

An Introduction to Paakantji

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(based on Luise Hercus's grammar)

Sketch grammar
Lessons
Lesson summaries
List of suffixes

ABBREVIATIONS

ACC	Accusative case
ASP	Aspect
DAT	Dative
d1	Dual
EMPH	Emphasis
GEN	Genitive case
Intr	Intransitive
LOC	Locative case
NOM	Nominative case
NUM	Number
OBJ	Object
Pl	Plural
POSS	Possessive
REFL	Reflexive
Sg	Singular
SUB	Subject
TNS	Tense
TOP	Topicaliser
Tr	Transitive
VBL	Verbaliser
VO	Voice

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 wiimpatja from Wilcannia, Broken Hill, Menindee or Pooncairie. 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	y
	dj		tj
	ŋ		ng
	d		t
	b		p
	ɲ		nh
	ɭ		lh
	ɠ		th
	a		aa
	i		ii
	u		uu
	r		rr
	ɕ		r
	ɲ		rn
	t		rt
	l		rl

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.

a - is like the sound in "cup"
u - is like the sound in "book"
i - is like the sound in "bin"

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 'ngaapa' or 'ngii'. 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 to 'reject' (the verb) is that there is stress (which we can mark as `) in different places.

réject
rejéct

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.

púka
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 -lsgTr -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.

Subject	Object	Possessive
I	me	my / mine
you	you	your / yours

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 tharlta
I(Erg) hit -1sg.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;

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

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

kila nguwa-la-Yika muurpa-naari-ku-ngka -ri
not cook -3PI.INTR.SUB child- -pl-3pl.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 palk-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.

nqllnka-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-uulana -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;

w!lmpaja-na manhu haYl-la -hu
wiimpatja-GEN food eat -TOP-3sg.INTR.SUB
"s/he eats wiimpatja food"

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

Suffixes in Paakantji

SUFFIX	ATTACHED TO:		TYPE AND MEANING OF SUFFIX	HERCUS REF.
-(a)apa	verbs/noun	SUB	1 sg.intransitive subject (NOM)	128
-ali	verbs	SUB	1 dual subject (NOM)	128
-alina	nouns	POSS	1 dual possessive	87
-alina	verbs	OBJ	1 dual object(ACC)	128
-alpi	nouns/ verbs		"like", comparison wiimpatja-alpi kulpi-la -athu wiimpatja-like talk -TOP-3sg.SUB "s/he talks like a wiimpatja".	226
-ama	nouns	POSS	see -uma	
-ampala	nouns		"in company with", comitative wirta-ampala "with the old man"	79
-(a)na	noun	POSS	3 sg.possessive	87
-(a)na	verbs	OBJ	3 sg.object (ACC)	21
-ana	verbs	OBJ	(English"-ing") participle, continuous action in the present or future. ngiinga-ana "sitting".	210
-athu	verbs/nouns		SUB 3 sg.subject (NOM)	128
-(a)thu	verbs	SUB	1 sg transitive subject(ERG)	128
-ayi	nouns	POSS	1 sg.possessive	87
-ayi	verbs	OBJ	1 sg.object (ACC)	128
-ika	verbs	SUB	3 pl.subject (NOM)	128
-impa	verbs	SUB	2 sg.intransitive subject (NOM)	128
-inana	nouns	POSS	1 pl.possessive	87
-inana	verbs	OBJ	1 pl.object (ACC)	128
-intu	verbs	SUB	2 sg.transitive subject (ERG)	128
-(i)nurru	nouns		"this" (ERG)	63
-(i)thurru	nouns		"this here" (ERG) yartu-thurru kaanti-t-urru -ana. wind -this(ERG) carry -fut- 3sg.Tr.SUB-3 sg.OBJ "the (this) wind will carry it along"	63
-ka	verbs	ASP	"really well", emphasis, kinta -ka tj-ik-inana laugh -"really well"-past-3pl.SUB-1 pl.OBJ "They had a really good laugh at us"	193
-ku	nouns	NUM	"more than two" nhuungku-ku "a lot of women"	81
-ku	verbs	IMP	"you must..", imperative kapa-ku, "follow!"	208
-la	verbs	TOP	"with intent", topicaliser	191
-la	verbs	ASP	wish or purpose, optative	209
-ma	adjectives	VBL	makes it into a verb. puka-ma dead-vb. "to kill"	177
-manti	nouns		purpose, manhu-manti, food-for, "for food"	78
-manti	verbs	ASP	wish or purpose, optative kila-t-athu-manti grow-fut.-3sg.Intr.SUB-purpose, "for it to grow"	216
-mari	adjectives/ adverbs		"very..." thurlak-mari-mpa bad -very-2sg.Intr.SUB, "you are very bad"	225
-na	nouns	CASE	"belongs to", (GEN) muni-muni-na kirra-na Police -GEN Place-LOC "at the police station"	75
-na	nouns	CASE	"location" (in time or place),	73

-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-apa 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 -urru -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 karnma-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 nguuya-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
-rta	usually pronouns		emphasis' ngimpa-ra 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 -REFL -past-2sg.Intr.SUB "You (sg) cut yourself" 187
-tj-	verbs	TNS	past tense, nqiinka-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
-urru	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
-uulu	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, ngiink-impa is made up of ngiinka and impa, but when they are put together it is easier to leave out the a at the end of ngiinka. 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 the 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 muurpa
- 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 muurpa tharriyathu
- 4 minha iiki? -iiki marli
- 5 minha inhu? -inhu nhuungku
- 6 minha wathana? -wathana muurpa
- 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? muurpa ngiinkaana? -ngaatha, muurpa tharriyana

Set C

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

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

PAAKANTUJI PICTURE SHEET 1

1)



2)



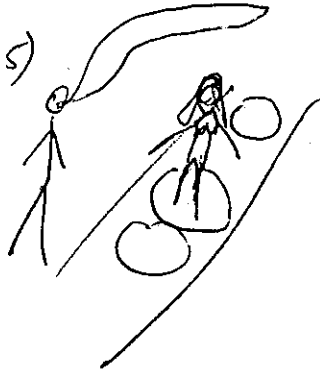
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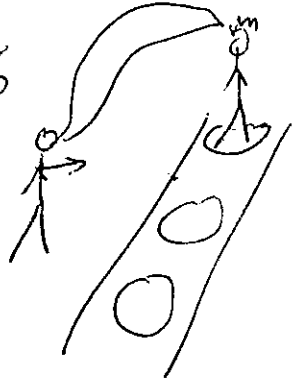
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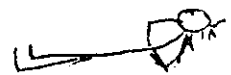
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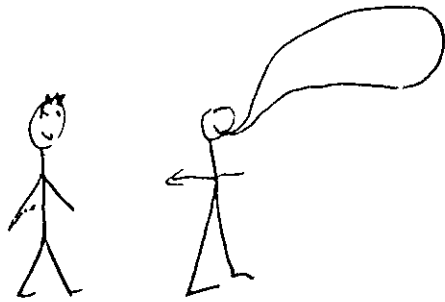
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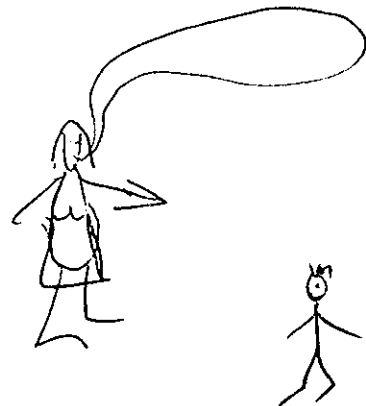
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12



13



Set A

Look at tape picture sheet 2, listen and repeat.

- 1 tharlta
- 2 karli
- 3 kalthi
- 4 wiimpatja
- 5 yanta-
- 6 kulpi-
- 7 tharltangulu
- 8 karlingulu
- 9 kalthingulu
- 10 wiimpatjuku
- 11 tharltaku
- 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 muurra yantathu
- 6 nhuungku kulpirrathu
- 7 tharltangulu nginguulu
- 8 karlingulu ngimuulu
- 9 kalthingulu tharriyuulu
- 10 wiimpatjuku kulpirrika
- 11 tharltaku tharriyika
- 12 kalthiku tharriyika
- 13 wiimpatja marli tharriyathu
- 14 muurrpangulu yantarruulu
- 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 muurra yantaana |
| 6 minha inhu? | -inhu nhuungku kulpirrana |
| 7a minha iiki? | -iiki tharltangulu ngiinkaana |
| 8a minha inhu? | -inhu karlingulu ngimaana |
| 9a minha wathana? | -wathana kalthingulu tharriyana |
| 10a minha iiki? | -iiki wiimpatjuku kulpirrana |
| 11a minha inhu? | -inhu tharltaku tharriyana |
| 12a minha wathana? | -wathana kalthiku tharriyana |
| 13a minha iiki? | -iiki wiimpatja marli tharriyana |
| 14a minha inhu? | -inhu muurrpangulu yantana |
| 15a minha wathana? | -wathana nhuungkuku kulpirrana |

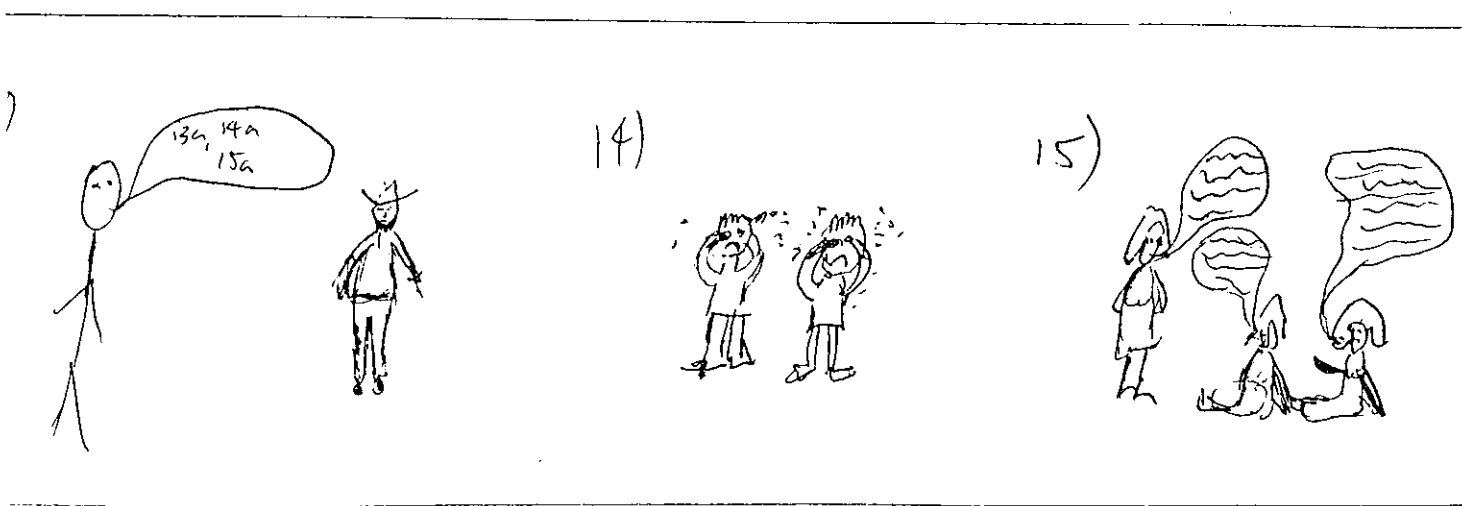
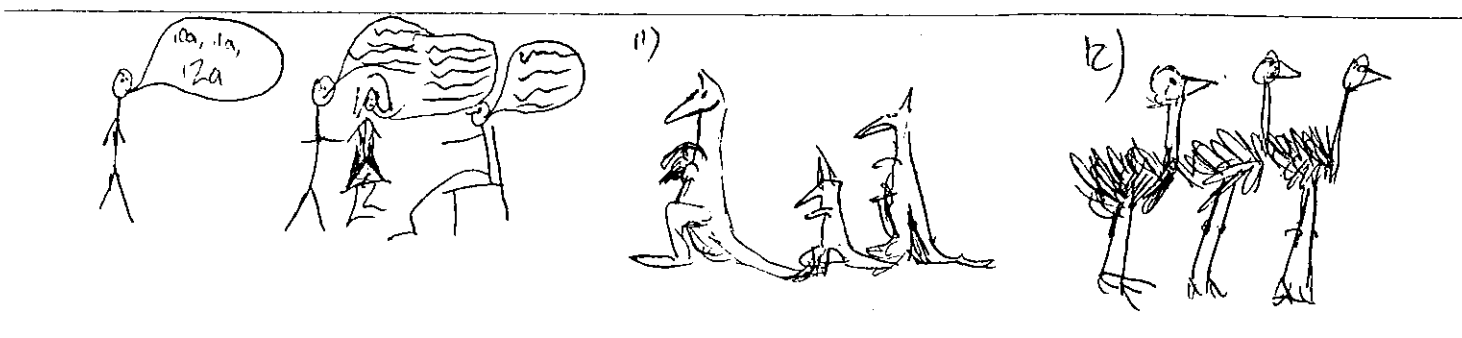
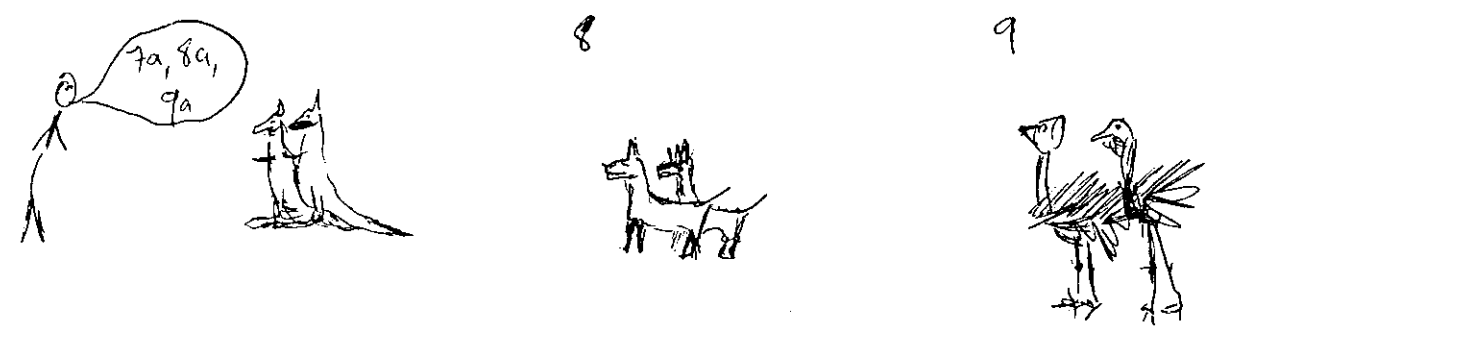
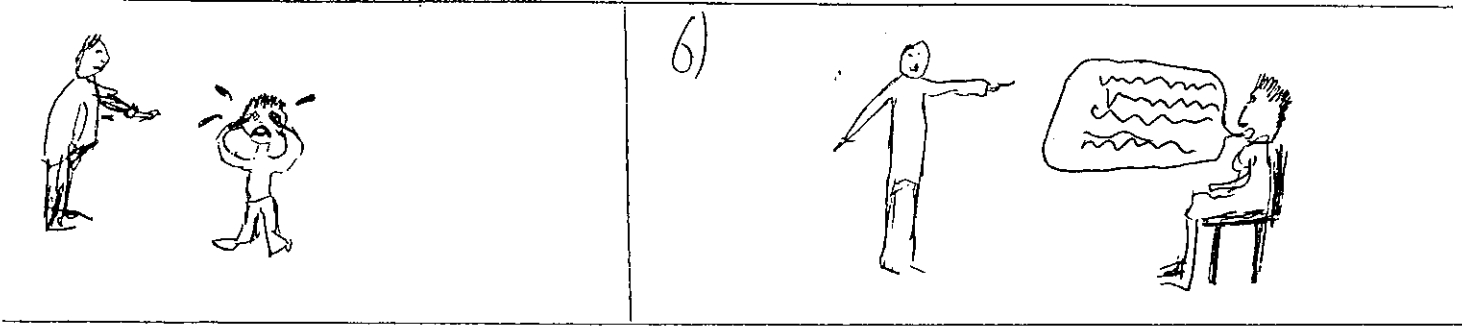
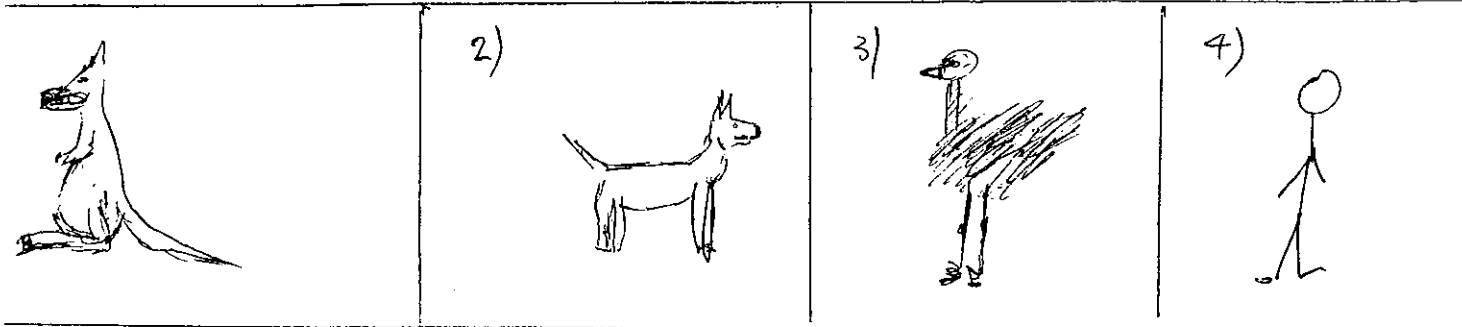
Set D

Choose the right picture

tharltaku	11 tharltaku
wiimpatja	4 wiimpatja
tharltangulu	7 tharltangulu
muurpangulu yantuulu	14 muurpanguulu yantuulu
tharlt	1 tharlt
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

PAKANTJI PICTURE SHEET 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 ngiinkaapa
- 9 ngiinkimpa
- 10 ngiinkathu
- 11a iiki nhuungku kulpirrana
- b inhu tharlta ngiinkaana
- c wathana muurra kalyaana
- 12a iiki muurra 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? muurra kalyathu? -ngii
- 6 minha iiki? karli ngiinkathu? -ngaatha, iiki karli pariyathu
- 7 minha iiki? marli yantathu? -ngaatha, iiki marli kiintathu
- 8 ngiinkaapa iiki? -ngii
- 9 pariyimpa inhu? -ngaatha, inhu ngiinkimpa
- 10 ngiinkathu inhu? -ngii
- 11a minha iiki? nhuungku? -ngii
- b minha inhu? karli? -ngaatha, inhu tharlta
- c minha wathana? marli? -ngaatha, inhu muurra
- 12a minha iiki? wiimpatja muurra? -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? -muurra kalyaana
- 6 wintjika pariyana? -karli pariyana
- 7 wintjika kiintaana -marli kiintaana
- 8 minha mangarrapa? -ngiinkaapa
- 9 minha mangarrimpa? -ngiinkarrimpa
- 10 minha mangarrathu -ngiinkathu
- 11a minha iiki? -iiki nhuungku kulpirrana
- b minha inhu? -inhu tharlta ngiinkana
- c minha wathana? -wathana muurra kalyaana
- 12a minha iiki? -iiki muurra 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.

paliirra marli	-3	paliirra marli
kumpatja nhuungku	-1	kumpatja nhuungku
thurlaka marli	-4	thurlaka marli
katjiluku marli	-2	katjiluku marli

Now do the same for numbers 5-10

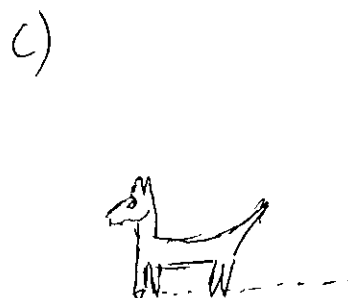
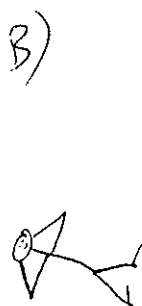
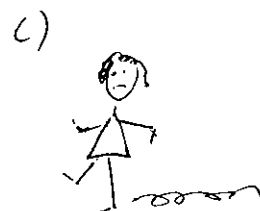
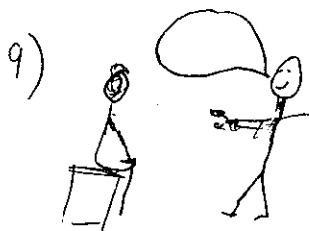
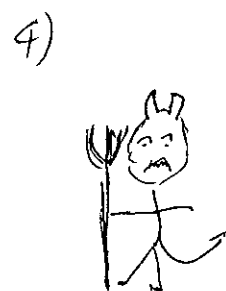
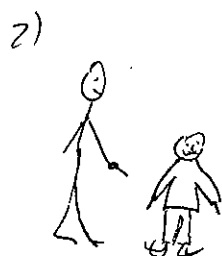
karli pariyana	-6	karli pariyana
muurrrpa kalyaana	-5	muurrrpa kalyaana
ngiinkaapa	-8	ngiinkaapa
ngiinkimpa	-9	ngiinkimpa
marli kintaana	-7	marli kintaana
ngiinkathu	-10	ngiinkathu

Now for 11a,b,c.

muurrrpa	-c	muurrrpa
tharlta ngiinkaana	-b	tharlta ngiinkaana
nhuungku kulpirrana	-a	nhuungku kulpirrana
muurrrpa kalyana	-c	muurrrpa kalyana
tharlta	-b	tharlta

End of Lesson 3

PAKANTSI PICTURE SHEET 3



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 thuthuuluna
- g wiimpatja ngiinkaana karnuna
- h parlu ngimaana nhipana yarrana
- i nhuungku ngiinkaana kumpatja pirana
- j tharlta ngiinkaana marntina
- 6 nhuungku tharriyana mirrikana ngayina
- 7 marli tharriyana ngantana ngayina
- 8 marli tharriyana warrana ngayina
- 9 ngiinkataapa
- 10 ngiinkaapa
- 11 ngiinkatjaapa
- 12a parlu ngaapa
- b muurpa 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

- | | | |
|--|------------------------------------|---|
| 1 minha iiki? | * iiki mara | |
| 2 minha iiki? | * iiki punti | |
| 3 minha iiki? | * iiki parlu | |
| 4 minha iiki? | * iiki wanka | |
| 5a minha iiki? | * iiki thuthuulu | |
| b wintjika ngiinkaana karnuna? | | * wiimpatja ngiinkaana karnuna |
| c minha iiki? | | * iiki yarra |
| d wintjika ngiinkaana kumpatja piraana? | | * nhuungku ngiinkaana kumpatja piraana |
| e wintjika ngiinkaana marntina? | | * kutantja ngiinkaana marntina |
| f wintjika tharriyana thuthuuluna? | * wiimpatja tharriyana thuthuulana | |
| g minha iiki? | | * iiki wiimpatja ngiinkaana karnuna |
| h wintjika ngimaana nhipana yarrana? | | * parlu ngimaana nhipana yarrana |
| i wintjika ngiinkaana kumpatja pirana | | * nhuungku ngiinkaana kumpatja pirana |
| j minha iiki? | | * iiki tharlta ngiinkaana kumpatja pirana |
| 6 wintjika tharriyana mirrikana ngayina? | | * nhuungku tharriyana mirrikana ngumana |
| 7 wintjika tharriyana ngantana ngayina? | | * marli tharriyana ngantaana ngumana |
| 8 wintjika tharriyana warana ngayina? | | * marli tharriyana warana ngumana |
| 9 minha mangataapa? | | * ngiinkataapa |
| 10 minha mangaapa? | | * ngiinkaapa |
| 11 minha mangatjaapa? | | * nginkatjaapa |
| 12a wintjika ngimpa? | | * parlu ngaapa |
| b wintjika ngimpa? | | * muurpa ngaapa |
| c wintjika ngimpa? | | * karli ngaapa |
| d wintjika ngupa? | | * muurpanglu ngali |
| e wintjika ngurta? | | * 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.

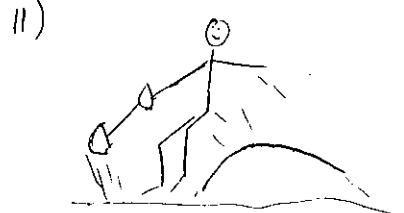
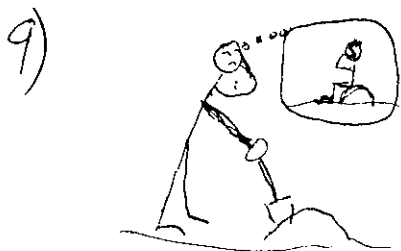
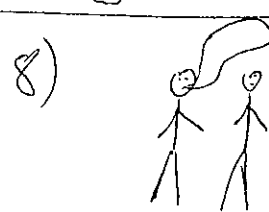
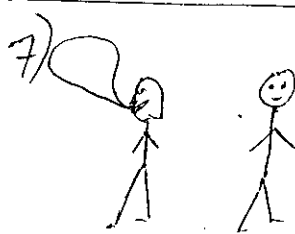
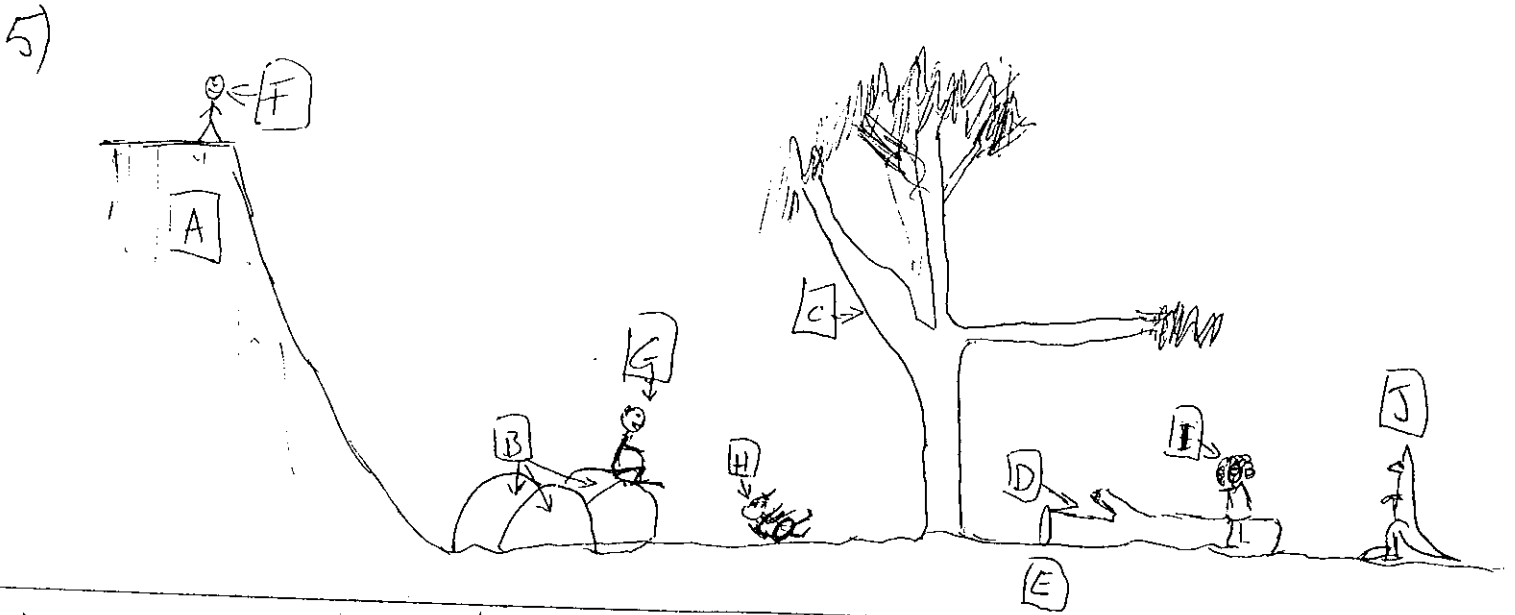
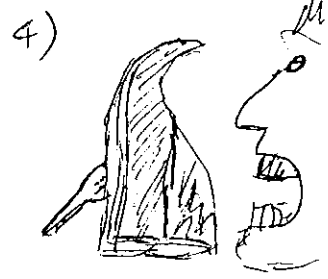
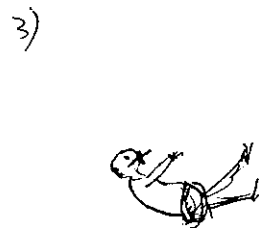
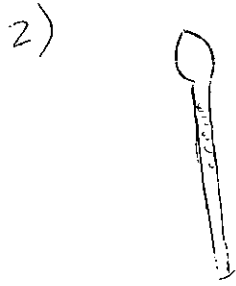
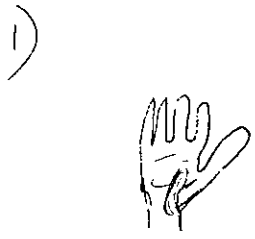
- | | |
|-----------------|-------------------------------------|
| muurpa | * muurpa tharriyana marntina |
| wiimpatja marli | * wiimpatja marli tharriyana marnti |
| karli | * karli tharriyana marntina |
| tharlta | * tharlta tharriyana martina |

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

- | | |
|---------------|--|
| parlu | * parlu ngimaana nhipana yarrana |
| kalthi | * kalthi ngimaana nhipana yarrana |
| kumpatja pira | * kumpatja pira ngimaana nhipana yarrana |
| karnu | * karnu ngimaana nhipana yarrana |

End of lesson 4.

PAAKANTJI PICTURE SHEET 4



Paakantji as a Second Language

Lesson 5

Set A

Look at tape picture sheet 5, listen and repeat.

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

Set B

Go back to number 1 and answer the questions.

- | | |
|--------------------------------|-------------------|
| 1 nhantharra parluku iiki? | - ngiitja |
| 2 nhantharra tharltaku iiki? | - parkulu |
| 3 nhantharra kalthiku iiki? | - parkulu-ngiitja |
| 4 nhantharra marliku iiki? | - parkulu-parkulu |
| 5 nhantharra nhuungkuku iiki? | - yanta-mara |
| 6 nhantharra wiimpatjuku inhu? | - thulurru |
| 7 wintjika iiki? | - kampitjayi |
| 8 minha iiki? | - wankayi iiki |
| 8a wintjika iiki? | - marlilinya |
| 9 minha iiki? | - wankayi iiki |
| 10 minha inhu? | - karlima inhu |
| 11 minha inhu? | - karlina inhu |
| 12 minha inhu? | - parlulina inhu |
| 13 minha iiki? | - kiirrinana iiki |

Set C

Choose the right picture 1-6

- | | |
|--------------------------|------------------------------|
| parkulu-parkulu marliku | - 4 parkulu-parkulu marliku |
| parkulu tharltaku | - 2 parkulu tharltaku |
| yanta-mara nhuungkuku | - 5 yanta-mara nhuungkuku |
| ngiitja-parlu | - 1 ngiitja-parlu |
| parkulu-ngiitja kalthiku | - 3 parkulu-ngiitja kalthiku |
| thulurru wiimpatjuku | - 6 thulurru wiimpatjuku |

Now 7,8,8a.

- | | |
|------------|-----------------|
| ngamakayi | - 8 ngamakayi |
| kampitjayi | - 7 kampitjayi |
| marlilinya | - 8a marlilinya |

Now 9-13

- | | |
|--------------|-------------------|
| inhu karlima | - 10 inhu karlima |
| parlulina | - 12 parlulina |
| iiki wankayi | - 9 iiki wankayi |
| inhu karlina | - 11 inhu karlina |
| kiirrinana | - 13 kiirrinana |

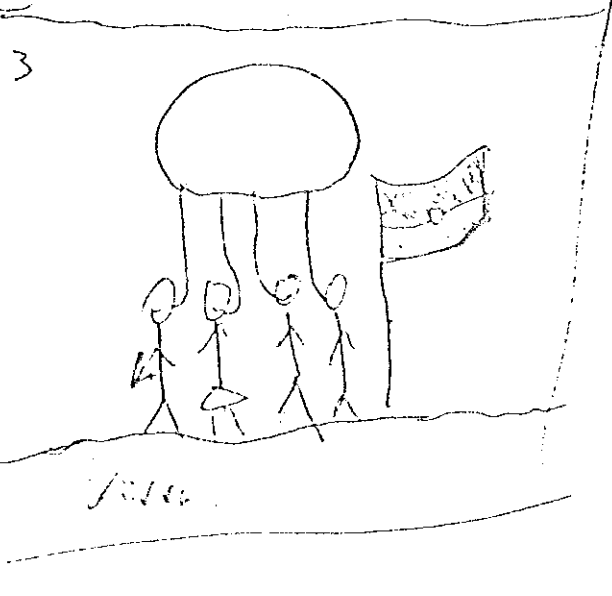
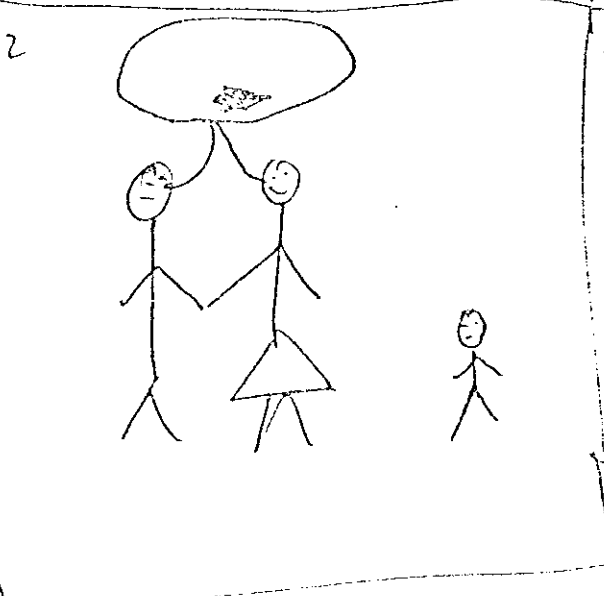
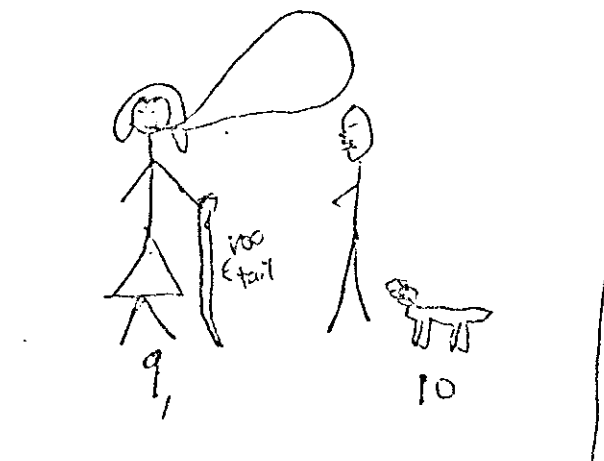
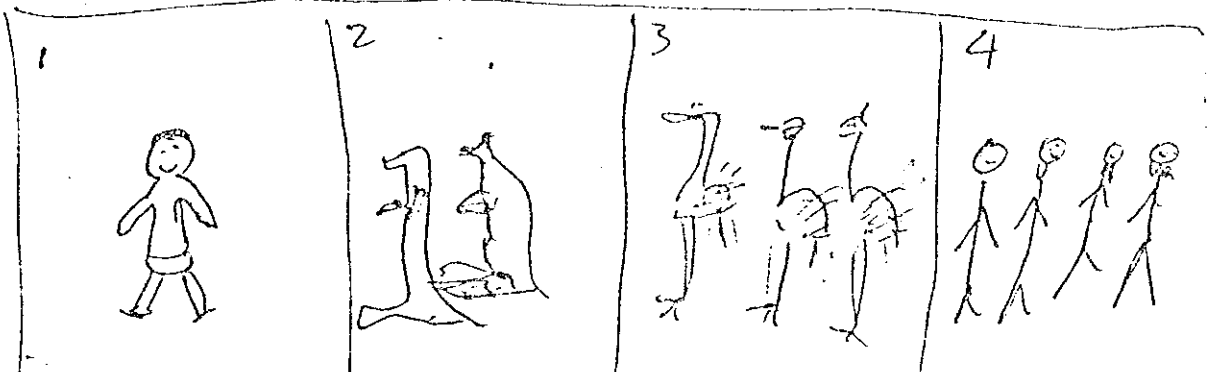
Set D

Look at 7-13 and answer the questions.

- | | |
|--------------------------------|------------------------|
| 7 wintjika warana kampiljana? | - ngamaka |
| 8 wintjika warana ngamakana? | - kampilja (or muurpa) |
| 9 wintjika warana ngaanha? | - marli nga karli |
| 10 wintjika ngantana nguma? | - karli |
| 11 wintjika warana nhuungkuna? | - karlina |
| 12 wintjika warana muurpana? | - marlilinya |
| 13 minha nhipana kutantjana? | - kiirra |

End of Lesson 5.

~~11~~ Paakantiji Picture sheet 5



1000

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 Luise Hercus's book (The Baagandji Language)

Summary; Lesson 1

marli	man	}	These are all <u>things</u> or <u>people</u> , (nouns)
nhuungku	woman		
muurrpa	child		
iiki	this here		
inhu	that there (middle distance)		
wathana	that there (a long way)		
ngiinika-	to sit)	These are all <u>action</u> words,(verbs)
tharri-	to stand		
ngima-	to lay down		
ngii	yes		
ngaatha	no		
minha?	what? , what's this?		

Lesson 1; Part B

-athu	when this is on a verb, it makes the word mean "he/she/it" is doing the action, for example, <u>tharriyathu</u> means "he/she or it stands"
-ana	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 <u>tharriyana</u> means "standing".

Summary; Lesson 2

tharlta	kangaroo
karli	dog
kalthi	emu
wiimpatja	Aboriginal person
yanta-	to cry
kulpi-	to speak

Lesson 2; Part B

-ngulu	when this is attached to a noun, it means "two of them" . For example <u>kalthingulu</u> means "two emus".
-ku	when this is attached to a noun, it means "a mob of them"(three or more). For example <u>kalthiku</u> means "mob of emus"
-uulu	when this is attached to a verb it makes the word mean "those two are doing the action.For example, <u>kulpiiruulu</u> means "those two are talking.
-ika	when this is attached to a verb it makes the word mean "they are doing the action. For example, <u>kulpiirika</u> means "they are talking".

Summary; Lesson 3

kumpatja	big)	These are all <u>describing</u> words, (adjectives)
katjiluku	small)	
paliirrika	good)	
thurlaka	bad)	
kalya-	to run)	
pari-	to walk)	
kiinta	to laugh)	
manga-	to make)	
wintjika?	who?)	

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 kalyaapa means "I run".

-impa

when this is attached to a verb it makes the word mean that "you" are doing the action. For example kalyimpa 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
yarra	tree
kumpatja pira	log
marnti	soil, ground
nhipana	underneath
mirrikana	in front
nganta	behind
warana	beside
kutantja	everybody
ngayi	me
ngaapa	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

-na

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).

-t-

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

-tj-

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 ngiinkataapa (ngiinka-t-aapa) means "I will sit".

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 ngiinkatjaapa (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
marlilinya	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
-ma	on a noun ,makes it mean that it belongs to	you
-na	on a noun ,makes it mean that it belongs to	him/her/it
-alina	on a noun ,makes it mean that it belongs to	us two
-upana	on a noun ,makes it mean that it belongs to	you two
-uulana	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)



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