmate

Reading and Viewing

Use meaning, vocabulary, structure and knowledge of sound/symbol relationships to work out unknown words.

- using knowledge of text organisation and structure to support meaning
- identifying key symbols and iconography to support interpretation of paintings, designs
- using diagrams, maps and illustrations to support meaning
- decoding unknown words using syllabification
- using a bilingual dictionary to check meaning

Representing and Writing

Use vocabulary and class resources to plan, write, edit, reflect and access a range of vocabulary.

- locating and using vocabulary from dictionaries, class lists, books, documentaries
- planning through discussion, notes, lists, diagrams
- collaborating with teachers/peers in conferences about work
- revise, edit and proofread own work

GLOSSARY OF TERMS

Adjective/ describing word	A word used to describe a person, place, thing, feeling, idea, eg in English, <i>big, hot, happy, difficult</i> . In some languages, adjectives and nouns are grammatically the same.
Adverb	Tells us how, when or where something happens, eg in English: quickly, yesterday, inside. In some languages adverbs are not grammatically different from nouns. (See locational words) <i>bili nhe bondi marrtjin bala djäma-lil.</i> [Djambarrpuyŋu] because you quickly went away work-to 'Because you went off quickly/in a hurry to work'
Agreement	The form of one word changes because of another word in the sentence; the words 'agree' with each other. English The cow eats grass. In this example there is an ending 's' on the verb 'eat' because 'the cow' is singular. The cows eat grass. Here there is no ending 's' on the verb because 'the cows' is plural. Burarra <i>galamang an-darrartka</i> 'The axe is sharp' axe (Masculine) Masculine-sharp Describing words must have a prefix in agreement with the class of the noun they are describing. Here the noun <i>galamang</i> 'axe' belongs to the masculine noun class , and the describing word 'sharp' must have a masculine noun class prefix .
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
Analyse	Break down and look closely at parts to understand better. Analysing a text involves going deeper into the meaning and forming an opinion about what you read or view.
Antonym	An opposite meaning, eg hot is an antonym for cold
Archiving	Keeping resources (eg books or tapes) in a safe place like a Literature Production Centre, or sending them away to be kept safe in a place like AIATSIS, LAAL at CDU. Sending valuable documents away is good archiving practice, in case a fire or flood occurs in the school.
Bound pronoun	A pronoun that is not a separate word but that has to be joined to another word as a prefix or a suffix (See free pronouns) Ndjébbana examples of bound pronouns (prefixes) <i>ngá-rakarawo</i> 'I go along' <i>njírri-rakarawo</i> 'me and him go along (He goes along with me)' <i>njárra-rakarawo-nja</i> 'me and her go along (She goes along with me)' Luritja examples of bound pronouns (suffixes) <i>ananyi-na</i> 'I am going' <i>ananyi-nu</i> 'you are going'

CALL	Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education
Case	<p>Tells us the function of a noun or pronoun in a sentence, eg who is doing something, where someone is going, who something belongs to, where someone or something is located. In most Australian languages, case is marked by suffixes. (In English, these functions are shown mainly by the position of the word in the sentence or by using prepositions.)</p> <p>Warlpiri Ngarrka-ngku wawirri panturnu. 'The man speared the kangaroo.' man-actor kangaroo speared The suffix -ngku shows who did the action. Palya kalu mani marna-jangka. 'They get wax from spinifex.' wax present-they get spinifex-from The suffix -janga tells us that the wax (palya) is from something (marna 'spinifex').</p>
Case	Upper case means capital letters, and lower case means small letters.
Case marking	The forms (usually suffixes) that tell us what case a word is. In the examples above (see case), the suffixes -ngku and -janga are the case markers.
Class	See noun class.
Chunks of text	A word, several words or several sentences together.
Cohesive	Using words and grammatical features to link ideas expressed in different sentences through the whole text.
Colloquialism	<p>Everyday, informal talk that sometimes includes common expressions that are hard to understand if you don't have a lot of experience with the language.</p> <p>English <i>She'll be right mate</i></p>
Compound sentence	<p>A sentence made up of two or more sentences, often joined by a conjunction.</p> <p>English He tried to shoot it, but he missed.</p> <p>Pitjantjatjara <i>Watingku papa pungu munu mirangu.</i> man-actor dog hit and+same-subject cried 'The man hit the dog and he cried out. ' <i>Watingku papa pungu ka mirangu.</i> man-actor dog hit and+different-subject cried 'The man hit the dog and it cried out.'</p>

Compounding	<p>A process of forming new words by joining two words together.</p> <p>English <i>blackbird</i> = black + bird <i>landowner</i> = land + owner</p> <p>Burarra <i>an-murnabama</i> 'King Brown Snake' = <i>an-murna</i> 'Masc-big' + <i>bama</i> 'head'</p> <p>Ndjébbana <i>wíba barra-narímabba</i> 'landowners' = <i>wíba</i> 'land' <i>barra-narímabba</i> 'they owner/keeper'</p>
Conditional	<p>A sentence that tells us about something that might, could or should happen, with the result that something else happens.</p> <p>English If we go to the show, we'll have a great time.</p> <p>Burarra <i>Japalana nyi-na-ganyjarna rraka ngu-jerrjerrjingarna.</i> billycan you-here-could/should have taken and so I-could have poured You should have brought a billycan so I could have poured it in.</p> <p>Djambarrpuyŋu <i>Ŋuli nhe dhu warku'yun wuŋgan-nha, ngayiny dhu läwum.</i> if you future tease dog <i>If you tease the dog, it will bite.</i></p>
Conjunction	<p>Used to join ideas, such as and or but in English. (See linking words, linking devices, compound sentences).</p> <p>Warlpiri <i>manu</i> 'and', <i>kala</i> 'but'</p> <p>Pitjantjatjara <i>munu</i> 'and' (the one who is doing the action is the same in both sentences joined by <i>munu</i>) <i>ka</i> 'and' (when <i>ka</i> joins two sentences, the one who is doing the action is different in each sentence)</p>
Context clue	<p>Something that helps us to understand the meaning of a written or spoken text.</p>
Contextual cue	<p>Something that helps us to understand the meaning of a written or spoken text. For example, Contextual support pointing to something would be a contextual cue that I am talking about that thing; people laughing would be a contextual cue that they are talking about something funny.</p>
Contextual support	
Decode	<p>In the context of reading, this means to read unfamiliar words and parts of words by sounding out the letters, or by using knowledge of how to read some syllables or groups of letters. Decoding skills means the ability to do this.</p>
Decoding skills	
Demonstrative	<p>Words meaning 'this', 'that', 'here' and 'there'. Aboriginal languages usually have more demonstrative words than English does, eg they often have different words for 'this' (very near) and 'this' (not very near) as well as 'that' (over there).</p>
Describing word	<p>See adjective</p>

Discourse structure	The way in which spoken and written texts are organised, eg which ideas come first, how some ideas are shown to be important, how different ideas are brought together so that the text makes sense. Cultures organise their texts in different ways (See thematization).
Dual forms	Used for referring to two people or things, eg Eastern/Central Arrernte <i>Mpwelē school-ntyelē?</i> 'Have you two come straight from school?'
Etymology	The study of the history of words, eg the English word <i>education</i> comes from the Latin language. The Burarra word <i>japalana</i> 'billycan' comes from the Macassan language.
Expository text	Expository texts are usually factual information texts with a main topic and supporting information, that may be written in paragraphs. They are typically used in English for history, science and economic topics. Expository text structure may include description, chronology (time-line), comparison, cause/effect or problem/solution. Organisational tools can include table of contents, headings, index, glossary, pronunciation guide and extra attachments called appendices. Supporting text features might include photos, illustrations, charts, diagrams, tables, graphs and timelines.
Figurative language	A special way of saying something to catch people's attention or make them feel something. In figurative language, we use words with a different meaning from what they usually have. English Her eyes were <i>like</i> stars. In this example, we are describing someone's eyes, and we ask people to imagine stars. Stars are bright and shining, and that is what her eyes were like. Figurative language includes metaphors , similes , exaggeration and many other word types.
Free nouns	These are nouns which stand alone as separate words. Wubuy <i>Wu-yiga-wayamangi ana-ngura.</i> 'The fire kept going.' it ANA-fire-kept going nounclass ANA-fire In this example, <i>ana-ngura</i> is a free noun. It is a separate word that stands alone. <i>-yiga-</i> is a bound noun meaning 'fire'; it is incorporated into the verb .
Free pronouns	(See bound pronoun). Ndjébbana <i>Njirrabba</i> Ndjébbana njarra-ngúdjeya. 'We speak Ndjébbana.' we all(not you) language name we all (not you)-speak In this example, <i>njirrabba</i> is a free pronoun. It is a separate word. <i>Njarra</i> is a bound pronoun . It is a pronominal prefix which must be joined to the verb stem 'speak' (see bound pronouns).
Function	See word function
Gender	Masculine and feminine are the two genders. In some languages, like Tiwi, all singular nouns are either masculine or feminine. Masculine groups and feminine groups of nouns can also be called noun classes .
Grammar	The way words are put together in a language to make sentences and texts.
Head word	The word listed in the dictionary. The head word is the word you have to look up, eg in English dictionaries, walk appears as a head word and 'walks', 'walking', and 'walked' appear in the entry for walk

Idiom	An expression whose meaning cannot be worked out from the meaning of the individual words, eg Djambarrpuyŋu/Gumatj <i>buku-rrupiya</i> 'someone who is only interested in getting money' (literally 'head money')
Implied	Understood to be true although not stated directly. For example to understand the implied meanings of a text we may need to look at different parts of the text or the text as a whole. Other things we know (from culture or experience) and other texts we know can also help us to understand implied meanings.
Incorporation	The process of forming a complex verb by using a noun (or a word from another part of speech) within a verb. The same meaning can usually also be expressed by a simple verb and free nouns. Tiwi <i>ji-mini-marikuwangipi-kiri-nga</i> <i>he-me-dancing-hand-grab</i> 'He grabbed me by the hand while I was dancing.' Murrinh-Patha <i>puy-ma-rtal-nu</i> <i>he himself-hand-cut-future</i> 'He will cut his hand.'
Infer	Work out from evidence and thinking or reasoning.
Intonation	The rhythm of speech, the way the voice moves up and down and varies between loud and soft. Intonation is used to make meanings over and above the meanings that are expressed by the words by themselves, eg in English, intonation can change a statement into a question.
LAAL	Living Archive of Aboriginal Languages, a digital archive of written materials in Aboriginal languages of the NT at Charles Darwin University.
Linking words, Linking devices	Words or parts of words that are used to join sentences or clauses together. Examples in English are and, but, if, because. (See conjunctions)
Literal	Basic or original meaning stated clearly in words.
Locational words	Words that tell us where something happened, eg in English inside, nearby. (See also adverbs .) Gumatj <i>Galki ŋayi yukurra nhina</i> 'He or she is sitting close by' <i>Close-by</i> he/she continuous sit
Metaphor	Using a word or phrase to compare one thing to another, but instead of saying one thing is like the other thing (a simile), saying it is that other thing (eg calling someone who turns up after all the hard work is done Blister). We sometimes use metaphors as a way of explaining something, eg Indigenous educators have used the idea of saltwater and freshwater streams coming together as a metaphor to talk about the place of Indigenous and non-Indigenous knowledge.
Multimodal	Multimodal texts or literacy include different ways of representing knowledge and making meaning. They can include spoken, song, sign, dance, art, film, writing.

Nominalisation	<p>Making a noun from a verb or another part of speech, eg in English communication from communicate, improvement from improve, continuation from continue.</p> <p>Eastern/Central Arrernte angke 'speak' <i>angkentye</i> 'speaking, language' In this example, adding the suffix 'ntye' makes a noun from a verb 'angke'.</p> <p>Burarra lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something' In this example, the prefix -gu- goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, an- here. (see prefixation, suffixation)</p>
Noun	A 'naming word for people, animals, things, places, ideas
Noun class	Many Top End and Kimberley languages divide their nouns into different groups, eg in Tiwi, all nouns are either masculine or feminine or plural (see gender and number). Some languages have many more noun classes, eg Burarra has four noun classes. Murrinh Patha has 10 noun classes, which group words according to their meaning, such as Aboriginal people, non-Aboriginal people and animals, fresh water, flowers and fruits of plants, fire.
Noun phrase	<p>A noun phrase may be just one word (eg a noun, a pronoun, a demonstrative, or in some languages an adjective), or it may be a group of words all referring to the same thing. In some languages, the words in the noun phrase all have to occur next to each other in the sentence; in other languages they do not.</p> <p>Murrinh-Patha <i>ngatan wananggal ngayi</i> 'brother doctor I' 'my doctor's brother'</p> <p>Eastern/Central Arrernte <i>akngwelye urrperle akngerre atherrele ampe alwerneme</i> Dog black big two child are chasing 'Two big black dogs are chasing the child.'</p>
Number	Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are singular, dual, plural .
Paraphrase	To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.
Particle	<p>Words with a grammatical meaning and that do not have a suffix or a prefix.</p> <p>Djambarrpuyŋu <i>dhu</i> future particle <i>balan</i> 'might', 'should', 'would', 'must' (any event that could have occurred but has not) <i>bili</i> something has been completed</p> <p>Wubuy <i>wulguy</i> 'it's quite true that', 'although' <i>yingga muga</i> 'thought mistakenly that ...'</p>
Parts of speech	Different types of words are different parts of speech according to what they do in a sentence, eg nouns, verbs, demonstratives are all different parts of speech.

Passive	<p>In English, a passive sentence is one where the person or thing who is the receiver of the action comes first. The doer of the action can be put at the end in a phrase starting with 'by'.</p> <p>English <i>The dog was bitten (by a snake).</i></p> <p>We could also talk about the same event using an active sentence, 'A snake bit the dog.' In the passive sentence, we are talking about the event from the point of view of the dog. Many Indigenous Australian languages do not have a passive.</p>
Person	<p>A grammatical term that refers to different types of pronouns. Pronouns can be 'first person', 'second person' or 'third person'. First person refers to 'I' and 'we', second person refers to 'you', 'you two', 'you all' and third person refers to 'he', 'she', 'it', 'those two', 'them'.</p> <p>some examples of person in Warlpiri pronouns first person <i>ngaju</i> 'I', <i>ngalijarra</i> 'you and I' second person <i>nyuntu</i> 'you', <i>nyurrula</i> 'you all' third person <i>yapa-jarra</i> 'those two', <i>yapa-patu</i> 'they all'</p>
Plural	<p>In English, this means more than one, eg houses is the plural of house, mice is the plural of mouse. In languages with a dual number, plural means 'more than two'.</p>
Prefix	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often pronouns or show noun class; sometimes they also show tense or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called prefixing languages. Some Australian prefixing languages are Burarra, Murrinh Patha, Ndjébbana, Tiwi, Wubuy.</p> <p>Wubuy <i>nga-burra</i> 'I sit' <i>ngangu-burra</i> 'I will sit' <i>Ana-marriny wu-burra ama-lhagayag-duj.</i> nounclass ANA-snake it ANA-sit nounclass MANA-sea-in 'Snakes live (sit) in the sea.'</p>
Prefixation	<p>The process of forming new words by attaching a prefix to a word. Sometimes the new word is a different part of speech from the original word.</p> <p>Burarra waykin 'up high' <i>an-muwaykin</i> 'belonging to up high'</p> <p>In this example, the prefix <i>-mu-</i> goes on the locational word waykin to make a describing word. The new describing word also has to have a noun class prefix, here <i>an-</i>.</p> <p>lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something'</p> <p>In this example, the prefix <i>-gu-</i> goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>
Prefixing languages	See prefix
Pronominal prefix	A prefix which has the meaning of a pronoun (see band pronoun).
Pronouns	Words used instead of a noun. In English, the basic pronouns are I, you, he, she, it, we and they. Pronouns can be free or bound (see also bound pronouns, free pronouns, number).

Reduplication	<p>Repetition of all or part of a word to change the meaning in some way, or to show number</p> <p>Eastern/Central Arrernte <i>kwatye</i> 'water, rain' <i>kwatye-kwatye</i> 'like water: watery, runny, transparent, glossy' <i>akeme-irreme</i> 'to get up' <i>akeme-akeme-irreme</i> 'try to get up, start to get up'</p>
Simile	<p>Something is compared to something else by using a word such as 'like' or 'as', eg in English as <i>flat as a pancake</i>.</p>
Singular	<p>One thing. (See also dual and plural)</p>
Stem	<p>The main part of a word to which the suffix or prefix can be added.</p> <p>Djambarrpuyŋu <i>munathanŋur</i> 'on the ground'. '<i>munatha</i>' is the stem, '-ŋur' is the suffix.</p>
Suffix	<p>A part of a word that adds meaning at the end of a word. Suffixes on nouns can say who did an action and what they did the action to. Suffixes can also have meanings like those of English prepositions, eg 'to', 'from', 'at', 'about'. Suffixes on verbs often say when the action happened (tense). Most Australian Indigenous languages have suffixes. (See also case, stem.)</p> <p>Luritja Pupanyi-<i>la</i> 'at Papunya' Kiintuwu-<i>lakutu</i> 'to Kintore'</p>
Suffixation	<p>The process of forming new words by attaching a suffix to a word. Sometimes the new word is a different part of speech to the original word.</p> <p>Eastern/Central Arrernte atherrke 'green' atherrke+<i>lhe</i> 'look green' In this example, the suffix -lhe goes on the noun 'green' to make a verb stem 'look green'.</p> <p>Pitjantjatjara palya 'good' <i>palya-ri-ŋgu</i> 'got better, improved' In this example, the suffix -ri-ŋgu goes on the adjective palya to make a verb stem 'got better'. wangka- 'talk (verb)' <i>wangka-nytja</i> 'talking, talk (noun)' In this example, the suffix -nytja goes on the verb stem wangka- to make a noun.</p>
Synonym	<p>A word that means the same thing or nearly the same thing, eg in English, <i>food</i> is a synonym for <i>tucker</i>.</p>
Tense	<p>Refers to the way verbs tell us some meaning about time. In English, verbs can be in the present tense or the past tense, eg <i>walk-walked</i>, <i>swim-swam</i>.</p> <p>Eastern/Central Arrernte <i>arlkweme</i> 'is eating' (present tense) <i>arlkweke</i> 'ate' (past tense) <i>arlkwetyenhe</i> 'will eat' (future tense)</p>
Text	<p>The idea of text is used here is as a means for communication. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, songlines, soundtrack and spoken word as in film or computer presentation media. The development of written literature in Indigenous Languages is slowly evolving in the Northern Territory and where text is used in this document it should be read as a means of communication, not purely as print text.</p>

Thematisation	How the main meanings of a text are organised to help give the text its structure. (See discourse structure .)																									
Transcription	Transcription is the representation of language in written form. The source can be spoken or sign language or text in another writing system.																									
Verbs	<p>Most verbs are doing words such as <i>go, hit, eat</i> in English. Verbs also include words that refer to a state of being, such as <i>sit</i> or <i>stand</i> in English. They may also include words that are to do with thinking and feeling, eg <i>know, worry, like</i> in English. Verbs in Australian Indigenous languages can have suffixes and/or prefixes added on to them. These suffixes and/or prefixes can have different kinds of meanings. Many of these add-ons are to do with tense.</p> <p>In Djambarrpuyŋu, the verb <i>nyarj'thun</i> 'eat' changes its suffix in different tenses.</p> <p><i>ŋarra ga nyoka' nyarj'thun</i> 'I am eating crab now'</p> <p><i>bili ŋarra nyoka' nyarj'thurr</i> 'I already ate crab today'</p> <p>In some languages, verbs can also carry meanings about number and person.</p> <p>In Ndjébbana the verb stem <i>-béna</i> has a prefix which tells us how many men there were:</p> <p><i>Yidja ka-béna</i> 'The man went'</p> <p><i>Yidja birri-béna</i> 'The two men went'</p> <p><i>Yidja barra-béna</i> 'The men went'</p> <p>In some languages, the add-on part of a verb can mean 'not'.</p> <p>Warlpiri <i>Wati ka nyinami, wangkanjawangu</i> man present sit speaking-without 'The man is sitting without speaking'. The suffix '<i>-wangu</i>' means 'not'</p>																									
Verb conjugation	<p>A group of verbs that all have the same pattern of tense suffixes, eg in Pitjantjatjara, there are four verb conjugations, represented here by the verbs <i>wangka-</i> 'talk', <i>patja-</i> 'bite', <i>pu-</i> 'hit' and <i>tju-</i> 'put'.</p> <table border="1"> <thead> <tr> <th></th> <th><i>wangka-</i> talk</th> <th><i>patja-</i> bite</th> <th><i>pu-</i> hit</th> <th><i>tju-</i> put</th> </tr> </thead> <tbody> <tr> <td>present tense</td> <td><i>wangka-nyi</i></td> <td><i>patja-ni</i></td> <td><i>pu-nganyi</i></td> <td><i>tju-nanyi</i></td> </tr> <tr> <td>past tense</td> <td><i>wangka-ngu</i></td> <td><i>patja-nu</i></td> <td><i>pu-ngu</i></td> <td><i>tju-nu</i></td> </tr> <tr> <td>future tense</td> <td><i>wangka-ku</i></td> <td><i>patja-lku</i></td> <td><i>pu-ngkuku</i></td> <td><i>tju-nkuku</i></td> </tr> <tr> <td>imperative</td> <td><i>wangka</i></td> <td><i>patja-la</i></td> <td><i>pu-wa</i></td> <td><i>tju-ra</i></td> </tr> </tbody> </table> <p>Some languages have a large number of verb conjugations, eg Ndjébbana has 23, plus some verbs which do not fit any of these groups.</p>		<i>wangka-</i> talk	<i>patja-</i> bite	<i>pu-</i> hit	<i>tju-</i> put	present tense	<i>wangka-nyi</i>	<i>patja-ni</i>	<i>pu-nganyi</i>	<i>tju-nanyi</i>	past tense	<i>wangka-ngu</i>	<i>patja-nu</i>	<i>pu-ngu</i>	<i>tju-nu</i>	future tense	<i>wangka-ku</i>	<i>patja-lku</i>	<i>pu-ngkuku</i>	<i>tju-nkuku</i>	imperative	<i>wangka</i>	<i>patja-la</i>	<i>pu-wa</i>	<i>tju-ra</i>
	<i>wangka-</i> talk	<i>patja-</i> bite	<i>pu-</i> hit	<i>tju-</i> put																						
present tense	<i>wangka-nyi</i>	<i>patja-ni</i>	<i>pu-nganyi</i>	<i>tju-nanyi</i>																						
past tense	<i>wangka-ngu</i>	<i>patja-nu</i>	<i>pu-ngu</i>	<i>tju-nu</i>																						
future tense	<i>wangka-ku</i>	<i>patja-lku</i>	<i>pu-ngkuku</i>	<i>tju-nkuku</i>																						
imperative	<i>wangka</i>	<i>patja-la</i>	<i>pu-wa</i>	<i>tju-ra</i>																						
Word function	The role of a word in a sentence, eg the word function in a sentence can be to tell us who did something, who/what they did something to, where they went, where something is located. In Australian Indigenous languages, a suffix or prefix usually shows the word function. In English, the position of a word or a preposition usually shows the word function																									



Sources of examples for the Glossary of Terms

- Barnwell K. (1986) Bible Translation - An Introductory Course in Translation Principles. SIL, Dallas, Texas
- Coleman C. (undated) Notes about Top End languages.
- Cooke M. (undated) Notes about Djambarrpuyngu grammar.
- Crystal D. (1997) A Dictionary of Linguistics and Phonetics (4th Edition). Oxford, Blackwell.
- Derewianka B. (1998) A Grammar Companion for Primary Teachers. PETA, Sydney.
- Glasgow K. (1994) Burarra-Gun-Nartpa Dictionary. SIL, Berrimah.
- Goddard C. (1993) A Learner's Guide to Pitjantjatjara/Yankunytjatjara. IAD Press, Alice Springs.
- Goddard C. (1996) Pitjantjatjara/Yankunytjatjara to English Dictionary (Revised 2nd Edition). IAD Press, Alice Springs.
- Green J. (1994) A Learner's Guide to Eastern and Central Arrernte. IAD Press, Alice Springs.
- Hale K. (1995) An Elementary Warlpiri Dictionary. IAD Press, Alice Springs.
- Heath J. (1980) Nunggubuyu Myths and Ethnographic Texts. AIAS Press, Canberra.
- Heath J. (1982) Nunggubuyu Dictionary. AIAS Press, Canberra.
- Heath J. (1984) Functional Grammar of Nunggubuyu. AIAS Press, Canberra.
- Heffernan J. & Heffernan K. (1999) A Learner's Guide to Pintupi-Luritja. IAD Press, Alice Springs.
- Henderson J. & Dobson V. (Eds). (1994) Eastern and Central Arrernte to English Dictionary. IAD Press, Alice Springs.
- Laughren M., Hoogenraad R., Hale K. & Japanangka Granites R. (1996) A Learner's Guide to Warlpiri. IAD Press, Alice Springs.
- Lee J.R. (1987) Tiwi Today, A Study of Language Change in a Contact Situation. Pacific Linguistics Series C-96. ANU, Canberra.
- Lee J.R. (1993) Ngawurrangunurumagi Ngingawila Ngapangiraga. Tiwi-English Dictionary. SIL, Berrimah.
- Marika-Mununggiritj R., Christie M., Yunupingu D. and Yunupingu N. (1990) Gumatj Grammar. Yirrkala Literature Production Centre, Yirrkala.
- McKay G. (2000) 'Ndjébbana', in The Handbook of Australian Languages, Vol. 5, ed. R.M.W. Dixon and Barry J. Blake. OUP, South Melbourne.
- Ndjébbana Community. forthcoming Djíya wíba yinjírra: This is our Country. Maningrida Literature Production Centre, Maningrida.
- Numbulwar CEC Language Centre (1998) Numbulwar Bilingual Handbook. Author, Numbulwar.
- O'Rourke T. & Williams G. (2000) Contested Knowledges. FATSIS, NTU, Darwin.
- Osborne C.R. 1974 The Tiwi Language. Australian Aboriginal Studies No. 55; Linguistic Series No. 21. AIAS, Canberra.
- Ridsdale A.M. et al. 1974 Language and How to Use It (Book6). Scott, Foresman/H. J Ashton.
- Street C.S. (1987) An Introduction to the language and Culture of the Murrinh-Patha. SILAAB, Darwin.
- Walsh M. (1976) The Murinypata Language of North-West Australia. Unpublished PhD thesis. ANU, Canberra.
- Wilkinson M.P. (1991) Djambarrpuyngu, A Yolngu Variety of Northern Australia. Unpublished PhD thesis. University of Sydney, Sydney.

Department of Education

GPO Box 4821

Darwin NT 0801

www.education.nt.gov.au

