An Introduction to Paakantji

Nick Thieberger

(based on Luise Hercus's grammar)

Sketch grammar
Lessons
Lesson summaries
List of suffixes
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC</td>
<td>Accusative case</td>
</tr>
<tr>
<td>ASF</td>
<td>Aspect</td>
</tr>
<tr>
<td>DAT</td>
<td>Dative</td>
</tr>
<tr>
<td>d1</td>
<td>Dual</td>
</tr>
<tr>
<td>EMPR</td>
<td>Emphasis</td>
</tr>
<tr>
<td>GEN</td>
<td>Genitive case</td>
</tr>
<tr>
<td>Intr</td>
<td>Intransitive</td>
</tr>
<tr>
<td>LOC</td>
<td>Locative case</td>
</tr>
<tr>
<td>NOM</td>
<td>Nominative case</td>
</tr>
<tr>
<td>NUM</td>
<td>Number</td>
</tr>
<tr>
<td>OBJ</td>
<td>Object</td>
</tr>
<tr>
<td>Pl</td>
<td>Plural</td>
</tr>
<tr>
<td>POSS</td>
<td>Possessive</td>
</tr>
<tr>
<td>REF L</td>
<td>Reflexive</td>
</tr>
<tr>
<td>Sg</td>
<td>Singular</td>
</tr>
<tr>
<td>SUB</td>
<td>Subject</td>
</tr>
<tr>
<td>TNS</td>
<td>Tense</td>
</tr>
<tr>
<td>TOP</td>
<td>Topicaliser</td>
</tr>
<tr>
<td>Tr</td>
<td>Transitive</td>
</tr>
<tr>
<td>VBL</td>
<td>Verbaliser</td>
</tr>
<tr>
<td>VO</td>
<td>Voice</td>
</tr>
</tbody>
</table>
A Learner's Guide to Paakantji

Paakantji is one of the Aboriginal languages of Australia. Before white people came to Australia Aborigines had been living here for thousands of years. There were hundreds of different languages spoken in most of Australia, each one as different from the next as French or German is from English.

Paakantji, like all Aboriginal languages is a complete, logical and adequate language, with its own rules of grammar. English is not the only "full" or "proper" language in Australia. There are other sounds and pronunciations besides English ones, hear and learn them.

This is an introduction to Paakantji grammar, it will try to say things as simply as possible, but the trouble is that language is not a simple thing. We will have to use words like 'noun', 'adjective', 'verb', and other terms that you should get used to. We won't go into very much detail, and we won't give examples of every possible sentence in Paakantji.

Paakantji is the language of the people who live along the Darling River (the 'Paaka') in Western New South Wales. If you want to know more about the language ask a wiimpajja from Wilcannia, Broken Hill, Menindee or Pooncarrie. Otherwise you could look at the lessons "Paakantji as a Second Language" or read Hercus's grammar "The Bagandji Language". In Hercus's grammar she talks about all the different dialects of Paakantji, in this booklet we will only talk about what she calls 'Southern Paakantji'. Also, she uses a different system for writing Paakantji, in case you look at her grammar, here is a list of her system compared to ours:

Hercus's    | corresponds to our
-----------|-------------------
dj          | tj                
η            | ng                
d            | t                 
b            | p                 
η            | nh                
лежа          | lh                
 babel        | th                
а            | aa                
阶段         | li                
u            | uu                
р            | rr                
ξ            | r                 
η            | rn                
i            | rt                
|                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
|                   |                   |
The rest of the sounds are similar to English ones.

We use this system so that we can write Paakantji on a typewriter if we want to.

Now let's look at the sounds of Paakantji and compare them with similar ones in English.

\[\begin{align*}
\text{a} & \text{ - is like the sound in "cup"} \\
\text{u} & \text{ - is like the sound in "book"} \\
\text{l} & \text{ - is like the sound in "bin"}
\end{align*}\]

If we wanted to write these three words in Paakantji we could spell them 'kap', 'puk', 'pin'. When they are double ('aa', 'uu', 'ii') these sounds are longer than when they are single.

The spelling system we will use is different to the one we use in English. Each Paakantji sound is shown by one letter or by two letters together. For instance we will write p for the Paakantji sound that can be like English p or b. The same with the letter t which shows a Paakantji sound like English t or d, and k for the sound like English k or g. In Paakantji there are four types of l, which we will write as l, lh, rl, and lj. There are four types of n which we will write as n, nh, rn and nj. There are four types of t which we will write as t, th, rt and tj. To say lh or nh or th, try putting your tongue between your teeth when you say l, n or t.

To say rl, or rn, or rt, try curling the tip of your tongue back. The sound shown by r is made in the same way. The sound of rr is the same as the rolled r in Italian.

To say lj or nj or tj put your tongue behind your bottom teeth, say the letter and then say 'ye', then try dropping the 'e' sound at the end.

To say ng try saying just the end of "sing". The trouble is that this sound can start a word in Paakantji, but it can't in English, so you'll have to get used to words like 'nggana' or 'ngilha'. The rest of the sounds are pretty much the same as English ones.

**WORD STRESS**

Stress in Paakantji falls on the beginning of the word. For example, in English the difference between a 'reject' (the noun) and 'reject' (the verb) is that there is stress (which we can mark as ') in different places.

\[\text{réject} \] \[\text{reject} \]

In longer words (of more than two syllables) the stress is still on the first syllable, but a weaker stress (') goes onto the third syllable.

\[\text{púka} \] \[\text{kúnikà} \]
Grammar of Paakantji

Ways of putting sentences together in Paakantji are very complicated, we'll just deal with some of the easier ways of saying things.

When you want to put a sentence together in any language, you have to know the order that words can go in. In English we put the subject of the sentence first, followed by the verb, and then the object. But this is not necessarily the way that all languages order parts of their sentences.

In Paakantji, while a basic sentence has the same word order as English, it is most usual to put a sentence together with bound pronouns instead of nouns for the subject, object and other parts of the sentence (see the section below about "Bound Pronouns"). When the subject is shown by a bound pronoun then the order is; verb,subject,object, for example;

kapa -ahu -na
follow -1sgTr -3sgOBJ
"I follow him/her"

Australian Aboriginal languages use case endings to show who's doing what to whom in the sentence. English doesn't use case marking except in the pronoun system. If I say;

I hit him
Then you know that it is 'I' that did the hitting, 'I' is the subject of the sentence, the person that is doing the hitting, 'him' is the object of the sentence, the person that is being hit.
If I say:

He hit me
Then you know that it is 'he' that did the hitting, 'he' is the subject of this sentence. Notice the different shape of the words 'he/him' and 'I/me', one is in the subject case, one is in the object case. Another case that we use in English is the possessive case, when we want to show that something is possessed or owned by someone, for example;

My hand
Her car

So now we have three different ways of saying 'me','he','she', 'you', ',we', 'they'(We call these words pronouns). We can set them out according to the case that they are in in the sentence.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Object</th>
<th>Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
<td>my / mine</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your / yours</td>
</tr>
</tbody>
</table>
he him his
she her hers
we us our / ours
they them their / theirs

These are the three cases that we have in English. Paakantji has many more cases than these, we will look at some of their uses now.

**ERGATIVE and NOMINATIVE**

Like many other Aboriginal languages, Paakantji distinguishes between transitive and intransitive subjects. A transitive subject is one which is acting on the object of the sentence. For example;

Margaret smashed the car

In this sentence 'Margaret' is the transitive subject, the person doing the action. An intransitive subject is one which doesn't act on an object in the sentence. For example;

John laughed

In this sentence there is no object, so 'John' is the intransitive subject of this sentence. In Paakantji the difference between transitive and intransitive subjects is mainly important only with the pronouns. We call the case of a transitive subject the 'Ergative'. We call the case of an intransitive subject the 'Nominative' case. Of the pronouns only 'I' and 'you' show this difference. So if you want to say 'I am crying', you would say;

ngaapa  Yanta-ana     -apa
I(Nom) cry -pres.cont-1 sg.Intr.SUB

But if you wanted to say "I hit the kangaroo", you would say;

ngaahu  palka-thu     tharltta
I(Erg) hit -lsg.Tr.SUB     roo

So you can see that there are two ways of saying 'I' depending on whether it is the intransitive or the transitive subject of the sentence. And if you wanted to say 'you are crying' you would say;

nglmpa  yana-an     -lmpa
you(Nom) cry -Pres.cont-2sg.Intr.SUB

"you hit the kangaroo" would be;
nginu  palk-inu  tharlta
you(Erg)  hit -2sg.Tr.SUB  roo.

Notice that the ending of the verb 'hit' changes according to the subject of the sentence. If we wanted to we could leave the subject pronoun off altogether because the ending on the verb tells us who the subject is. In fact that is the way people preferred to say sentences like these, relying on the marking on the verb rather than having to use pronouns all the time. We will see more of the endings later in the section called 'Bound pronouns'. If the subject of the sentence is a noun (not a pronoun), then Paakantji doesn't usually mark the difference between transitive and intransitive subjects.

**DATIVE**

The Dative case (marked by -rl) in Paakantji marks the noun that we call the indirect object. This is usually after a verb like 'to give' or 'to get', as in the following;

mukurrl manhu lhu wau nganha-rl
orange  food  this,  get(IMP)  me  -DAT
"This orange, get it for me"

We would also use this -rl to talk about something happening for someone's benefit, or when we are talking about the purpose of our action, for example;

kila nguwwa-la-Yika muurpa-naari-ku-ngka -ri
not  cook  -3PI.INTR.SUB  child-  -pl-3pi.poss-Dat.
"They don't cook for their children"

maaha-ri warka-la-ana yarna-manti
boss  -Dat  work  -  -3PI.ACC  money  -Purpose
"Working for a boss for money"

**THE ALLATIVE**

The Allative case (marked by -rl) usually marks the goal or direction of a motion. For example;

yapara-Yl-ri
camp  -my-ALL
"to my camp"

You would use this -rl when you are talking about going to a place, and not so often about going to visit a person.

**INSTRUMENTAL**

The Instrumental case (marked by -na) is used to show the thing used in an action.
kalkurru-na    pal-k-ahu   -ama
spear       -INST hit -1sg.TR.SUB-2sg.OBJ
"I'll hit you with a spear"

It also marks body parts that are used in an action.

mara-na    waka-waka-ahu   -ama
hand-INSTR smack       -1sg.TR.SUB-2sg.OBJ
"I'll smack you with my hand"

LOCATIVE

The Locative case (marked by -na) is used to show location.

nqlinka-hu   yaparra-ana   -na
sit            -3sg.INTR.SUB camp       -3sg.POSS-LOC
"s/he is sitting in his/her camp"

It can also show location in time.

mingki   -na hingkl-   -aapa
daybreak-LOC rise       -fut-1sg.INTR.SUB
"I'll get up at daybreak"

Note that when the -na suffix is attached to -ulana, as in

Yaparra-ulana   -na
camp            -3dI.POSS-LOC
"in the camp belonging to those two"

the usual way of saying this would be to leave out one of the
-na, for example

Yaparrauu ana

GENITIVE

The Genitive case (marked by -na) is used to show possession. It shows that the noun it is attached to owns something;

wilmpaja-na    manhu haYl-la -hu
wilmpatja-GEN food eat       -TOP-3sg.INTR.SUB
"s/he eats wilmpatja food"

We can also show that something belongs to someone by using the possessive bound pronouns as outlined in lesson 5 of "Paskantji as a Second Language".
### Suffixes in Paakantji

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>ATTACHED TO</th>
<th>TYPE AND MEANING OF SUFFIX</th>
<th>HERCUS REF.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-(a)apa</td>
<td>verbs/noun SUB</td>
<td>1 sg.intransitive subject (NOM) 128</td>
<td></td>
</tr>
<tr>
<td>-ali</td>
<td>verbs SUB</td>
<td>1 dual subject (NOM) 128</td>
<td></td>
</tr>
<tr>
<td>-alina</td>
<td>nouns POSS</td>
<td>1 dual possessive 87</td>
<td></td>
</tr>
<tr>
<td>-alina</td>
<td>verbs OBJ</td>
<td>1 dual object (ACC) 128</td>
<td></td>
</tr>
<tr>
<td>-alpi</td>
<td>nouns/verbs</td>
<td>&quot;like&quot;, comparison</td>
<td></td>
</tr>
<tr>
<td>-ama</td>
<td>nouns POSS</td>
<td>wiimpatja-ali kulpila -athu</td>
<td></td>
</tr>
<tr>
<td>-ampala</td>
<td>nouns</td>
<td>wiimpatja-like talk -TOP-3sg.SUB</td>
<td></td>
</tr>
<tr>
<td>-(a)na</td>
<td>noun PGSS</td>
<td>&quot;s/he talks like a wiimpatja&quot;. 226</td>
<td></td>
</tr>
<tr>
<td>-ana</td>
<td>verbs OBJ</td>
<td>see -uma</td>
<td></td>
</tr>
<tr>
<td>-atha</td>
<td>verbs/nouns SUB</td>
<td>wiirta-ampala &quot;with the old man&quot; 79</td>
<td></td>
</tr>
<tr>
<td>-(a)thu</td>
<td>verbs SUB</td>
<td>3 sg.possessive 87</td>
<td></td>
</tr>
<tr>
<td>-ayi</td>
<td>nouns POSS</td>
<td>3 sg.object (ACC) 21</td>
<td></td>
</tr>
<tr>
<td>-ika</td>
<td>verbs SUB</td>
<td>(English &quot;-ing&quot;) participle, continuous action in</td>
<td></td>
</tr>
<tr>
<td>-inana</td>
<td>nouns PGSS</td>
<td>the present or future.</td>
<td></td>
</tr>
<tr>
<td>-inana</td>
<td>verbs OBJ</td>
<td>ngiinga-ana &quot;sitting&quot;. 210</td>
<td></td>
</tr>
<tr>
<td>-intu</td>
<td>verbs SUB</td>
<td>SUB 3 sg.subject (NOM) 128</td>
<td></td>
</tr>
<tr>
<td>-(i)thunru</td>
<td>nouns</td>
<td>&quot;this&quot; (ERG) 63</td>
<td></td>
</tr>
<tr>
<td>-(i)thunru</td>
<td>verbs</td>
<td>yartu-thunru kaanti-t-urru -ana.</td>
<td></td>
</tr>
<tr>
<td>-ka</td>
<td>verbs ASP</td>
<td>&quot;really well&quot;, emphasis,</td>
<td></td>
</tr>
<tr>
<td>-ku</td>
<td>nouns NUM</td>
<td>&quot;the (this) wind will carry it along&quot; 63</td>
<td></td>
</tr>
<tr>
<td>-ku</td>
<td>verbs IMP</td>
<td>yantu-thunru kaanti-t-urru -ana.</td>
<td></td>
</tr>
<tr>
<td>-la</td>
<td>verbs TOP</td>
<td>jiitha-ka tj-ik-inana</td>
<td></td>
</tr>
<tr>
<td>-la</td>
<td>verbs ASP</td>
<td>&quot;really well&quot;-past-3pl.SUB-1 pl.OBJ</td>
<td></td>
</tr>
<tr>
<td>-ma</td>
<td>adjectives VBL</td>
<td>&quot;They had a really good laugh at us&quot; 193</td>
<td></td>
</tr>
<tr>
<td>-manti</td>
<td>nouns</td>
<td>nhuungku-ku &quot;a lot of women&quot; 81</td>
<td></td>
</tr>
<tr>
<td>-manti</td>
<td>verbs ASP</td>
<td>&quot;you must.&quot;, imperative kapa-ku, &quot;follow!&quot; 208</td>
<td></td>
</tr>
<tr>
<td>-ma</td>
<td>adjectives/verbs</td>
<td>&quot;with intent&quot;, topicaliser 191</td>
<td></td>
</tr>
<tr>
<td>-maru</td>
<td>nouns</td>
<td>wish or purpose, optative 209</td>
<td></td>
</tr>
<tr>
<td>-maru</td>
<td>verbs ASP</td>
<td>makes it into a verb. puka-na dead-vb.</td>
<td></td>
</tr>
<tr>
<td>-maru</td>
<td>adjectives/verbs</td>
<td>&quot;to kill&quot; 177</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns CASE</td>
<td>purpose, manhu-manti, food-for, &quot;for food&quot; 78</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>wish or purpose, optative</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>adverbs</td>
<td>kila-t-thunru-manti</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>adverbs</td>
<td>grow-fut.-3sg.Intr.SUB-purpose,</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>adverbs</td>
<td>&quot;for it to grow&quot; 216</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>&quot;very...&quot; thurlak-mari-mpa</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>&quot;bad -very-2sg.Intr.SUB,&quot;</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>Police -GEN Place-LOC</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>&quot;at the police station&quot; 75</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>1 sg.intransitive subject (NOM) 128</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>&quot;s/he talks like a wiimpatja&quot;. 226</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>see -uma</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>wiirta-ampala &quot;with the old man&quot; 79</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>3 sg.object (ACC) 21</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>(English &quot;-ing&quot;) participle, continuous action in</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>the present or future.</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>ngiinga-ana &quot;sitting&quot;. 210</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs/nouns SUB</td>
<td>SUB 3 sg.subject (NOM) 128</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs SUB</td>
<td>&quot;this&quot; (ERG) 63</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs SUB</td>
<td>yartu-thunru kaanti-t-urru -ana.</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs SUB</td>
<td>wiimpatja-ali kulpila -athu</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs SUB</td>
<td>wiimpatja-like talk -TOP-3sg.SUB</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns PGSS</td>
<td>&quot;s/he talks like a wiimpatja&quot;. 226</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns PGSS</td>
<td>&quot;in company with&quot;, comitative</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns PGSS</td>
<td>wiirta-ampala &quot;with the old man&quot; 79</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>wish or purpose, optative 209</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>makes it into a verb. puka-na dead-vb.</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs OBJ</td>
<td>&quot;to kill&quot; 177</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns CASE</td>
<td>purpose, manhu-manti, food-for, &quot;for food&quot; 78</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>wish or purpose, optative</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>kila-t-thunru-manti</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>grow-fut.-3sg.Intr.SUB-purpose,</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>&quot;for it to grow&quot; 216</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>&quot;very...&quot; thurlak-mari-mpa</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>&quot;bad -very-2sg.Intr.SUB,&quot;</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>Police -GEN Place-LOC</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>verbs ASP</td>
<td>&quot;at the police station&quot; 75</td>
<td></td>
</tr>
<tr>
<td>-na</td>
<td>nouns</td>
<td>&quot;location&quot; (in time or place), 73</td>
<td></td>
</tr>
</tbody>
</table>
-na nouns CASE "instrument used" kalkurru-na spear with "with a spear" 71
-ngka nouns POSS 3 pl.possessive 87
-ngka verbs OBJ 3 pl.object (ACC) 128
-ngka verbs ASP "finished", perfective 193
-ngku verbs TNS perfect tense, for events that are over
ngiinka-ngku-apap
sit -perf-lsg.Intr.SUB
"I sat (but I'm not sitting now)" 198
-ngulu nouns NUM "two of them" karli-ngulu "two dogs" 81
-nta verbs "maybe"
parta-nta -t -urr -ana
bite -maybe-future-3sg.Tr.SUB- 3sg.OBJ
"It might bite him/her" 197
-ntja verbs ASP continuous! habitual 195
-ntu nouns CASE "away from", ablative,
kunika-ntu, fire-abl., "from the fire" 77
-ntu nouns CASE "on account of" yuku-parlu-nu
rainbow -abl
" because of the rainbow " 77
-nhurru nouns "that one" (ERG)
waaku-nhurru karma-tji wanka- ul -ayi
crow -chac(ERG) steal -past meat-one-my
"That crow took my own bit of meat" 57
-pa verbs ASP more intense kila "to grow", kila- pa
"to grow up" 194
-ri nouns CASE "towards", allative puungka-ri
"towards the house." 70
-ri nouns CASE "aim or purpose", dative
nguuyu-la -aapa karli-ri
fear-topicaliser-lsg.Intr.SUB dog -dative.
"I'm scared of the dog". 65
-rru nouns CASE Transitive Subject, (Ergative) 54
-rru verbs TNS non-future, only in 3sg.with transitive verbs
yarla-rru-ngka
beat -NF -3PI.OBJ.
"s/he beats them" 199
-rru usually pronouns emphasis' ngimpa-rra kaarru
you -emph stranger
"but you are a stranger" 223
-t- verbs TNS future tense, also to show things that
might or that should happen.
ngiinka-t-aapa
"I will sit" 198
-thi nouns/verbs emphasises the word it is attached to;
yarnta-manti-thi
money -for-EMPH
"for money, of course" 224
-thinga nouns emphasises the word it is attached to;
inhu-rru-thinga watu-tji
chat-ERG-EMPH cake-Past
"That is the one who took (it)" 220
-thirri verb VO reflexive,
nhuuka-thirri-tj -impa
cut -REPL -past-2sg.Intr.SUB
"You (sg) cut yourself" 187
-tj- verbs TNS past tense, ngiinka-tj-aapa "I sat" 198
-tja- nouns "having" nganti-tja "teeth having". 92
-uIu nouns NUM single, only one, nganya-ulu "a single match" 8I
-(u)ma nouns POSS 2 sg. possessive,
    karli-ma, "your (sg) dog" 87
-(u)ma verbs OBJ 2 sg. object 128
-upa/upu verbs SUB 2 dual subject 128
-upana nouns POSS 2 dual possessive,
    karli-upana "(2) your dog" (the dog that belongs to youse two) 87
-upana verbs OBJ 2 dual object 128
-urruru verbs SUB 3 Pl. transitive subject (ERG)(see -nhurru) 148
-urta verbs SUB 2 pl. subject 128
-urtana noun! POSS 2 pl. possessive,
    karli-urtana "your (3 or more) dog" (The dog that belongs to you mob)/ 87
-urtana verbs OBJ 2 pl. object 128
-uulana nouns POSS 3 dual possessive 87
-uulana verbs OBJ 3 dual object 128
-uwu verbs SUB 3 dual subject 128
-wa nouns emphasis (only occurs with the subject) 222
-wanki pronouns "the only one"
    ngathu -wanki yurri-pa-thu
    lsg.Tr.SUB -only know -ASP- lsg.Tr.SUB
    "I'm the only one who understands" 227

The above is a list of some of the suffixes of Paakantji. There are others but they
don't occur very often. For more examples of each suffix you can look at Hercus's
grammar with the page references given.
Notice that when two suffixes come together they might not look the same as when
they occur on their own. For example, nguink-impa is made up of nguinka and impa,
but when they are put together it is easier to leave out the a at the end of
nguinka. There is a long discussion of these changes on page 128 of Hercus's book
The suffixes that we have listed go in the following order. By adding he different
types of suffix in the order below, you should come out with good Paakantji words.

For suffixes that go on verbs the order is;

verb stem - verbaliser(VBL) - voice(VO) - aspect(ASP)

Followed by one of the following;

    past    ) tense --+ Sub --+ Obj + Dat
    perfect )
    present ) tense+ Sub+ Obj+ Dat
    future  )
    participle )
    optative )+ Obj+ Dat
    imperative )

For suffixes that go on nouns the order is;

noun stem - NUM - POSS - CASE
Paakantji as a Second Language

Lesson 1

Set A
Look at tape picture sheet 1, listen and repeat.

1 marli
2 nhuungku
3 muurrpa
4 iiki
5 inhu
6 wathana
7 ngiinka-
8 tharri-
9 ngima-

Set B
Go back to number 1, listen and repeat.

1 marli tharriyathu
2 nhuungku tharriyathu
3 muurrpa tharriyathu
4 minha iiki? -iiki marli
5 minha inhu? -inhu nhuungku
6 minha wathana? -wathana muurrpa
7 marli ngiinkathu
8 marli tharriyathu
9 marli ngimathu
10 minha iiki? marli? -ngii, iiki marli
11 minha iiki? marli? -ngaatha, iiki nhuungku
12 minha? nhuungku ngiinkaana? -ngii, nhuungku ngiinkaana
13 minha? muurrpa ngiinkaana? -ngaatha, muurrpa tharriyana

Set C
Go back to number 1. You give the word and check the answer

1 * -marli
2 * -nhuungku
3 * -muurrpa
4 * -iiki
5 * -inhu
6 * -wathana
7 * -ngiinka
8 * -tharri
9 * -ngima
Paakantji as a Second Language

Lesson 2

Set A
Look at tape picture sheet 2, listen and repeat.

1 tharlta
2 karli
3 kalthi
4 wiimpatja
5 yanta-
6 kulpi-
7 tharltingulu
8 karlingulu
9 kalthingulu
10 wiimpatjuku
11 tharltau
12 kalthiku
13 wiimpatja marli tharriyathu
14 muurrpangulu yantuulu
15 nhuungkuku kulpirrika

Set B
Go back to number 1

1 tharlta ngiinkathu
2 karli tharriyathu
3 kalthi tharriyathu
4 wiimpatja tharriyathu
5 muurrpa yantathu
6 nhuungku kulpirrathu
7 tharltingulu ngiingulu
8 karlingulu ngimuulu
9 kalthingulu tharriyulu
10 wiimpatjuku kulpirrika
11 tharltau tharriyika
12 kalthiku tharriyika
13 wiimpatja marli tharriyathu
14 muurrpangulu yantarrulu
15 nhuungkuku kulpirrika

Set C
Answer the questions

1 minha iiki? - iiki tharlta
2 minha inhu? - inhu karli
3 minha wathana? - wathana kalthi
4 minha wathana? - wathana wiimpatja
5 minha inhu? - inhu muurrpa yantaana
6 minha inhu? - inhu nhuungku kulpirrana
7a minha iiki? - iiki tharltingulu ngiinkaana
8a minha inhu? - inhu karlingulu ngimaana
9a minha wathana? - wathana kalthingulu tharriyana
10a minha iiki? - iiki wiimpatjuku kulpirrana
11a minha inhu? - inhu tharltau tharriyana
12a minha wathana? - wathana kalthiku tharriyana
13a minha iiki? - iiki wiimpatja marli tharriyana
14a minha inhu? - inhu muurrpangulu yantaana
15a minha wathana? - wathana nhuungkuku kulpirrana
Set D
Choose the right picture

| tharltaku   | 11 tharltaku |
| wiimpatja  | 4 wiimpatja |
| tharltangulu | 7 tharltangulu |
| muurrpanguulu yantuulu | 14 muurrpanguulu yantuulu |
| tharltta    | 1 tharltta |
| karlingulu  | 8 karlingulu |
| yanta-      | 5 yanta- |
| nhuungkuku kulpirrika | 15 nhuungkuku kulpirrika |
| kalthiku    | 12 kalthiku |
| kalthingulu | 8 kalthingulu |
| karli       | 2 karli |
| kulpi-      | 6 kulpi- |
| wiimpatja marli tharriyathu | 13 wiimpatja marli tharriyathu |
| kalthi      | 3 kalthi |
| wiimpatjuku | 10 wiimpatjuku |

End of lesson 2
Paakantji as a Second Language

Lesson 3

Set A
Look at tape picture sheet 3, listen and repeat

1 kumpatja
2 katjiluku
3 paliirra
4 thurlaka
5 kalya-
6 pari-
7 kiinta-
8 nglinkaapa
9 nglinkimpa
10 nglinkathu
11a iiki nhuungku kulpirrana
   b inhu tharltta nglinkaana
   c wathana muurrpa kalyaana
12a iiki muurrpa yantaana
   b inhu marli ngimaana
   c wathana karli pariyana

Set B
Go back to number one and answer these questions with ngii, or with ngaatha and the correct answer.

1 minha iiki? kumpatja nhuungku? -ngii
2 minha iiki? katjiluku marli? -ngii
3 minha iiki? thurlaka marli? -ngaatha, iiki paliirra
4 minha iiki? paliirra marli? -ngaatha, iiki thurlaka marli
5 minha iiki? muurrpa kalyathu? -ngii
6 minha iiki? karli nglinkathu? -ngaatha, iiki karli paryathu
7 minha iiki? marli yantathu? -ngaatha, iiki marli kiintathu
8 nglinkaapa iiki? -ngii
9 pariimpapa inhu? -ngaatha, inhu nglinkimpa
10 nglinkathu inhu? -ngii
11a minha iiki? nhuungku? -ngii
   b minha inhu? karli? -ngaatha, inhu tharltta
   c minha wathana? marli? -ngaatha, inhu muurrpa
12a minha iiki? wiimpatja muurrpa? -ngii
   b minha inhu? marli? -ngii
   c minha wathana? kalthi? -ngaatha, wathana karli

Set C
Answer the questions

1 minha iiki? -kumpatja nhuungku iiki
2 minha iiki? -katjiluku marli iiki
3 minha iiki? -paliirra marli iiki
4 minha iiki? -thurlaka marli iiki
5 wintjika kalyaana? -muurrpa kalyaana
6 wintjika paryana? -karli paryana
7 wintjika kiintaana -marli kiintaana
8 minha mangarrapa? -nglinkaapa
9 minha mangarrimpapa? -nglinkarrimpapa
10 minha mangarrathu -nglinkathu
11a minha iiki? -iiki nhuungku kulpirrana
   b minha inhu? -inhu tharltta nglinkaana
   c minha wathana? -wathana muurrpa kalyaana
12a minha iiki? -iiki muurrpa yantaana
   b minha inhu? -inhu marli ngimaana
   c minha wathana? -wathana karli pariyana
Set D
Look at the first line 1-4. Listen to the word and choose the right picture.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3</td>
<td>paliirra marli</td>
<td>-1</td>
<td>kumpatja nhuungku</td>
</tr>
<tr>
<td>-4</td>
<td>thurlaka marli</td>
<td>-2</td>
<td>katjiluku marli</td>
</tr>
</tbody>
</table>

Now do the same for numbers 5-10

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6</td>
<td>karli pariyana</td>
<td>-5</td>
<td>muurrpa kalyaana</td>
</tr>
<tr>
<td>-8</td>
<td>ngiinkaapa</td>
<td>-9</td>
<td>ngiinkimpa</td>
</tr>
<tr>
<td>-7</td>
<td>marli kintaana</td>
<td>-10</td>
<td>ngiinkathu</td>
</tr>
</tbody>
</table>

Now for 11a,b,c.

<table>
<thead>
<tr>
<th>Number</th>
<th>Word</th>
<th>Number</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>-c</td>
<td>muurrpa</td>
<td>-b</td>
<td>tharlta ngiinkaana</td>
</tr>
<tr>
<td>-a</td>
<td>nhuungku kulprrana</td>
<td>-c</td>
<td>muurrpa kalyaana</td>
</tr>
<tr>
<td>-b</td>
<td>tharlta</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

End of Lesson 3
Paakantji as a Second Language

Lesson 4

Set A
Look at tape picture sheet 4, listen and repeat.

1 mara
2 punti
3 parlu
4 wanka
5a thuthuulu
b karnu
c yarra
d kumpatja pira
e marnti
f wiimpatja tharriyana thuthuulu
a
b wiimpatja ngiinkaana karnuna
h parlu ngimaana nhipana yarrana
i nhuungku ngiinkaana kumpatja pirana
j tharri nga ngiinkaana marntina
6 nhuungku tharriyana mirrikana ngayina
7 marli tharriyana ngantana ngayina
8 marli tharriyana warrana ngayina
9 ngiinkataapa
10 ngiinkaapa
11 ngiinkataapa
12a parlu ngaapa
b muurrpa ngaapa
c karli ngaapa
d murrpangulu ngali
e nhuungkuku ngina

Set B
Look at pictures 1-4 and choose the right number.

wanka * 4 wanka
punti * 2 punti
mara * 1 mara
parlu * 3 parlu

Now look at picture 5 and choose the right letter.

yarra * c yarra
marnti * e marnti
thuthuulu * a thuthuulu
kumpatja pira * d kumpatja pira
karnu * b karnu
Set C
Answer these questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>2</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>3</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>4</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>5</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>b</td>
<td>wintjika ngiinkaana karnuna?</td>
</tr>
<tr>
<td>c</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>d</td>
<td>wintjika ngiinkaana kumpatja piraana?</td>
</tr>
<tr>
<td>e</td>
<td>wintjika ngiinkaana marntina?</td>
</tr>
<tr>
<td>f</td>
<td>wintjika tharriyana thuthuuluwa?</td>
</tr>
<tr>
<td>g</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>h</td>
<td>wintjika ngimaana nhipana yarrana?</td>
</tr>
<tr>
<td>i</td>
<td>wintjika ngiinkaana kumpatja pirana</td>
</tr>
<tr>
<td>j</td>
<td>minha iiki?</td>
</tr>
<tr>
<td>6</td>
<td>wintjika tharriyana mirrikana ngayina?</td>
</tr>
<tr>
<td>7</td>
<td>wintjika tharriyana ngantana ngayina?</td>
</tr>
<tr>
<td>8</td>
<td>wintjika tharriyana warana ngayina?</td>
</tr>
<tr>
<td>9</td>
<td>minha mangataapa?</td>
</tr>
<tr>
<td>10</td>
<td>minha mangapa?</td>
</tr>
<tr>
<td>11</td>
<td>minha mangatjaapa?</td>
</tr>
<tr>
<td>12a</td>
<td>wintjika ngimpa?</td>
</tr>
<tr>
<td>b</td>
<td>wintjika ngimpa?</td>
</tr>
<tr>
<td>c</td>
<td>wintjika ngimpa?</td>
</tr>
<tr>
<td>d</td>
<td>wintjika ngupa?</td>
</tr>
<tr>
<td>e</td>
<td>wintjika ngurta?</td>
</tr>
</tbody>
</table>

* wiimpatja ngiinkaana karnuna
* iiki mara
* iiki punti
* iiki parlu
* iiki wanka
* wiimpatja tharriyana thuthuuluwa
* iki yaara
* nhuungku ngiinkaana kumpatja piraana
* kutantja ngiinkaana marntina
* wiimpatja tharriyana thuthuuluwa
* iki wiimpatja ngiinkaana karnuna
* parlu ngimaana nhipana yarrana
* nhuungku ngiinkaana kumpatja pirana
* iki tharltja ngiinkaana kumpatja pirana
* nhuungku tharriyana mirrikana ngumana
* marli tharriyana ngantaana ngumana
* marli tharriyana warana ngumana
* nginkataapa
* nginkaapa
* nginkatjaapa
* parlu ngaapa
* muurria ngaapa
* karli ngaapa
* muurrapanglu ngali
* nhuungkuku ngina

Set D
No pictures. Listen; wiimpatja tharriyana marntina, you will hear a word and you put it into that sentence so that it still makes sense. For example; nhuungku, you say nhuungku tharriyana marntina.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>muurra</td>
</tr>
<tr>
<td></td>
<td>wiimpatja marli</td>
</tr>
<tr>
<td></td>
<td>karli</td>
</tr>
<tr>
<td></td>
<td>tharltja</td>
</tr>
</tbody>
</table>

* muurra tharriyana marntina
* wiimpatja marli tharriyana marntina
* karli tharriyana marntina
* tharltja tharriyana marntina

The same, but this time the sentence is karli ngimaana nhipana yarrana

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>parlu</td>
</tr>
<tr>
<td></td>
<td>kalthi</td>
</tr>
<tr>
<td></td>
<td>kumpatja pirana</td>
</tr>
<tr>
<td></td>
<td>karnuna</td>
</tr>
</tbody>
</table>

* parlu ngimaana nhipana yarrana
* kalthi ngimaana nhipana yarrana
* kumpatja pirana ngimaana nhipana yarrana
* karnuna ngimaana nhipana yarrana

End of lesson 4.
Paakantji as a Second Language

Lesson 5

Set A
Look at tape picture sheet 5, listen and repeat.

1 ngitja parlu
2 parkulu tharltaungulu
3 parkulu-ngitja kalthiku
4 parkulu-parkulu marliku
5 yanta-mara nhungkuku
6 thulurru wiimpatjuku
7 kampitja
8 ngamaka
8a marlilinya
9 iiki wankayi
10 inhu karlima
11 inhu karlima
12 parlulina
13 kiirrinana

Set B
Go back to number 1 and answer the questions.

1 nhantharra parluku iki?
2 nhantharra tharltaiku iki?
3 nhantharra kalthiku iki?
4 nhantharra marliku iki?
5 nhantharra nhungkuku iki?
6 nhantharra wiimpatjaku inhu?
7 wintjika iki?
8 minha iki?
8a wintjika iki?
9 minha iki?
10 minha inhu?
11 minha inhu?
12 minha inhu?
13 minha iki?

Set C
Choose the right picture 1-6

parkulu-parkulu marliku
parkulu tharltaku
yanta-mara nhungkuku
ngitja-parlu
parkulu-ngitja kalthiku
thulurru wiimpatjuku

- 4 parkulu-parkulu marliku
- 2 parkulu tharltaku
- 5 yanta-mara nhungkuku
- 1 ngitja-parlu
- 3 parkulu-ngitja kalthiku
- 6 thulurru wiimpatjuku

Now 7,8,8a.

ngamakayi
kampitjai
marlilinya

- 8 ngamakayi
- 7 kampitjai
- 8a marlilinya

Now 9-13

inhu karlima
parlulina
iiki wankayi
inhu karlima
kiirrinana

- 10 inhu karlima
- 12 parlulina
- 9 iiki wankayi
- 11 inhu karlima
- 13 kiirrinana
Set D
Look at 7-13 and answer the questions.

7 wintjika warana kampitjana? - ngamaka
8 wintjika warana ngamakana? - kampitja (or muurrpa)
9 wintjika warana ngaanha? - marli nga karli
10 wintjika ngantana nguma? - karli
11 wintjika warana nhuungkuna? - karlina
12 wintjika warana muurrpana? - marilinya
13 minha nhipana kutantjana? - kiirra

End of Lesson 5.
Paakantji Lesson Summaries

These are a brief, non-technical summary of the new words and constructions used in each lesson.
For more information about Paakantji, ask someone from Wilcannia or Pooncairie or other places along
the Darling River (the Parku), or look at Louise Hercus's book (The Baagandji Language)

Summary; Lesson 1

marli
nhuungku
muurrrpa
iiki
inhu
wathana
nginka-
tharri-
ngima-
ngii
ngaatha
minha?

man
woman
child
this here
that there (middle distance)
that there (a long way)
to sit
to stand
to lay down
yes
no
what?, what's this?

These are all things or people, (nouns)

These are all action words, (verbs)

This is on a verb, it makes the word mean "he/she/it" is doing the action, for example, tharriyathu means "he/she or it stands"
when this is on a verb, it makes the word mean the same as the English
word with "-ing" on the end of it. For example tharriyana
means "standing".

Lesson 1; Part B

-athu

-ana

Summary; Lesson 2

tharlt
karli
kalhti
wiimpatja
yanta-
kulp-

kangaroo
dog
emu
Aboriginal person
to cry
to speak

Lesson 2; Part B

-ngulu

-ku

-uulu

-ika

when this is attached to a noun, it means "two of them". For example
kalthingulu means "two emus".
when this is attached to a noun, it means "a mob of them"(three or more).
For example kalthiku means "mob of emus"
when this is attached to a verb it makes the word mean "those two are
doing the action.For example, kulpirruulu means "those two are talking.
when this is attached to a verb it makes the word mean "they are doing the
action. For example, kulpirrika means "they are talking".
Summary: Lesson 3

kumpatja big )
katjulu small )
paliirrika good )
thurlaka bad )
kalya- to run
pari- to walk
kiinta to laugh
manga- to make
wintjika? who?

These are all describing words, (adjectives)

Lesson 3: Part B

-aapa
when this is attached to a verb it makes the word mean that "I" am doing the action. For example kalya-aapa means "I run".

-impa
when this is attached to a verb it makes the word mean that "you" are doing the action. For example kalyi-impa means "you run". Describing words, or adjectives, generally go before the word they are describing. For example kumpatja marli means "big man". When there are two adjectives, one usually follows the word they are describing.

Summary: Lesson 4

mara hand
punti hitting stick
parlu baby, young child
wanka meat
thuthuulu hill, mountain
karnu rock
yarru tree
kumpatja pira log
marnti soil, ground
nhipana underneath
mirrikana in front
nganta behind
warana beside
kutantja everybody
ngayi me
ngaaapa I
ngali we two
ngina we (three or more)
ngimpa you (subject)
ngupa you two (subject)
ngurta you (three or more) (subject)

Lesson 4: Part B

The person or thing that is doing the action (the subject) usually goes first in the sentence. Next comes the verb, and then the person or thing that is getting something done to it (the object).

-na
when this is attached to a noun, it means "in that place". For example yarrana means "at the tree".

-t-
when this comes right after an action word it makes the word go into the future. It goes before the bit that says which person is doing the action. For example nγinkataaapa (ngiinka-t-aapa) means "I will sit".

-tj-
when this comes right after a verb it makes the word go into the past. It goes before the bit that says which person is doing the action. For example nγinkatjaapa (ngiinka-tj-aapa) means "I sat".
Summary: Lesson 5

ngiitja: one
parkulu: two
parkulu-ngiitja: three
parkulu-parkulu: four
yanta-mara: five
thulurru: many
kampitja: father
ngamaka: mother
marilinya: married couple
kiirra: country
nhantharra?: how many?
nguma: you (object)
nhupana: you two (object)
ngurtana: you mob (object)
ngalina: us two
nginana: us mob
nga: and

Lesson 5: Part B
-yi (-ayi) on a noun, makes it mean that it belongs to me
-na on a noun, makes it mean that it belongs to you
-alina on a noun, makes it mean that it belongs to him/her/it
-upana on a noun, makes it mean that it belongs to you two
-ulana on a noun, makes it mean that it belongs to them two
-inana on a noun, makes it mean that it belongs to us (three or more)
-urtana on a noun, makes it mean that it belongs to you (three or more)
-ngka on a noun, makes it mean that it belongs to them (three or more)
Minerva Access is the Institutional Repository of The University of Melbourne

Author/s:
Thieberger, N

Title:
An introduction to Paakantji

Date:
1982

Citation:

Publication Status:
Unpublished

Persistent Link:
http://hdl.handle.net/11343/28964

File Description:
An introduction to Paakantji

Terms and Conditions:
Terms and Conditions: Copyright in works deposited in Minerva Access is retained by the copyright owner. The work may not be altered without permission from the copyright owner. Readers may only download, print and save electronic copies of whole works for their own personal non-commercial use. Any use that exceeds these limits requires permission from the copyright owner. Attribution is essential when quoting or paraphrasing from these works.