

DEPARTMENT OF EDUCATION



NT Indigenous Languages and Cultures

*Language Revival: Revitalisation
(LR)*

Introduction

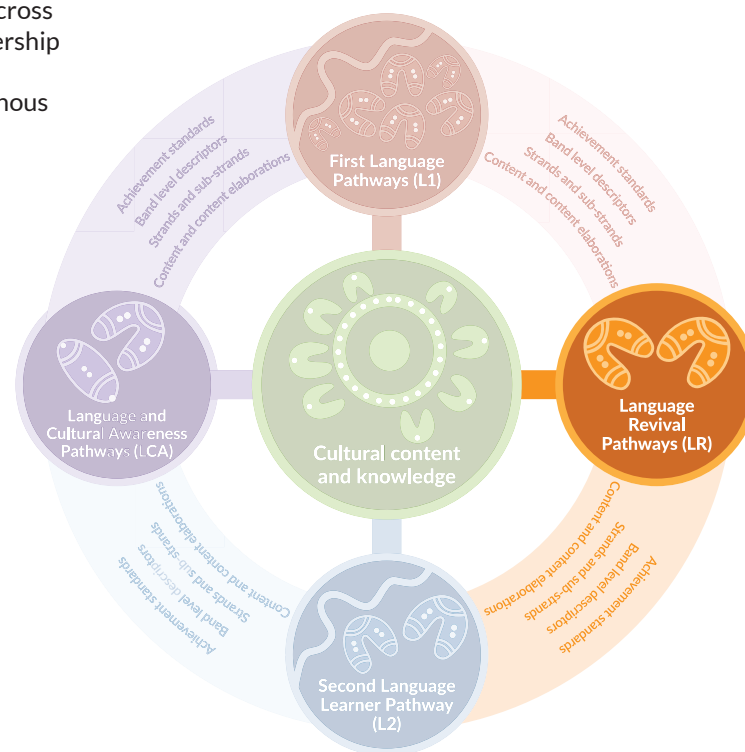
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

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.



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Pathway Description

The Language Revival: Revitalisation Learner Pathway provides opportunities for students to study Aboriginal or Torres Strait Islander languages that are being revived by their owners and are in different stages of revitalisation, renewal and reclamation.

Language Revitalisation includes those languages where there are still some fluent speakers using the language as their first language. However, children are no longer learning and using this language as their first language. Children may understand some words and phrases, but use another Aboriginal language, including Kriol or English, as their first language.

Examples: Wubuy at Numbulwar, Clan languages at Yirrkala, Yurrwi (Milingimbi) and Galiwin'ku.

The students

Students in the Language Revitalisation Learner Pathway (LR) program:

- identify as a member of the language community
- have little or no fluency in the language although they may use some words
- may understand some words and phrases but don't speak it 'right through'
- speak English or another Indigenous language that is now used in the community, such as Kriol, Djamburru, Murrinhpatha or Aboriginal English as their first language.

Rationale

To provide students with opportunities to:

- develop the students' abilities to understand and speak the language
- extend the use of the language by younger generations of speakers in a range of domains
- explore how this language might be used as a language and cultural resource in students' lives.

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

- a level of communicative competence in the language
- about the language community associated with the target language
- some issues associated with language revival and revitalisation.

Structure

The language content of the NTILC Language Revitalisation Learner Pathway is organised across four Strands aligned with each of the following modes:

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

Within each Strand there are three sub-Strands:

- **Communication:** where students develop the skills to enable them to communicate in a wide range of content and contexts.
- **Language Structures and Features:** where students will develop control of linguistic structures and features in the language.
- **Learning Strategies:** where students will develop strategies that 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
	Interpreting, Translating and Transcribing – moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
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 – Learners will develop 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 language and culture priorities, local curriculum and student progress.

Development across Band levels

The content in the Language Revitalisation Learner Pathway (LR) has been organised in four 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 may commence at Band 1 and then progress to the next Band levels. Teaching and learning activities should aim to challenge students at their age level.

Assessment and Reporting

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

Band 1	Band 2	Band 3	Band 4
Early Years T-2	Years 3-4	Years 5-6	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.

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 a brief description to parents 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*, including:

Disciplinary Knowledge

- F-6/7 HASS
- 7-10 Geography and History
- F-10 Science
- Health and Physical Education (HPE)

General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Literacy
- Numeracy

Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

The NTILC provides for students to study their 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
- Certificate II and III VET qualifications offered through the VET in Schools program.



Teaching the Language Revitalisation Program

The actual content of the program will be led by the language Custodians and will depend on the availability of resources, including fluent speakers.

There is a strong focus on listening, speaking, viewing and representing. Listening and speaking are a major goal of revitalising languages for the future. Viewing and representing can provide for new expressions of cultural and linguistic traditions as well as traditional practices. Schools and community decide if and when to introduce reading and writing in the target language. The literacy goal will need to take into account the availability of literate language teachers, the materials available in the language, the oral (language revitalisation) language ability of the students, as well as what they have already learnt about literacy in English or first language.

Language Revitalisation programs will most likely be taught in the area where the language belongs, and sometimes in a regional town or a larger community where people have moved from their traditional Country to live. Students will have the opportunity to learn on Country with Elders, as well as in the classroom.

There is provision in the curriculum for students to study from the Early Years, through Primary and Middle Years. There are opportunities for students to continue to study the language into the Senior Years through VET programs and Stage 1 and Stage 2 units in Australian Languages.

Students will be learning English and through English in other areas of the curriculum. It is expected that the students' first language, which could be another Indigenous language, including Kriol, Aboriginal English or another Aboriginal language, will be used to support the learning of the target language, especially in developing meaning. The Culture component may be taught and assessed in the first language.

Time Allocation

As a component of the Australian Curriculum, there should be at least 2 hours a week of programmed language study in Transition-Year 6 and 2 hours a week in the Middle Years 7–9. Ideally this would be programmed across at least three lessons throughout all years of schooling. For students to achieve fluency in the language and to revitalise the use of the language, additional time using the language will be required. Opportunities to use the language to learn across other areas of the curriculum or participate in experiences and activities where students are immersed in the language are most effective.

Adapting the Curriculum for Specific Languages and Cultures

The curriculum describes what the children should learn (Content) and what they should understand, know and be able to do at the end of each Band level (Achievement Standards). The Elaborations provide examples of the kind of learning students should access, however, they are not prescriptive. Each language and culture is different and in the Language Revitalisation Pathway the situation and resources available for each language is different. Thus the details of the content, achievement and learning will need to be adapted for each language, culture and context of learning.

BAND ONE OVERVIEW

Band Level Description

Students in Band 1 will have heard the language being spoken, usually by older people, for some purposes but not necessarily on a daily basis. Usually they will be learning on Country and will have the opportunity to explore some key cultural ideas about Country/land, people and kinship and the natural environment associated with the language community.

They will:

- develop some oral language through listening to the sounds, shapes and patterns of the language, through rhyme and rhythm, using songs, chants, clapping and action games
- imitate and repeat sounds modelled by the teaching team; and visiting Elders and community speakers
- experiment with some learned words, formulaic expressions and responses to prompts and cue
- begin to engage in some interactions with the teaching team and classmates
- learn to recognise letters that represent the sounds of the language
- begin to understand the place of the target language in the community and in the broader region.

Students who study the language throughout all stages of schooling will be learning at Band 1 in the Early Years, Transition–Year 2.

However, students in other years who are commencing the study of the language for the first time may also be learning in Band 1. Teaching activities should be developed to challenge the students at their age and stage of learning.

Culture Content

In Band 1 students will recognise through storytelling and experience ways that people are related to Country and to each other. They identify and participate in activities that show them ways to grow up healthy, happy and strong. They will begin to explore how the natural environment provides food, water and medicine at different times of the year.

Achievement Standards

By the end of Band 1 students:

Listening

- L 1.1** Use actions to show understanding of common words and phrases, for example, children can point to the correct pictures in a game or activity).
- L 1.2** Recognise syllable patterns in words by clapping the right number of syllables and match their actions to language in chants, songs and games.
- L 1.3** Follow simple instructions that they have heard many times, in class and out bush.
- L 1.4** Pick out and/or re-enact/do the actions for key words or phrases in videos of community events, songs and dances.
- L 1.5** Listen to stories told by Elders.
- L 1.6** Recognise beginning or closing phrases in stories and class routines.

Speaking

- S 1.1** Ask questions in their first language about the things they are learning about.
- S 1.2** Use some common words and phrases and simple sentences to talk about known topics of interest.

Reading and Viewing

- RV 1.1** Read picture labels and story prompts out loud with support from the teacher.
- RV 1.2** Pick out words beginning with a single letter consonant and say the sound that it stands for (eg m, n, r, k, l, g; but not necessarily ng, ny and tj).
- RV 1.3** Listen hard when the teacher reads and follow along by pointing at the words.

Representing and Writing

- RW 1.1** Draw pictures of things they know or are learning about at school.
- RW 1.2** Match their picture to a written word or phrase.
- RW 1.3** Select or match teacher-prepared labels for attaching to murals, posters, PowerPoint presentations or drawings with teacher direction and support, or copy to label own drawings.
- RW 1.4** Represent songs, stories and messages by learnt actions, dance-moves, or by using simple sign language.

BAND ONE CONTENT DESCRIPTION

Country/Land

- Experience visits on Country as enjoyable and interesting ways to learn.
- Identify different features of the environment and explore ways to talk about location and directions.
- Identify their own clan totems, Dreamings, songs, stories, body designs and dances.
- Retell stories of the past after listening to stories and viewing photos of the old days.

People/Kinship

- Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.
- Talk about and tell stories about their extended family and clan as they experience them.
- Identify experiences that help them to grow up strong happy and healthy.
- Talk in simple words about their feelings, about good health and ways to stay happy and healthy.

Natural Environment

- Identify signs and features that indicate where common bush foods are found.
- Notice and identify signs that show the passing of time.
- Explore different kinds of water.
- Talk about and describe sources of water and how people read the signs to know where they are.
- Observe ways that people store and carry water.
- Name places where water is found and participate in recording the location on a class map.
- Observe and explore examples of traditional tools and artefacts.
- Identify plants that can be prepared and used as bush medicine.
- Identify ways to care for country.



LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Show some understanding of important words and ideas in short talks about familiar experiences and theme topics. 	<ul style="list-style-type: none"> Talk about people, places, things and events using short simple sentences and their first language (eg Kriol) when necessary. use language differently according to who they are talking to and with. 	<ul style="list-style-type: none"> Read and view with the teacher some simple, familiar written and visual texts with words and sentences they have learned in class. 	<ul style="list-style-type: none"> Create simple, visual and written texts about bush trips, life at home or in the community, and things they have learnt about in school.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Show understanding of a few basic word and sentence patterns. Tell the difference between many sounds and intonation patterns. Recognise some basic features of different kinds of spoken texts. Identify words and sounds. 	<ul style="list-style-type: none"> Use simplified sentences and a growing number of naming words (nouns), doing words (verbs), pronouns, words for this and here, and locational words. Use hand signs correctly. Say sounds and copy intonation correctly most of the time. Recognise different parts of texts. 	<ul style="list-style-type: none"> Work out some letters and symbols used in writing. 	
LEARNING STRATEGIES	<ul style="list-style-type: none"> Listen actively to learn strongly. 	<ul style="list-style-type: none"> Listen and repeat words to learn strongly. 	<ul style="list-style-type: none"> Use some ways to read and view, with understanding, some texts. 	<ul style="list-style-type: none"> Use some ways of planning and recording their ideas and learning.

BAND ONE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Show some understanding of important words and ideas in short talks about familiar experiences and theme topics.

- pointing to a picture to match a sentence
- picking out the names of bush foods, animals, or people when the teacher is telling a story about hunting or another familiar topic
- listening for relationship terms when listening to a story or to older people talking
- responding in the right way when listening to stories, eg:
 - laugh in the right places
 - look scared
 - join in
- asking questions in their first language about what will happen next
- answering questions about a story by picking out the words they know
- using appropriate body language to show that they are listening
- matching familiar words and pictures with help from the teacher
- joining in shared group activities, responding to what others are saying in the target language
- using the target language in play activities in the home corner

Speaking

Talk about people, places, things and events using short simple sentences and their first language (eg Kriol) when necessary.

- telling a story using some words joined together
- talking about an excursion, picture or photos using one or two simple sentences
- refusing something they don't like
- using the target language when playing informally in the home corner
- taking roles in short dialogues and plays that they have heard and practised, eg:
 - Where are you going? Home.
 - What do you want? I want meat.
- sorting and grouping natural objects using labels from the target language
 - edible and non-edible foods
 - vegetable food/meat
- playing games and doing tasks and activities where students:
 - take turns
 - guess, match and choose objects using language that the teacher has shown them such as:
It's my turn. No it's his turn.
What's this? It's a —. No, it's not. Yes, it is.
 - Show me the big one. Here it is. This is the same as that one.
- saying the words for the rest of the class in bingo games.

Reading and Viewing

Read and view with the teacher some simple familiar written and visual texts with words and sentences they have learned in class.

- joining in and 'reading along' words in a story being read by the teacher
- talking in their first language about pictures in a book
- reading and interpreting simple posters, charts, eg:
 - family trees,
 - simple maps showing features around the community such as billabong, tree, hills
- looking at a book, poster or chart when the teacher is reading and:
 - matching word cards to words in the text
 - pointing to a word when the teacher says it

Representing and Writing

Create simple visual and written texts about bush trips, life at home and in the community, things they have learnt about in school or a culture theme, story or topic.

- making models, pictures, paintings, murals
- suggesting words and sentences for the teacher to write to describe their models, pictures,
- labelling pictures and diagrams with known words
- recognising and drawing animals tracks

COMMUNICATION

Listening

- answering and responding in the right way, eg:
 - using right words
 - doing the right action
 - laughing at the right place
- doing the right actions to songs without looking at others
- following instruction on a bush trip:
 - Come here and watch.
- following simple instructions when:
 - playing a game
 - doing a job,
 - finding something or a place in the classroom

Speaking

Use language differently, according to who they are talking to, where they are talking and what they are talking about.

- using the right forms of address to talk to an Elder or other family members

Reading and Viewing

Representing and Writing

Interacting

Language variation

Hear how the language is used differently according to who they are talking to, where they are, and what that are talking about.

- picking out words that are used and talking about other words that could have been used

LANGUAGE STRUCTURES AND FEATURES

Listening

Show understanding of a few basic word and sentence patterns.

- responding to simple sentences such as
 - What's this? This is __.
 - Who's this? This is __.
- hearing how prefixes and suffixes can change the meaning of words:
 - *ngurra* (camp); *ngurra-ngka* (in the camp);
 - *yaya* (sister); *yayajarra* (two sisters)

[Warlpiri]

- understanding words from culture themes and classroom activities when they hear them spoken:
 - kinship terms
 - names of animals, plants, places
- pointing to the right object or picture card to match the word the teacher says
- putting counters in the right picture in picture bingo when the teacher says the name of the word
- doing the actions for some doing word games, eg Simon Says
- looking in the right direction when the teacher says a location word:
 - north, south, east, west
 - here, there, over there

Speaking

Use simple sentences and a growing number of naming words to talk about the things they and their families do.

- using kinship words for the names of family members
- using pronoun forms
 - he, she, we, they – to talk or name places in and around the community
- naming features of the environment such as rivers, waterholes, trees, hills
- naming common animals
- naming some common bush foods
- practising hand signs
- constructing their own simple sentences, substituting different words, eg:
 - This is a goanna. This is a fish.
 - That's a __.
 - I like dancing. I like swimming.
 - Where is?
 - Here is __. There is __.
 - __ is over there.

Reading and Viewing

Representing and Writing

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

Developing strong language

Talking about sounds

LANGUAGE STRUCTURES AND FEATURES

Listening

Tell the difference between many sounds and intonation patterns.

- recognising when the language is being spoken
- hearing the difference between the sounds of the target language and a first language (eg Kriol or English)
- picking out each word from a string of 3–4 words
- listening to and responding to sounds in words, eg: clapping where they hear the sound
- recognising words that have only one different sound, eg: bat/bad; bird/bed; the/they

Speaking

Say sounds and copy intonation correctly most of the time.

- saying words correctly after the teacher
- saying words by themselves, getting closer to the right sounds
- copying, practising and trying to tell stories, sing songs and say rhymes so that they sound right
- working out how words can be separated into syllables and sung to different tunes and rhythms

Reading and Viewing

Work out some letters and symbols used to represent sounds when writing.

- picking out the first letter of a word and saying the sound it stands for

Representing and Writing

Recognise some basic features of different kinds of spoken texts.

- knowing and joining in the chorus of songs
- recognising the beginning and ending of stories
- recognising the start and finish of conversations and when they need to respond or to answer

Recognise different parts of texts.

- joining in songs, stories at the right time
- responding at the right time to an instruction or question

Recognise and use some features of texts.

- interpreting symbols used in traditional designs and storytelling
- noticing some key cultural references in pictures
 - country
 - people
 - designs
 - dreaming
- practising the features of written texts, eg:
 - capital letters
 - full stops
 - spaces between words
 - hyphens
- recognising and using titles, headings, labels on diagrams to work out what they are about
- following words from l-r
- using fingers to follow print
- turning pages at the correct time

Identify words and sounds.

- using first language to discuss meaning of words they hear
- talking about what a word is and what a sound is

Talking about sounds

How texts work

Talking about language



LEARNING STRATEGIES

Learning how to learn

Listening

Listen actively to learn strongly.

- asking questions in first language to check
- listening to the language more than once using recordings

Speaking

Listen and repeat words to learn strongly.

- singing or saying words and phrases from songs and stories over and over to themselves when they are playing or doing other activities
- memorising new words by:
 - repeating the words to themselves
 - matching words with pictures
 - practising words every day
- asking older people in the family for words the student wants to know

Reading and Viewing

Use some ways to read and view with understanding some texts.

- 'reading' and viewing stories on their own or with classmates
- using pictures, symbols, designs to help them understand words, phrases, sentences
- retelling what they have read and viewed to others

Representing and Writing

Use some ways of planning and recording their ideas and learning.

- talking about what they have seen and done
- telling the teacher some words to write down to label a picture, retell a story
- copying diagrams, words, letters from labelled drawings, photos, maps or kinship charts on the wall of the classroom

BAND TWO OVERVIEW

Band Level Description

Students in Band 2 will be able to recognise some words, sounds and intonation patterns of the language. They will interact with classmates and the teaching team in a variety of learning activities, hearing as much language as possible, including hand signs.

They will have further opportunity to explore some key cultural ideas about Country/Land, People and Kinship and the Natural Environment associated with the language community. Where the program is on Country, links can be made to local places of significance, families and histories. Students may also have access to community centres such as museums, interpretative centres, art and language centres.

Students will:

- experience a range of oral language input
- engage in rich listening and viewing activities, developing active listening and comprehension skills by using a range of contextual, grammatical, phonic, visual and non-verbal cues
- extend their oral fluency by introducing and focusing on phrase and sentence level intonation including elements of sign language
- learn to apply their knowledge of sounds and key words to predict the meaning of new language when they are reading written texts along with the teacher
- have opportunities to extend their language use depending on the resources available in the language

Students who study the language throughout all stages of schooling will typically be learning in Band 2 in years 3 and 4 of primary school.

However, students in other years may also be learning in Band 2 depending on their achievement and their previous opportunities for learning. Teaching activities should challenge the student at their age and stage of learning.

Cultural Understanding and Knowledge

In Band 2 students describe their relationships to Country and each other through kinship and ceremony. They describe practices that help them grow up strong and traditional ways to source and prepare food, water and medicine at different times of year. The content and teaching should support students to extend and expand on what they have learnt to recognise and identify in Band 1. This can include naming or listing different things, providing details and explaining how things work.

Achievement Standards

By the end of Band 2 students:

Listening

- L2.1** Listen to and recount a short sequence of events such as a personal experience, a class activity, a culture DVD in the target language.

Speaking

- S2.1** Respond to teacher instructions or questions in the target language about a cultural theme, making use of written or visual supports if necessary.
- S2.2** Use known words, phrases and sentences to talk about known topics expressing some detail.

Reading and Viewing

- RV2.1** Read or perform short captions, speaking information or role-play prompts related to a cultural content theme in the target language.
- RV2.2** Indicate the place or words on a song chart for others in the target language.

Representing and Writing

- RW2.1** Use class produced posters, murals and PowerPoint presentations to describe in the target language what they know or have learned about the language and cultures of the target language community, providing additional explanation in the first language as required.
- RW2.2** Create new book illustrations and write labels or captions for drawings, posters and or PowerPoint presentations in the target language, using common sounds, syllables and parts of words and simple punctuation.

BAND TWO CONTENT DESCRIPTION

Country/Land

- Describe how they relate to the Country they are on and other areas of Country they visit.
- Understand the rules and proper ways to behave on and treat Country.
- Start to feel their connection to country.
- Participate in traditional dancing, singing, music and storytelling.
- Listen to and view oral histories, photos and stories; and describe family life in the past and family life now.

People/Kinship

- Understand kinship and Country and begin to feel their connections over time to their ancestors.
- Learn ways to look after themselves and each other.
- Talk about feelings in ways that are safe and 'right'.

Natural Environment

- Describe how natural environments provide food, water, tools and medicine for life.
- Describe different ways of measuring the passing of time.
- Explore the life cycles of animals.
- Listen to and explain how traditional stories talk about the seasons, day/night, and moon/stars and teach people how to live on country.
- Listen to stories and describe the impact of non-Aboriginal settlers and the establishment of larger settlements/ communities on water sources.
- Explain how to find and collect water.
- Investigate and describe traditional technologies.
- Identify a greater range of bush medicines and how to find them.
- Describe ways to care for Country.



LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Show understanding of known and some new language, including hand signs, in known social situations with help from the teacher, pictures and other cues. 	<ul style="list-style-type: none"> Use two or three sentences joined together to share ideas with others. 	<ul style="list-style-type: none"> Read and view with understanding some written and visual texts about a cultural theme or topic they know. 	<ul style="list-style-type: none"> Create simple visual and written tests about a culture theme or topic they know about.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Understand some more words. Hear differences in sounds within words, and the differences in intonation. Recognise the basic structures of different texts. Talk about the roles that words play in a sentence. 	<ul style="list-style-type: none"> Talk about ideas, activities, stories, experiences, using more difficult words and sentence patterns. Use correct rhythm, intonation and pronunciation most of the time. Talk about things they know, using some basic text structures. Choose the best words to use, identifying some words that have been borrowed from other languages. 	<ul style="list-style-type: none"> Link most sounds with letters/symbols Understand the visual parts of texts such as symbols, designs, photos of Country. Explore how and why the language can be written down. 	<ul style="list-style-type: none"> Write letters for common sounds, syllables and parts of words. Use simple punctuation such as capital letters, full stops, commas, question marks.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Use meaning to learn language more strongly. 	<ul style="list-style-type: none"> Have a go at talking in the language and seek help from people when needed. 	<ul style="list-style-type: none"> Use written and visual texts to support learning. 	<ul style="list-style-type: none"> Use visual and written texts to reflect on and record their learning.

BAND TWO CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Follow examples of the target language using known and some new language, including hand signs, with help from the teacher, pictures and other clues.

- following 2 or 3 instructions for classroom activities given in the language:
 - Stand up and go to the door. Sit down and look at me.
 - Get your book, sit down and glue in your sheet.
 - Get your lunch and sit and eat it.
 - Draw a house. Draw a brown dog with three legs outside the house. Put a tree behind the house.
- responding in the right way to simple messages that use words and sentences they know:
 - It's lunchtime.
 - Tomorrow we are going swimming.
- listening to a short spoken story or recount and putting pictures in order to show that they understand
- listening to a story told by an older person and retelling some of it in their first language
- listening to a story about a culture theme or activity such as hunting, bush tucker, family, important places; and do a drawing
- using the target language and first language to plan and complete activities, eg:
 - making murals — which animals live in the billabong?
 - classifying bush foods — which ones do we eat; which ones don't we eat; is this meat or vegetable food?
 - making family trees — me, mother, father, brother, sister

Speaking

Use two or three sentences joined together to share ideas with others.

- participating in discussions with teachers and others using the target language and L 1 about a bush trip or story they have heard
- describing and naming people, places and things using simple words and sentences to talk about size, shape, place and time.
 - The dog is big/small, long/short/brown/black.
 - Mum is standing outside the house.
 - Dad is inside the house.
 - I am going to play football in the afternoon.
 - We come to school in the morning.
- using language when working in groups in the classroom
 - doing a puzzle
 - playing a game
 - making a class mural
- giving simple messages and instructions in classroom games:
 - *Simon Says; Heads, Shoulders, Knees and Toes*
 - teachers or students tell the class what to draw — Draw a house. Draw a dog with three legs outside the house. Put a tree behind the house.
 - give directions to a place in the school, school group or local community
 - barrier games
- telling about something that has happened to them, using the target language and sign language

Reading and Viewing

Read and view with understanding some written and visual texts about a cultural theme or topic they know or have learnt about.

- reading with the teacher and then interpreting information from simple visual texts:
 - family trees
 - simple maps
 - classification charts
 - hand signs
 - tracks
- working out what a story or DVD might be about from the pictures, title, before they read/view it
- reading along with teachers and:
 - pointing to words
 - matching word cards to words in the book
 - saying what word might be next
 - finding words that start with an identified sound
 - finding words that have a specific ending (suffix) or beginning part (prefix)
- matching pictures to word cards in games, eg:
 - *Bingo*
 - *Matching pairs*
 - *Crossing the river*
 - *Snap*
 - *Go fish.*

Representing and Writing

Create simple visual and written texts about a culture theme or topic they know about.

- telling stories using visual symbols:
 - sand stories
 - painting
 - drawing animal tracks
 - using hand signs
- using visual texts such as photos, drawings, maps, family trees, murals to record information and learning

COMMUNICATION

Listening

- responding to language they have practised when they go on a bush trip, eg:
 - What will we see at the billabong?
 - Look, there's a barra.
 - Are they kangaroo tracks?
- noticing and interpreting hand signs

Speaking

- using language to join in simple plays about real-life things, eg:
 - at the shop
 - at home, in the community
 - at the waterhole
- sorting and grouping things they have brought back from the bush:
 - seeds
 - leaves
 - bush foods
- using many hand signs to 'tell' the story

Reading and Viewing

Representing and Writing

Interacting

Language variation and change

LANGUAGE STRUCTURES AND FEATURES

Listening

Understand more words and language.

- listening to words and using pictures, the situation, and their first language to understand and create meaning, eg:
 - naming words (nouns) for people, places, animals, birds, fish that the children see around them
 - family relationships terms
 - doing words (verbs) such as eat, drink, go, walk, run, jump, crawl, swim, come, listen, talk, find, put, place,
 - more pronouns such as me, I, he/she, they (two), they (more than two), you two, you mob, we two, we all
 - question words such as: where, what, who, why,
 - words for: this, that
 - location words such as: here, there, over there, up, down, in, on, under
- noticing and understanding beginnings and endings of words and how they change the meaning, eg:
 - *ngah-gurlhgurlmu* (I run)
 - I run (verb) [Dalabon]

Speaking

Talk about things they know using different kinds of words and sentence patterns.

- using the word beginnings (prefixes) or endings (suffixes) they know with new words:
 - when they know *ngurra-ngka* (in/at the camp) try saying *mutika-ngka* (in/at the car), *ngapa-ngka* (in/at the water)
- asking simple questions:
 - where
 - what
 - who
 - why
 - what for?
- using some negative forms
 - there's nothing:
 - he isn't here
 - I don't want
 - It is not
- joining some sentences together using simple linking words:
 - and
 - but
 - because
- using different words for talking about moving, eg:
 - run
 - jump
 - swim
 - roll
 - hop
 - walk
- using words like 'nowadays' and 'long time' when they are telling a story or talking about culture themes

Reading and Viewing

Read and view with understanding some written and visual texts about a cultural theme or topic they know or have learnt about.

- reading with the teacher and then interpreting information from simple visual texts:
 - family trees
 - simple maps
 - classification charts
 - handsigns
 - tracks
- working out what a story or DVD might be about from the pictures, title, before they read/view it
- reading along with teachers:
 - pointing to words
 - matching word cards to words in the book
 - saying what word might be next
 - finding words that start with an identified sound
 - finding words that have a specific ending (suffix) or beginning part (prefix)
- matching picture to word cards in games:
 - *Bingo*
 - *Matching pairs*
 - *Crossing the river*
 - *Snap*
 - *Go fish*

Representing and Writing

Create simple visual and written texts about a cultural theme or topic they know about.

- telling stories using visual symbols:
 - sand stories
 - painting
 - drawing animal tracks
 - using handsigns
- using visual texts such as photos, drawings, maps, family trees, murals to record information and learning

LANGUAGE STRUCTURES AND FEATURES

Listening

Hear differences in sounds within words and intonation.

- hearing the difference between words that have only one different sound in them
 - *walu* (head) and *warlu* (fire) [Warlpiri]
- hear the difference in how the speaker's voice rises and falls and what it means, eg:
 - when someone is asking a question
 - when they are telling a story
 - when they are giving information
 - when someone is angry

Speaking

Use correct rhythm, intonation and pronunciation most of the time.

- repeating words, phrases and sentences after the teacher so that they sound right – using correct rhythm, pronunciation and intonation
- taking on roles in short plays and dialogues, using the correct intonation and rhythm
- learning how to pronounce sounds, that aren't in their first language, out of context and in words
- learning to pronounce new words by repeating after the teacher and practising

Reading and Viewing

Link most sounds with letters/symbols.

- sounding out some known words
- teaching the letters that are not used in English:
 - ɹ
 - ŋ
 - ä glottal stop
- reading along with the teacher and paying attention to punctuation

Representing and Writing

Writes letters for common sounds, syllables and parts of words.

- having a go at writing some words dictated by the teacher
- having a go at writing labels for charts, maps, diagrams

Recognise the basic structures of different texts.

- practising when they are expected to answer or respond
 - answer a question
 - respond to a greeting
- picking out the parts that tell us it is a Dreamtime story:
 - starts with Long ago in the Dreamtime
 - introduces characters
 - moves across different sites
- picking out the parts in a hunting story:
 - We went to the billabong to catch some fish. We threw in our lines and caught four barra.

Talk about things they know using some basic text structures.

- asking and answering questions in the right place
- using the right introduction, eg:
 - last night; a long time ago
- predicting endings to stories

Understand the visual parts of texts such as symbols, designs, photos of country.

- discussing the details of symbols, designs and the stories they tell
- discussing pictures, including photos, and the parts of the story they tell

Use simple punctuation such as capital letters, full stops, commas, question marks.

- joining in writing group stories with the teacher
- talking about where the punctuation will go

Talking about sounds

How texts work

LANGUAGE STRUCTURES AND FEATURES

Listening

Talk about the roles that words play in a sentence.

- working out who or what is doing the action
- listening for the word beginnings and endings that tell who or what is doing the action
- making links between naming words. (nouns) and word beginnings (noun class prefixes) on other words like verbs:
 - *Nangu-nguyii adaba, wu-lhamimamalang.*
We two will eat it, it tastes good. (eg a fruit called Wungarragaga, ANAwu noun class) [Wubuy]
 - *Nani-nguyii adaba, ni-lhamimamalang.*
We two will eat it, it tastes good. (eg a fruit called Munngu, NA noun class) [Wubuy]
- understanding how words change, to express meaning, eg:
 - 'ing' in running (continuous)
 - 'ed' in walked (in the past)
 - 's' in dogs (more than one dog)
 - 'es' in dresses (more than one dress)

Speaking

Choose the best words to use, identifying some words that have been borrowed from other languages.

- using the first language to talk about and explain meanings of words, including words with the same and opposite meanings
- knowing which word would be the best to use for a situation, story
- identifying some loan words from other languages and the things they are used to talk about, eg:
 - introduced animals
 - new technologies like computers, cars
 - new foods

Reading and Viewing

Understand how and why the language can be written down.

- studying words in texts and identifying the letters that are used for each sound
- building words with sounds cards
- building sentences with word cards
- talking about why people write down the language

Representing and Writing

Talking about language



LEARNING STRATEGIES

Learning how
to learn

Listening

Use meaning to learn language more strongly.

- taking time to work out the meaning of new language from pictures, or the story
- using familiar patterns from stories and songs to help them understand what they are hearing
- showing or asking the speaker to say it again
- explaining to others in the first language what someone has said in the target language

Speaking

Have a go at talking in the language and get help from people when they need it.

- repeating words and phrases to themselves
- practising using the language in free play time or in the playground
- trying to use the language to say what they mean, even when they are not sure

Reading and Viewing

Use visual and written texts to reflect on and record their own learning.

- using picture dictionaries to find out meanings of words
- using pictures and word lists to help remember words

Representing and Writing

Use visual and written texts to reflect on and record their learning.

- keeping a visual diary or journal of activities they have participated in
- beginning to make their own picture dictionaries

BAND THREE OVERVIEW

Band Level Description

Students in Band 3 are starting to choose correctly from a growing vocabulary and understanding of the grammar of the target language, and use a range of language learning strategies. They are extending their experiences and the ideas they talk about and the range of people they are listening and talking to.

They will have further opportunity to explore some key cultural ideas about Country/land, people and kinship and the natural environment associated with the target language community. Where the program is on Country, links can be made with local places of significance, families and histories. Students may also have access to community centres such as museums, interpretative centres, art and language centres.

Students will:

- have opportunities to interact with a wider range of people, including older people and community members
- give presentations with some preparation and support, such as the use of cue cards and rehearsals, drawing on increasing vocabulary and grammar
- develop skills in accessing and analysing historical documents and recordings
- learn about some of the techniques for building language, including accessing historical sources, interviewing and recording existing speakers
- discuss the spelling system that is being used.

The target language is used whenever and to the extent it is possible for classroom interaction, language learning tasks and experiences. The more students use the language, the more proficient they will become, and the better the chances of language renewal.

The students' first language and English will provide a basis for linguistic and cultural comparison, supporting the development and understanding of intercultural learning, and the ways in which ways of knowing, seeing and being are expressed through language.

Students who study the language throughout all stages of schooling will typically be learning Band 3 in Years 5–6 of the primary years of schooling. However, students in other years may also be learning in Band 3, depending on their achievement and their previous opportunities for learning.

Culture Content

In Band 3 students begin to look for patterns between different things they are describing as the basis for identifying similarities and differences as a basis of comparing ways people relate to Country (Aboriginal and non-Aboriginal) and each other. They recognise when there are things in both systems, such as families or understandings about land ownership; and identify what is the same and what is different. They will note the similarities in how people find and prepare food, water and medicine, how they understand the seasons and what growing up strong looks like in different places.

Achievement Standards

By the end of Band 3 students:

Listening

- L3.1** Understand and respond to more of the target language that they hear around the community.
- L 3.2** Recognise when the language is used to relax and have fun, to rebuke, or to instruct in education as well as to tell stories and make general conversation.
- L 3.3** Listen to stories and songs told and sung by Elders and retell excerpts from the story or song.

Speaking

- S3.1** Use the target language with some confidence, including correct pronunciation and intonation, to talk about familiar topics such as their families, daily activities and topics and themes with support from the teacher.
- S 3.2** Distinguish different types of family relationships, teachers and Elders when using the target language.
- S 3.3** Ask teachers and Elders simple questions in the target language.
- S 3.4** Role-play some different types of language that are used in different situations.
- S 3.5** Know some ways of talking about language structures like noun classes, prefixes and tenses in first language.

Reading and Viewing

- RV 3.1** Read and view a range of resources in the target language including songs, dances, stories, photos, images and art works and demonstrate their understandings in first language by recalling and retelling key words and phrases, and key points of information.
- RV 3.2** Read aloud some longer known texts (multiple sentences or pages) with attention to fluency and meaning.

Representing and Writing

- RW 3.1** Participate in group construction of written labels or captions for pictures or PowerPoint slides.
- RW 3.2** Write two or three short sentences, unassisted, using words from the target language that they know, including correct use of pronoun/noun classes, prefixes and suffixes.
- RW 3.3** Plan and create their own presentations in groups or independently, by drawing or by recording appropriate images and sounds on a device such as an iPad.
- RW 3.4** Sort and select images.
- RW 3.5** Edit or make own corrections after consultation with speakers/teacher.



BAND THREE CONTENT DESCRIPTION

Country/Land

- Create and use visual maps after visits to their own and others' Country.
- Compare the ways that Aboriginal and non-Aboriginal people view land ownership.
- Explore their Dreaming stories, songs and dances as a way to express their relationships to Country.
- Compare how people lived on Country in the past and how they live on Country now.

People/Kinship

- Compare Aboriginal and non-Aboriginal family structures.
- Compare some traditional ways of preventing sickness and staying healthy with the situation today.
- Talk about and identify rules for guiding relationships and ways of resolving conflict.

Natural Environment

- Compare modern ways with traditional ways of obtaining and preparing the things people need for living.
- Describe how weather and seasons influence people's lives.
- Consider and explain understandings about finding and protecting water.
- Compare traditional technologies with contemporary equivalents.
- Extend their knowledge of traditional bush medicines.
- Compare ways to care for Country.

LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Understand known and new language when they hear people speaking the target language at school and in the camp Recognise differences in the way language is used, depending on who they are talking to, where they are and the form. 	<ul style="list-style-type: none"> Use the language with more confidence at school, in the camp, and in some new contexts with support from the teacher. Change the way they talk, according to who they are talking to, where they are and what they are talking about. 	<ul style="list-style-type: none"> Read and view, with understanding, some longer, simple, visual and written texts, using content and language they know. Explore the place of reading and writing in language in their life. 	<ul style="list-style-type: none"> Create short written and picture texts, including books, videos, audios, performances using language they know.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Understand more difficult words and sentence patterns. Hear all of the sounds. Identify the structure of longer spoken texts used by older people. Use their first language to talk about how the target language works. 	<ul style="list-style-type: none"> Use some more difficult words and sentences. Pronounce words correctly and use the right intonation and stress. Use correct language for the audience and the purpose. Describe differences between the target language and their first language. 	<ul style="list-style-type: none"> Move between the target language and other languages they know. Identify syllables and parts of words in longer words and understand how they change the meanings of words and sentences. Recognise the purpose and intended audience of a text. Read/view some texts that represent longer, more complex ideas and stories. 	<ul style="list-style-type: none"> Use some harder language and ways to represent more complex ideas. Use syllables and parts of words to write longer words. Use prefixes and suffixes to change the meanings of words and sentences.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Listen carefully and take time to think about what they are hearing. 	<ul style="list-style-type: none"> Use language they know, and language they hear and read to make their speaking better. 	<ul style="list-style-type: none"> Know some ways of getting meaning from written and visual texts, so they can identify, remember and reflect on information and ideas. 	<ul style="list-style-type: none"> Plan, make up, review, correct and edit their own work.

BAND THREE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Understand known and new language when they hear people speaking the target language at school and in the camp.

- listening to people speaking or recordings of longer texts, and identifying important ideas, with help from the teacher
- participating in group discussions about a cultural theme or topic, using words and phrases in the target language and some first language
- following and joining in some short social conversations, including some more difficult kinds of questions, eg:
 - Where are you going? What for?
 - Did you see ___ last night?
 - Have you seen ___? It was great.
 - What did you do on the weekend? Whose place did you stay at?
 - Did you go hunting? What did you get? How many?
 - What happened when___?
- listening to news and messages about community events and stories, and responding in the right way, eg:
 - laughing, showing surprise, sadness,
 - asking questions for more information
 - volunteering a response or opinion
- listening deeply to an Elder talking about a cultural theme in the target language and:
 - discuss the main ideas in the target language and first language
 - ask for more information if needed
- following instructions and directions given by the teacher in the target language

Speaking

Use the language with more confidence at school, in the camp, and in some new contexts, with support from the teacher.

- joining in group activities in class and in cultural activities, using the target language
- taking parts in plays, memorising the language, eg:
 - at the shop
 - at the swimming hole
 - with family in the camp
 - out hunting
- remembering and talking about what they have learned from listening to someone or reading/viewing a book or DVD
- playing games where they ask questions for someone to find the answer, eg:
 - Who am I thinking of?
A boy with short hair.
 - What animal am I thinking of?
A tall girl. A woman with long hair.
 - What animal am I thinking of?
It has four legs. Two ears A long tail. It is brown. It barks.
 - What plant am I thinking of?
It grows under the ground.
I like to eat it.
 - Where I am going? It is up the hill from the school.
- practising and giving instructions in the target language, eg:
 - how to get to a place – Go along the road, past the house, turn to the west.
 - how to draw an animal, plant or an object
 - how to find bush tucker
 - how to prepare bush tucker

Reading and Viewing

Read and view, with understanding, some longer, simple, visual and written texts using content and language they know.

- identifying some simply written texts available to read in their language such as Dreamtime stories or life histories that they would like to read for enjoyment, interest and information
- identifying the sequence of ideas in visual and written texts, eg:
 - what happened first, second, then, last
- talking about who owns each story
- identifying the main ideas in texts
- answering questions about texts
- retelling stories
- reading simple caption and sentence readers to younger children from another class
- finding information from written and visual texts, including books, maps, diagrams, family trees, painting, designs

Representing and Writing

Create short, written and picture texts, books, videos, audios, performances using language they know.

- making photobooks, diagrams, PowerPoints, posters with captions and labels
- writing labels for t-shirts and printing the t-shirts
- having a go at writing rock songs, country and western songs, raps, scripts for movies
- making a music DVD or film about a visit to Country
- sending email/Facebook messages to family members, other schools
- making a graffiti wall at the school

COMMUNICATION

Interacting

Language variation

Listening

Recognise differences in the way language is used, depending on who they are talking to, where they are and the form.

- listening to language used in different places and with different people; and noticing differences in the way language is used, eg:
 - between friends and classmates in school or the playground
 - by Elders
 - on bush trips
- listening to the language in songs and then working out how they might say the same things

Speaking

- using the target language to recount/retell a story, putting the parts in the right order, eg:
 - making bush tucker or bush medicine
 - retelling a story
- giving a short, prepared presentation in the target language to the class

Change the way they talk according to who they are talking to, where they are and what they are talking about.

- calling others, including classmates and Elders, by the correct names, or titles that might be different from their first language or English
- preparing and giving presentations in class, using more specialised and technical language
- making up songs and rhymes

Reading and Viewing

Explore the place of reading and writing in language in their life.

- talking to older people in their family about how they use reading and writing in language; report back to class
- talking about how reading and writing is used in school
- trying out some new ways of reading and writing the target language for their own interests out of school, eg:
 - social media
 - texting
 - posters for sporting and community events
 - health posters

Representing and Writing

LANGUAGE STRUCTURES AND FEATURES

Developing strong language

Listening

Understand more difficult words and sentence patterns.

- working out when something happened, using the doing words:
 - in the present – I am going
 - in the past – I went
 - in the future – I will go
- listening to old people’s language when they are talking about a cultural theme and picking out:
 - specialised words for kinship terms
 - specialised words for parts of animals
 - descriptions of flowers, plants, animals and the way they change
- talking about some common words and phrases that can’t be understood by just knowing the meaning of the words inside the phrase (idioms and colloquialisms) eg:
 - ‘to kick the bucket’ – in English means to die
 - ‘to be in hot water’ – in English means to be in trouble
 - ‘to pull your leg’ – in English means to tease or make fun of someone
 - ‘to go by foot falcon’ – in Aboriginal English means to walk
- building vocabulary by listing words that can be used to talk about similar topics, eg:
 - words that talk about temperature: hot, steaming, boiling, sizzling, warm, burning; cool, cold, freezing, icy,
 - words to talk about scary: scary, creepy, terrifying, horrifying
 - words to talk about speak: talk, say, shout, yell, scream

Speaking

Use some more difficult words and sentences.

- learning new words for cultural activities/themes including specialist terms, such as words for:
 - owners and managers of Country
 - kinship in the extended family
 - talking about Country
 - bush medicines
 - preparing bush foods
 - parts of plants, flowers, leaves, animals, fish
 - different hunting tools and materials they are made of
- using words that tell how or when something was done, eg:
 - straight away, quickly, slowly, by night
- using linking words such as because of, when, after that, then
- using new words in sentences they have practised to talk about the things they are learning:
 - ___ is owner for this Country. ___ is manager.
 - We boil the __, then we drink it.
 - The green shoots of grass grow after the rain.
 - The flowers hang down when it is hot.
- using some more hand signs to communicate

Reading and Viewing

Read/view some texts that represent longer, more complex ideas and stories.

- listening to longer, more difficult written texts read by the teacher over more than one day
- watching documentaries of community dancing and talking about the stories and actions of the dancers
- viewing and talking about the ways that local artists represent their stories

Representing and Writing

Use some harder language and ways to represent more complex ideas.

- using an expanding vocabulary, including some older people’s language, to talk about a range of topics including culture content
- use a range of symbols and designs to tell a story

LANGUAGE STRUCTURES AND FEATURES

Listening

Hear all of the sounds and parts of words and the correct stress and intonation.

- identifying different forms of words, eg
 - jump, jumped, jumping
 - dress, dresses
- responding to intonation, eg:
 - questions
 - commands
 - telling off
 - effects in story telling

Speaking

Pronounce words correctly and use the right intonation and stress.

- saying words so they sound right (using correct stress and intonation)
- saying words and sentences so they sound 'right'
- saying words and sentences in different ways, eg:
 - giving a command
 - calling out
 - asking a question

Reading and Viewing

Identify syllables and parts of words in longer words.

- working out some unknown words, using knowledge of letters and the sounds they make, and how words are formed
- using word cards to build up words and sentences from the base word, adding prefixes and suffixes

Representing and Writing

Use syllables and parts of words to write longer words.

- having a go at writing known words, using common spelling patterns
- writing known words correctly and putting them into sentences with have a go words

Talking about sounds

How texts work

Identify the structure of longer spoken texts used by older people.

- listening to older people give instructions; explain how to do something (procedure)
- listening to stories

Use correct language for the audience and the purposes.

- giving instructions and procedures
- using past tense for telling stories

Recognise the purpose and intended audience of a text.

- talking about the purpose of a text from the form (written book, painting, dance, song) eg for:
 - teaching
 - fun
 - explaining
- talking about who the audience might be
- identifying some texts that are for specific groups, eg:
 - women/men
 - little kids

Talking about language

Use their first language to explain how the target language works.

- breaking down words and sentences into parts and explaining what each part means:
 - *Maliki/rli ngarnu wirriyajarra*
Dog bit boy two (the dog bit two boys) [Warlpiri]
- identifying words or phrases that might have more than one meaning

Describe differences between the language and their first language, English and other languages they may know.

- talking about some of the words that are in the target language but not in their first language (eg English or other languages they know).
- talking about words from the target language that are in their first language

Move between the language and other languages they know.

- using visual or print dictionaries, word lists and pictures to translate labels, signs, captions and charts from their first language or English into the target language

Understand how prefixes and suffixes can change the meanings of words and sentences.

- talking about prefixes and suffixes and other parts of words and the changes they make to meaning

LEARNING STRATEGIES

Learning how to learn

Listening

Listen carefully and take time to think about what they are hearing.

- listening for the important words that give the message
- listening for words and sentences that form patterns in stories and songs
- showing they don't understand
- by their facial expressions
- waiting or asking adults to say a word or sentence in an easier way

Speaking

Use language they know and language they hear and read to make their speaking better.

- using language from stories, songs and games in free speech
- memorising new words and groups of words by:
 - repeating words to self, to others
 - using picture clues
 - practising saying the words, as individual words and in phrases and in sentences
 - listening to and practising saying the words on an app such as iTalk
- using the language to talk to the children in the playground, in the community

Reading and Viewing

Know some ways of finding meaning from written and visual texts, to identify, remember and reflect on information and ideas.

- working out the meaning of unknown words and phrases, by:
 - predicting meaning based on background knowledge of the topic
 - knowledge of grammar, sentence structure and how the text is organised
 - knowing the letters and sounds
 - knowing how words are formed —eg *jarra* at the end of the word means 2 [Warlpiri]
- recognising an increasing number of words
- using diagrams such as family trees, classification tables, maps or brainstorm to summarise information for future use
- using a dictionary to help understand new words, eg:
 - using L1 to explain how words in a dictionary are organised – in alphabetical order or by topic
 - recognising the main parts of dictionary entries, eg:
 - word
 - definition
 - examples of how the word is used

Representing and Writing

Plan, make up, review, correct and edit their own work.

- selecting and organising ideas using lists of headings, flow charts, diagrams
- revising during and after writing, filming, drawing, painting; adding and taking out words, pictures, ideas; adding information; adding or changing punctuation
- having a go at writing words they have not practised
- using resources such as class charts, dictionaries, spelling journals to check spelling

BAND FOUR OVERVIEW

Band Level Description

Students in Band 4 will have studied the target language for some years, and will have a developing vocabulary and some modelled sentence patterns to talk about familiar topics. As well as some beginning literacy in the target language, they will be becoming increasingly competent communicators in reading and writing through English.

They will extend their understanding of some key beliefs, values, concepts and practice about Country/land, people and kinship and the natural environment associated with the target language community. Where the program is on Country, links can be made with local places of significance, local families and local histories. Students may also have access to community centres such as museums, interpretative centres, art and language centres.

Students may be divided into groups of males, females or family groups for some topics and activities, as appropriate.

Students will:

- have opportunities to interact with a teaching team, including Elders and community members in some contexts outside the school, including the use of some technical or specialist language
- think about some differences in the way people use the target language in the community, including the role of literacy in the target language
- continue to develop skills in accessing and analysing historical documents and recordings
- learn about some of the techniques for building language, including accessing historical sources, interviewing and recording existing speakers
- discuss the spelling system that is being used
- engage with issues of young people and community, land and environment, education and identity
- consider their future pathways and choices, including how the target language could be part of these.

The target language is used whenever it is possible for classroom interaction, language learning tasks and experiences. The more students use the language, the more proficient they will become and the better the chances of language revitalisation. .

The students' first language and English will provide a basis for linguistic and cultural comparison, supporting the development of understand of intercultural learning and the ways in which ways of knowing, seeing and being are expressed through language.

Students in Band 4 will typically be in Years7-9, the Middle Years of schooling.

Culture Content

In Band 4 the content, teaching and support students will extend their understanding of different beliefs, values, ideas and practices. They are asked to think about this and connect these to their own identity, beliefs and what helps them feel strong. They can explain how things are done on Country and connect their relationships to how they feel and behave, and how they can work with others who have different world views.

Achievement Standards

By the end of Band 4, students:

Listening

- L4.1** Will understand and respond to known language and be able to work out some unknown language when they hear the target language spoken.
- L4.2** Will follow instructions given in the target language.

Speaking

- S4.1** Use a range of vocabulary and grammatical structures, including some idioms and colloquialisms, when speaking with classmates, teachers and community members.
- S4.2** Prepare and give presentations in class, using more specialised and technical language about culture topics and themes.
- S4.3** Investigate and report on the language revival process in their community, including the role of reading and writing in the target language.

Reading and Viewing

- R4.1** Read and view, with understanding, some longer, visual and written texts in the target language using content and language they know and some unknown vocabulary.
- R4.2** Answer questions in their first language, about texts they have read and viewed in the target language identifying and explaining main ideas, key themes, and sequences of events.

Representing and Writing

- RW4.1** Independently write 3–4 sentences about a topic reviewing and correcting language and spelling.
- RW4.2** Accurately transcribe short, simple texts of about 3–4 sentences.

BAND FOUR CONTENT DESCRIPTION

Country/Land

- Connect relationships to Country, people and how these link to looking after Country.
- Connect different Dreaming stories, songs and dances to different people and Country.
- Explain how people can continue to live on Country now.

People/Kinship

- Show how people's relationship to each other through kinship and Country is connected to their way of life.
- Behave in ways that reflect their understandings of their place in the kinship system.
- Connect ways to look after themselves with kinship and Country.

Natural Environment

- Explain traditional ways of living on Country.
- Use knowledge of the weather and seasons to explain and as a guide to activities people do at different times of the year.
- Use Traditional Knowledge to explain how to access water.
- Make their own hunting and gathering tools, such as fishing nets, spears, digging sticks, baskets under the supervision of the Elders.
- Connect traditional bush medicines to staying healthy today.
- Identify strategies local rangers, land owners, Elders and expert partners use to keep Country healthy and safe.

LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Listen to and understand some longer, more complex spoken texts that introduce new things to the students. Recognise ways that the language is used by different groups, for different purposes and according to relationships. Explain (in their first language) ideas and words from the target language. 	<ul style="list-style-type: none"> Use the target language to communicate confidently about ideas, activities and experiences they know about, and new ones they are learning about. Choose correct language to use when speaking to different groups of people, in different places and for different reasons. Explain some of the changes in language that are needed to talk about new ways of doing things. 	<ul style="list-style-type: none"> Independently read or view (with understanding) different kinds of visual and written texts that have familiar content and some unfamiliar language. Explain the language revival processes. 	<ul style="list-style-type: none"> Create short written and visual texts of different kinds on some topics. Transcribe short simple spoken texts. Understand the ways that languages borrow word from other languages.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Recognise and understand a large number of words and more difficult sentence patterns. Understand and explain the sound patterns in spoken language. Understand the songs, dances and their connections to totems, Dreamings, Country and family. Talk about ways the language works. 	<ul style="list-style-type: none"> Use a range of vocabulary sets and sentence structures. Use the sound patterns in the language correctly. Use the language for different purposes. Explain how this languages works differently from their first language, English and other languages they speak. 	<ul style="list-style-type: none"> Identify some differences between different types of texts. Use words correctly in sentences. 	<ul style="list-style-type: none"> Use strong vocabulary and complex language structures. Explain the way that Country/place can be interpreted as texts by the community.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Learn ways to learn the language more strongly. 	<ul style="list-style-type: none"> Plan, practise and reflect on their own spoken language to help them speak more fluently. 	<ul style="list-style-type: none"> Use a range of ways to understand texts. 	<ul style="list-style-type: none"> Use ways to plan, compose, review and edit their own work for meaning and effectiveness.

BAND FOUR CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening

Listen to and understand some longer, more complex, spoken texts that introduce new things to the students.

- following longer conversations between and with adults, and joining in at the right time in ways that make sense
- listening to stories told by an older person and retelling the important ideas and details of the story in the target language, and using the first language for support
- following some complex instructions for a learning task, eg:
 - joining in ceremonies correctly
 - following the patterns that skin groups form through the generations
 - following the processes for sharing food
 - following the directions for making bush medicines
- answering simple, open-ended questions about a cultural theme:
 - What skin group is the child of *Napurrurla* and *Japangangka*? [Warlpiri]
 - What would you call your mother's father?
- listening to a story or conversation to find out the answers to questions that the teachers have given beforehand
- making maps of the events of a story or text, showing understanding of when and where the action happens

Speaking

Use the target language to communicate confidently about things they know about and some new things.

- taking part in a conversation without practising it much
- trying out new sentences, not just ones they have learnt
- discussing new topics they have not studied before using pictures, maps, charts to support the discussion
- using language with others to:
 - apologise
 - give opinions
 - give information
- planning a project in the first language, doing the project and presenting what they have learnt in the target language
- organising and presenting ideas in a short talk in the target language, using a PowerPoint presentation for support
- giving a prepared talk, such as a sport report, news or music introduction, eg as for a radio show

Reading and Viewing

Independently read or view, with understanding, different kinds of visual and written texts that have both familiar content and some unfamiliar language.

- reading, viewing and responding to a range of visual and written texts, eg:
 - short texts without pictures
 - body painting
 - designs
 - paintings
 - films, videos
 - oral texts that have been written down such as prayers, speeches, songs, sermons
- talking to people in the community about what they read and write in the language; and when, where and why
- joining in classroom discussions about how reading and writing can be used, eg:
 - to record the language
 - to make a written language that can compare with English
 - to read the bible and other important texts
- finding out what has been written in the language in the past and collect it in a safe keeping place in the community

Representing and Writing

Create short written and visual texts of different kinds on different topics.

- writing posters and public signs in language, eg:
 - sports posters
 - health posters
 - graffiti
 - place signs
- writing factual texts, eg:
 - where bush food grows and when it is available
 - descriptions of plants and animals
- collecting word lists from old people about one kind of thing, eg:
 - birds
 - trees
 - animals
- writing procedural texts, eg:
 - how to prepare bush medicine
 - where to get water



COMMUNICATION

Listening

Recognise ways that the language is used by different groups, for different purposes and according to relationships.

- talking about how students talk with their classmates and how they talk with Elders
- noticing how body language, including hand signs is used in the language
 - eye contact
 - distance
 - hand signs
- recognising and explaining the language that is used with respected family and how to ask questions of Elders
- talking about when their first language, the target language and English are used in the community and outside the community; and who they use these with
- watch old films or listen to tapes and notice how the language might have changed over time

Speaking

Choose correct language to use when speaking to different groups of people, in different places and for different reasons.

- using language terms that show respect when talking to Elders
- talking to Country correctly
- talking about Country and relationships with it
- asking questions of Elders in appropriate ways when they are out bush
- speaking the right way in different situations, eg:
 - talking privately
 - talking to men or to women
 - making a presentation to the class, or to parents in assembly
- using language for new ideas such as computers, cars, store food

Reading and Viewing

Explain the language revival processes.

- accessing some older texts from safe keeping places, such as the language centre, Living Archive of Aboriginal Languages at CDU, AIATSIS, CALL Collection and language centres and talk about the importance of writing the language down
- investigating the things that have been done to revive and revitalise the languages, eg:
 - who has been working on this
 - what has been successful
 - some ways of working with speakers
- talk about the different ways of spelling that might have been used and how and why these have changed

Representing and Writing

Understand the ways that languages borrow words from other languages.

- trying out ways of making new words to write about new ideas, including borrowing some English or Kriol words, eg:
 - cars – *mutika* [Kriol]
 - computers – *kamputa* [Kriol]
 - clothes
 - housing and furniture

Explain ideas and words from the target language, using their first language.

- identifying key ideas from texts and explaining how they might talk about these ideas in their first language
- comparing and contrasting ways of talking about ideas in the target language, their first language and English, eg:
 - kinship system
 - land ownership
 - words and expressions for times of the day, seasons
 - terms for colour

Explain some of the changes in the target language that are needed to talk about new ways of doing things.

Transcribe short simple spoken texts.

- recording a simple story (one or two sentences) from another student, and using their knowledge of the sounds, syllables and letters to write it down from the tape
- making books of the stories they record, eg:
 - paper books with photos or painting
 - talking books using apps
 - powerpoints with animations.

Language variation

Interpreting, translating and transcribing

LANGUAGE STRUCTURES AND FEATURES

Listening

Recognise and understand a large number of words and more difficult sentence patterns.

- continuing to learn more words, including naming words, doing words, pronouns and technical language for talking about cultural knowledge and content, eg:
 - kinship terms across generations, including ways of talking to and referring to ancestors
 - names for places on Country
 - words for talking about locations and directions
 - special terms for different sources of water
- recognising word beginnings and endings, and other parts of words, and how these change the meaning of words, eg:
- following everyday sayings and colloquialisms, jokes, ways of saying things in language:
- following instructions that use more complex sentence structures, eg:
 - why rangers burn off
 - why a certain kind of tree is used to make canoes

Speaking

Use and a range of vocabulary sets and sentence structures.

- using the right sentence structures and language when they are speaking, eg:
 - using some longer, more difficult and joined together sentences to talk about something that has happened
 - using the right beginnings and endings on words to convey correct meaning
- talking about time, manner, attitude and place, eg:
 - past tense — what happened, what could have happened, what happened over long time
 - time— before, afterwards, too later, originally
 - how often — once, a few times, for a while, over and over
 - how to express sympathy, embarrassment, affection
- using the right words for time, manner, attitude and place, eg:
 - a long time ago
 - later on
 - after a while
 - until
- making a report on how two animals are the same and different
 - size
 - parts of body, eg ears, legs
 - type of animal — meat, water- dweller
- using most connectors (and, then, because, but, if) when talking about animals, plants, country or other cultural topics, eg:
 - We went to the Billabong but it was dry and there were no fish there.
 - We saw the tracks of a kangaroo and we followed them until it was dark.
- using common sayings:
- using some picture language (imagery and metaphors and similes), eg:
 - 'foot falcon' — to walk
 - 'skin like a buffalo' — thick skin

Reading and Viewing

Use words correctly in sentences.

- making sentences with word cards; and talking about the role words and parts of words play in the message
- making new sentences to say different things

Representing and Writing

Use strong vocabulary and complex language structures.

- creating texts of about one page or two or more paragraphs using some 'difficult' or 'old' words and concepts depending on the message they want to give and the audience
- using appropriate vocabulary, grammar and accurate punctuation for the message, including:
 - beginnings and endings of words
 - texts
 - linking words
 - gender

LANGUAGE STRUCTURES AND FEATURES

Talking about sounds

Listening

Understand and explain the sound patterns in spoken language, eg:

- comparing the sounds in the language with that of their first language and English, or other known languages
- saying all sounds correctly showing they know how to place their tongues and lips
- talking how sounds and parts of words might change to match sounds in the word – *maliki-rli; pulukurlu* [Warlpiri] (The endings rli/rlu are used to show the actor in a sentence. The ending changes to match the sounds within the word.)

Speaking

Use the sound patterns in the language correctly, including:

- using intonation, volume and stress, repetition and speed correctly when they are making presentations
- saying all sounds correctly, showing they know how to place their tongues and lips
- practising phrases, patterns and pronunciation before they make a presentation
- reading aloud to develop fluency

Reading and Viewing

Representing and Writing

How texts work

Understand the songlines and dances and their connections to totems, Dreamings, Country and family.

- participating in dances when appropriate and listening for:
 - when each section of a dance or song starts
 - following the songline and where it is going

Use the language for different purposes.

- giving an opinion on something, eg I like ___ because ___ .
- giving a reason, eg It's really hot so let's go swimming.
- explaining the reason that rangers burn off the country
- explaining how they know where water is found
- giving instructions on how to prepare food or bush medicine

Identify some differences between different types of texts.

- understanding the purpose and role of different types of factual and fictional texts, such as:
 - mapping resources
 - Dreaming stories and yarning
- explaining how designs, paintings, songs and dances identify people and places

Explain the way that Country/place can be interpreted as texts by the community.

- making a presentation, poster or a movie after a bush trip

Talking about language

Talk about ways the language works.

- talking about how the tongue and mouth are used to make sounds
- talking about the role that different words play in a sentence or sentences in an extended text, eg:
 - who did something, when and where
 - how some meanings are conveyed by a suffix or a prefix
- talking about some of the rules of the language, eg gender

Explain how the target language works differently from their first language, English and other languages they speak.

- talking about some of the differences between the first language and the language they are learning
- discussing the way they might say something in their first language and how it is said in the language they are learning

LEARNING STRATEGIES

Talking about sounds

Listening

Use ways to learn the language more strongly.

- listening to older people, even when they do not understand all they are hearing
- talking about what they have heard and understood with classmates and teacher, in the first language, if necessary

Speaking

Plan, practise and reflect on their own spoken language to help them speak more fluently.

- planning what to say and how to say it
- practising their presentation so that they can say it smoothly and without trouble (fluently)
- saying the same thing in different ways

Reading and Viewing

Use a range of ways to understand written and visual texts.

- retelling a text in their own words using the first language
- sequencing information, using diagrams such as:
 - time lines
 - story maps
 - concept maps
 - brain storms
- using a dictionary to help understand new words

Representing and Writing

Use ways to plan, compose, review and edit their own work for meaning and effectiveness.

- retelling a text in their own words using their first language
- sequencing information, using diagrams such as:
 - time lines
 - story maps
 - concept maps
 - brain storms
- using a dictionary to help understand new words
- using class lists and dictionaries to check the spelling of texts

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 láwum.</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</i> school-ntyelē? '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

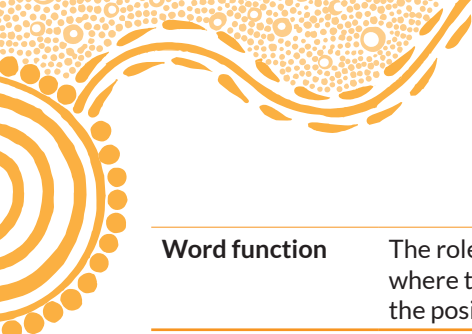
Idiom	An expression whose meaning cannot be worked out from the meaning of the individual words, eg Djambarrpuyŋu/Gumatj <i>buku-rrupiya</i> 'someone who is only interested in getting money' (literally 'head money')
Implied	Understood to be true although not stated directly. For example to understand 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> he-me- <i>dancing-hand</i> -grab 'He grabbed me by the hand while I was dancing.' Murrinh-Patha <i>puy-ma-rtal-nu</i> he himself- <i>hand</i> -cut-future '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 'ntyē' 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</i>, <i>hit</i>, <i>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</i>, <i>worry</i>, <i>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>ŋarra ga nyoka' nyarj'thun 'I am eating crab now'</p> <p>bili ŋarra nyoka' nyarj'thurr '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>Yídja <i>ka-béna</i> 'The man went'</p> <p>Yídja <i>birri-béna</i> 'The two men went'</p> <p>Yídja <i>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> <p>Pitjantjatjara</p> <table border="1"> <thead> <tr> <th></th> <th>wangka- talk</th> <th>patja- bite</th> <th>pu- hit</th> <th>tju- put</th> </tr> </thead> <tbody> <tr> <td>present tense</td> <td>wangka-<i>nyi</i></td> <td>patja-<i>ni</i></td> <td>pu-<i>nganyi</i></td> <td>tju-<i>nanyi</i></td> </tr> <tr> <td>past tense</td> <td>wangka-<i>ngu</i></td> <td>patja-<i>nu</i></td> <td>pu-<i>ngu</i></td> <td>tju-<i>nu</i></td> </tr> <tr> <td>future tense</td> <td>wangka-<i>ku</i></td> <td>patja-<i>lku</i></td> <td>pu-<i>ngkuku</i></td> <td>tju-<i>nkuku</i></td> </tr> <tr> <td>imperative</td> <td>wangka</td> <td>patja-<i>la</i></td> <td>pu-<i>wa</i></td> <td>tju-<i>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>		wangka- talk	patja- bite	pu- hit	tju- put	present tense	wangka- <i>nyi</i>	patja- <i>ni</i>	pu- <i>nganyi</i>	tju- <i>nanyi</i>	past tense	wangka- <i>ngu</i>	patja- <i>nu</i>	pu- <i>ngu</i>	tju- <i>nu</i>	future tense	wangka- <i>ku</i>	patja- <i>lku</i>	pu- <i>ngkuku</i>	tju- <i>nkuku</i>	imperative	wangka	patja- <i>la</i>	pu- <i>wa</i>	tju- <i>ra</i>
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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

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