AN INTRODUCTION TO
CONVERSATIONAL KRIOL

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Australian Aborigines Branch
Darwin
February 1981
PREFAE

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Research resulting in this volume was partially funded by grants from the Department of Aboriginal Affairs.

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AUTHOR'S PREFACE

Kriol is an Aboriginal creole English spoken by more than 15,000 Aborigines in the north of Australia. The full extent of Kriol, both geographically and population wise, is not yet fully known, nor have all the dialects of Kriol been delineated. Kriol is known to be spoken as a primary language by many Aboriginal communities throughout the Kimberley region of Western Australia and the northern half of the Northern Territory. In some of these communities it is spoken as a mother tongue by three generations. It is also known to be used by many Aborigines in the northwest of Queensland.

Nida (1950:54) has pointed out that 'Rather than attempting to study several dialects at once, a language learner] should concentrate on a single dialect and learn it well. By doing so he can make the transfer to other dialects with much less difficulty than if he attempts to compress dialect distinctions into his initial studies.' For this reason, we believe the lessons presented here in one particular dialect of Kriol will be useful to all who desire to learn Kriol. This course is based on the Roper dialect. The conversations in each lesson have been constructed mainly from recordings of Betty Roberts and Cherry Daniels of Ngukurr, NT. The Kriol speakers heard on the cassettes for the regular lessons are Ross Thompson, Wendy Thompson and Una Thompson, also of Ngukurr.

We have tried to present a minimum of grammatical information in technical terms. In most cases where we have had to use a technical term we have used it in its broad sense as defined in The Australian Pocket Oxford Dictionary. Throughout the course where possible we have given in parentheses () the page number where the point in focus is discussed in the Kriol 'Grammar'. We encourage you to get a copy of the 'Grammar': An Australian Creole in the Northern Territory: A Description of Ngukurr-Bamyili Dialects (Part 1) by John R. Sandefur, Work Papers of SIL-AAB, Series B, Volume 3, 1979. It is available from SIL for $5.20. (Part 2 of the 'Grammar' is still in preparation.) We also suggest you get a copy of the Kriol 'Dictionary': Beginnings of a Ngukurr-Bamyili Creole Dictionary compiled by John R. and Joy L. Sandefur, Work Papers of SIL-AAB, Series B, Volume 4, 1979. It is available from SIL for $4.50.

The didjeridu heard on the cassettes is played by David Blanatji of Bamyili, NT. The recordings are taken from Songs of Bamyili with the permission of the Aboriginal Artists Agency.

This course would not have been produced without the help and encouragement of many people, especially Joyce Hudson of SIL for her editorial comments.
FOREWORD

As a Kriol speaker and Kriol being my mother tongue, I would encourage those who read and learn this language to know that they have my compliments as well as that of the 20,000 other people who speak it.

Kriol is our own language, so don't be turned off by criticism from ignorant people. Criticism isn't our language but Kriol is and always will be.

Rodney Rivers
Kriol speaker, Eastern Kimberley
INTRODUCTION

It can be done!

You can successfully learn Kriol - if you satisfy four conditions:
1. You spend time with people speaking Kriol
2. You are motivated to learn Kriol
3. You know how to proceed with learning Kriol, step-by-step and day-by-day
4. You study Kriol, not in isolation but in its cultural context

The first condition is best met by living in a Kriol speaking community. But just to live in such a community is not enough. You must spend time with people speaking Kriol. Even if you don't live in a Kriol speaking community, the first condition can be met by seeking out Kriol speakers and spending time with them speaking Kriol.

It is important to realise that language learning is learning to speak, to understand and to think in a new language. This is not the same as learning to read another language or learning to write another language, nor is it the same as learning to translate to and from another language. Language learning is not learning about a new language nor is it learning the rules in a grammar book.

Language learning is striving to achieve the mother tongue speaker's performance in speaking, understanding and thinking in the language. You learn to speak a language by speaking, not by reading, writing or translating, nor by learning rules of grammar. So in order to satisfy the first condition, you must spend time in a Kriol speaking environment.

Though this course is designed to be used by individuals, it is inadequate if used in isolation. We very strongly urge you to get a Kriol speaker to work closely with you as you work through the course. Because the course has been developed in a specific dialect which may be a different dialect from that of your helper, your helper may disagree with some of the Kriol in the lessons. If your helper says, 'We don't say it like that. We say thus-and-so,' remember that he - not the course - is the authority for his dialect and you should pay attention to him.

Motivation - the second condition - is an act of the will. Some people make the mistake of equating motivation with enthusiasm. When their enthusiasm is up, there 'motivation' is up. But enthusiasm is an emotion. It comes and goes in relation to how you feel, or how
the boss is treating you. Motivation is not an emotion, so don't tie it to your emotions. Motivation is a determination which results in a decision of the will — "I will learn Kriol." The 'I will' is far more important in language learning than the 'I.Q.' (As Brewster and Brewster [1976:1] point out, your aptitude is fine since you already speak English like a native.) It is important for you to realize that it is motivation that determines your ultimate proficiency in Kriol.

We have found that most Kriol speakers, once they know you are serious and positive about learning Kriol, will encourage you in your learning. They will probably continually congratulate you on your ability to speak Kriol. When they stop telling you how good you speak, don't be discouraged. Instead, you should be encouraged — they usually stop complimenting you when you have reached a level of fluency such that their attention is no longer called to your faltering mistakes (Nida 1950:4). They have begun to hear your message, not your mistakes.

This language learning course is provided to help you satisfy the initial stages of condition three. It is an introductory series of lessons designed to help you proceed with learning Kriol. Because this course is only an introductory course, it is important that you supplement it with additional drills and practice designed by yourself with the help of Kriol speakers. A very useful book to help you design additional drills is: LAMP - Language Acquisition Made Practical by E. Thomas Brewster and Elizabeth S. Brewster. LinguaHouse: Colorado. 1976.

Other books on language learning that may be helpful to you are:


True language learning is not learning a second language as an isolate. Rather, it is learning a language in its cultural context, learning both language and culture as an interrelated whole. This is especially important in learning Kriol. Even though some 90 per cent of Kriol words are borrowed from English, Kriol is not English. Most words have undergone shifts in meaning or usage that reflect Aboriginal world view, not European world view. If you study Kriol in isolation from its Aboriginal cultural usage, you will learn it in terms of the meaning and connotations of the English words from which the Kriol words were derived. This will inevitably result in miscommunication. You need to continually remind yourself to be alert to the way mother tongue Kriol speakers use Kriol words and learn to use them likewise. Continually remind yourself not to let your English interfere with your interpretation and production of Kriol.

This is the most difficult hurdle you must overcome in learning Kriol. Even we, after five years of studying Kriol, have to remind ourselves not to fall into the miscommunication trap of interpreting Kriol in terms of English meanings. It can be dangerous to fall into that trap! One night while driving to Nanguir we came across a road accident. We were immediately engulfed by a crowd of inebriated Kriol speakers who were shouting at us to take an injured woman to the hospital and at the same time putting her in our truck, explaining, 'Dinin breigim in am.' 'All right', we thought, 'she broke her arm. Let's get in and go.' Two hours and sixty rough kilometers later we delivered her to the hospital and discovered that her arm was not broken — it was completely severed! She could have bled to death because we interpreted Kriol in terms of English.

This language course is inadequate in helping you satisfy the fourth condition, studying Kriol in its cultural setting. It gives you only the basics of the language, only the primary meaning of some words. You will have to learn the cultural context and extended meanings of Kriol words and expressions from your face-to-face contact with Kriol speakers.

**LANGUAGE LEARNING PRINCIPLES**

The aim of language learning is to achieve the mother tongue speaker's performance in speaking, understanding and thinking in the language. The aim is to achieve the mother tongue speaker's fluency and accuracy in the use of the language.

- The mother tongue speaker has complete control over the mechanical features of the language. Does a mother tongue speaker of English have to ask himself while actually speaking whether the subject comes before the verb? No, because these things are automatic.
- Even when what the mother tongue speaker says doesn't have much information value, even when he doesn't know what he's talking about, even though 'his head is in neutral and tongue in high gear,' he still produces utterances which are consistently acceptable phonologically, grammatically and lexically.

- Even when he is taken by surprise, his pronunciation and grammar are still correct.

Before telling you what language learning should involve, here is a list of things that language learning is not:

1. Language learning is not analysis of the language
2. Language learning is not learning all the lessons in a grammar book about the language, nor indeed is it merely learning anything about the language
3. Language learning is not learning long vocabulary lists
4. Language learning is not learning to translate written texts with a bilingual dictionary, nor is it any kind of desk work which does not involve active speaking and listening
5. Language learning is not learning how to write a language

Language learning should involve the following activities:

1. Listening - listening all the time to mother tongue speakers talking
2. Mimicking - mimicking mother tongue speakers until you are indistinguishable from them
3. Drilling - practising and drilling until all the mechanical features of the language become automatic
4. Speaking - speaking wherever and whenever you can even though it takes considerable effort
5. Thinking - consciously trying to think in the language
6. Participating - making an active effort to learn the culture and participating in it where possible
7. Memorising - memorising and assimilating new words and expressions and the context in which they are used

Language learning is more than intellectual learning. It is even more than applying what you learn. It is learning a set of habits until they become automatic. Language is one aspect of patterned human behaviour. When human beings live in a society they behave according to definite patterns acceptable within that society.
Language learning is learning a new set of habits. This is hard for an adult to do because he has already learned and become set in a previous set of language habits. The patterns in the new language are different from his own and so he has to:

1. Learn a new set of patterns and make sure that his old set doesn't interfere with the new set.

2. Overcome negative reactions to the new set of patterns. After you have learned a set of cultural habits they acquire a value for you – an emotionally loaded value. Anything outside that pattern sounds peculiar because it conflicts with that set of values. Because the language that you are learning sounds peculiar and feels peculiar to you, you may have negative reactions to it. These negative reactions can be detrimental to your language learning if you are not aware of them and seek to overcome them. (See the Appendix for more on this.)

3. Over-learn the patterns so thoroughly that they become automatic habits. Mere intellectual knowledge is never enough in language learning. In language learning there are mechanical features which have to be mastered and made into automatic habits before you can communicate adequately.

In language learning the drills are the scales and arpeggios, the gear-changing exercises. They must be mastered thoroughly before any real victory is possible. Effort and drudgery are involved, but you must overcome the negative value we place on over-learning. Remember that until you respond automatically with the right features of the language, you cannot communicate successfully.

**LAYOUT OF THE KRIOL LANGUAGE LEARNING COURSE**

This language learning course consists of 35 lessons. The only English on the six cassettes to be used with this manual are the words 'Lesson X' that identify the start of each lesson.

Each of the first 30 lessons (with the exception of review lessons 10 and 20) has six sections:

- Conversation
- Vocabulary
- Grammar
- Pronunciation
- Useful Expressions
- Supplementary
The first three sections (Conversation, Vocabulary and Grammar) are interrelated and should be drilled as a unit. The review lessons, lessons 10 and 20, have four sections: Story, Questions, Pronunciation and Useful Expressions.

In all lessons, the beginning of each section is indicated on the cassette by a didjeridu and the end of each lesson is indicated by the Kriol expression *jaldu na*.

The following drill examples are taken from Lesson 1.

**Conversation**

Each lesson begins with a conversation between two or three people that will be drilled on the cassette four different ways:

1. LISTEN - The whole conversation will be given without special pauses. Just listen to the conversation. Your instruction on the cassette in Kriol at the beginning of the drill will be *irrim*.

   ![Image of a didjeridu and Kriol text]

   **Irrim.**
   
   (voice 1)  Wijei yundubaia go?
   (voice 2)  Mindubala go dijej.
   (voice 1)  Wal, kipgon.

2. LISTEN - The whole conversation will be given again but with a pause between each sentence. Just listen to the conversation. Your instruction on the cassette in Kriol at the beginning of the drill will be *irrim*.

   ![Image of a didjeridu and Kriol text]

   **Irrim.**
   
   (voice 1)  Wijei yundubala go?
   (pause)
   (voice 2)  Mindubala go dijej.
   (pause)
   (voice 1)  Wal, kipgon.
   (pause)

3. HUM and-SAY - Each sentence of the conversation will be drilled separately. A given sentence will be repeated five times with a pause between each repetition. During the first three pauses you should hum the rhythm and intonation of the sentence out loud. During the last pause you should say or mimic the sentence out loud. Just listen to the fifth repetition of the sentence so that the last voice you hear is a Kriol speaker's voice, not your own. Your instructions on the cassette in Kriol at the beginning of the drill for each sentence will be *sing*. To remind you in the midst of each drill when it is time to switch from humming the sentence to saying or mimicking the sentence, the Kriol instruction *bulurrun* will be given.

   ![Image of a didjeridu and Kriol text]

   **xlv**
Sing.

Wijeij yundubala go?
(pause - hum the sentence out loud)
Wijeij yundubala go?
(pause - hum the sentence out loud)
Wijeij yundubala go?
(pause - hum the sentence out loud)
Bulurruu.
Wijeij yundubala go?
(pause - say the sentence out loud)
Wijeij yundubala go?
(pause - say the sentence out loud)
Wijeij yundubala go?
(pause - say the sentence out loud)

This same procedure should be followed for each sentence drill.

4. SAY - The whole conversation will be given again with a pause between each sentence. During the pause you should say each sentence out loud. Your instruction on the cassette in Kriol at the beginning of this drill will be bulurruu.

Bulurruu.

(voice 1) Wijeij yundubala go?
(pause - say the sentence out loud)
(voice 2) Mindubala go dijeii.
(pause - say the sentence out loud)
(voice 1) Wijeij yundubala go?
(pause - say the sentence out loud)

Vocabulary

The vocabulary section usually consists of six words that will be drilled separately. A given word will be repeated three times with a pause between each repetition. During the two pauses you should say the word out loud. Just listen to the third repetition of the word so that the last voice you hear is a Kriol speaker's voice, not your own. Your instruction on the cassette in Kriol at the beginning of this section will be bulurruu.

Bulurruu.

mindubala
(pause - say the word out loud)
mindubala
(pause - say the word out loud)
mindubala
yundubala...etc.

Grammar

The words from the vocabulary section will be substituted in a key sentence taken from the conversation in order to drill a grammatical point. The word in the key sentence to be substituted is indicated in the manual by underlining.
Most of the lessons have a simple substitution drill. The word to be substituted and the key sentence from the conversation that contains the word will be given, followed by a pause, which in turn will be followed by the key sentence repeated. During the pause you should say the sentence out loud. Your instruction on the cassette in Kriol at the beginning of this drill will be bulurrun.

After the key sentence has been repeated, the Kriol instruction train na will be given. A new word to be substituted in the key sentence will be given, followed by a pause. During the pause you should say out loud the key sentence using the new word substituted for the previous word. Following the pause the key sentence with the new word will be given so you can check yourself to make sure you produced the sentence correctly.

Bulurrun.

mindubala
Mindubala go dijei.
(pause - say the sentence out loud)
Mindubala go dijei.
Train na.
yindubala
(pause - say the sentence with the new word out loud)
Yindubala go dijei.
dubala...etc.

The grammar drills of some lessons are constructed differently. Specific instructions for these drills are given in the manual under relevant lessons.

Pronunciation

This language learning course does not go into detail on pronunciation. Non-English sounds carry a minimal functional role in Kriol. For sounds that cause difficulty, we recommend that you get the assistance of a Kriol speaker and possibly refer to other works on Aboriginal language sounds.

The pronunciation section is divided into two parts:

1. LISTEN - Usually six words containing the sound to be drilled will be given one right after another. Just listen to the words, concentrating on hearing the sound being drilled. Your instruction on the cassette in Kriol at the beginning of this part will be irrim.

Irim.

spirrit
tharrei
lurran
airnap
garrim
burrun

2. SAY - Each word will be given twice with a pause between. During the pause you should try to say the word out loud. Your instruction on the cassette in Kriol at the beginning of this part will be gulum.

Gulum.
spirit
(pause - say the word out loud)
spirit
thurri...etc.

Useful Expressions
Each useful expression will be given three times with a pause between each repetition. During the first pause you should hum the rhythm and intonation of the expression out loud. During the second pause you should say the expression out loud. Your instruction on the cassette in Kriol at the beginning of this section will be sing en bulurrun.

Tharrei luk!
(pause)
Thereeeee luk?
(ah... not quite, try again)
Tharrei luk!

Supplementary
This section has not been designed for drilling as is. Rather, it gives you supplementary information as well as words for making your own drills with the help of a Kriol speaker. (N.B. If several of you are using this course together, we suggest you role play conversations. The most important practice, however, that you can have is to daily use what you have learned in conversing with Kriol speakers.)

For all lessons the Kriol words that occur in this section are recorded on the supplementary cassette. The words are said twice with a pause between. There are no instructions on the cassette. The English words 'Lesson X' are recorded to indicate the beginning of each lesson's supplementary words.
Story (Review Lessons Only)

This section consists of a story based on the conversations in previous lessons. You should listen to the story, concentrating on comprehension and retention of details. Your instruction on the cassette in Kriol at the beginning of this section is irrim. New words and expressions that occur will be commented on.

Questions (Review Lessons Only)

This section consists of several questions to enable you to check your comprehension of the story. The questions are in English in the manual. They do not occur on the cassette. If you have difficulty in answering the questions, you need more practice before going on to new lessons.

Lessons 31-35

The last five lessons of this course, lessons 31-35, consist of stories from several dialects of Kriol. You should listen to each story until you can easily distinguish the details. Your instruction on the cassette in Kriol at the beginning of each lesson will be irrim. A free English translation of each story is provided. There are seven additional stories on the supplementary cassette.

THE ROLE OF THE LANGUAGE LEARNER

It is not uncommon for people who speak English to establish themselves in roles which make language learning virtually impossible. For example, the person who goes as an administrator subconsciously puts on an administrator front, and acts in an administrative way. If someone goes as a teacher, or a health worker, or a missionary, he has a high-status role. His self-image compels him to behave in ways which conform to that role. A person who wants to learn another language often has legitimate responsibilities to perform, and these should help motivate him to learn the language well. But in language learning, the attitude of superiority that often goes (subconsciously) with the sophisticated role must be laid aside.

You must assume the role of a learner. A learner views himself as a student of the language and culture. He is the one who does not know, and those around him are the ones who do know what he needs to learn. They know how to act as insiders in the culture and he only knows how to act as an outsider. Every mother tongue speaker is potentially a person from whom he can learn. As you assume the role of a learner, Kriol speakers will feel more comfortable in correcting your mistakes and helping you learn. On the other hand, if you take on the role of an educated outsider who has 'come to help these people', then hardly anyone will feel
comfortable in giving you the help you need. You may never learn to communicate as an insider would, and you will frequently be misunderstood.

ACKNOWLEDGEMENTS

Most of the concepts in the first section of this introduction have been taken from Brewster and Brewster 1976:1 and Learn That Language, pp. 1-5. 'Language Learning Principles' has been mostly quoted from Learn That Language, pp. 1-5. 'The Role of the Language Learner' has been quoted with slight changes from Brewster and Brewster 1976:7.

BIBLIOGRAPHY


CONVERSATION

U meets R and W on the road.

U: Wije! yundubala go?
R: Minbala go dijei.
U: Wal, kipgon.

QUESTION

U: Where're you going? (N.B. This is the cultural equivalent to saying 'Hello, How are you?' It is usually accompanied by the hand sign illustrated above.)

R: We're going this direction.
U: Righto. Continue on.

VOCABULARY

Like most other Aboriginal languages Kriol has two sets of 'plural' pronouns. The first set refers to two people while the second set refers to more than two (84).

Try to memorise these pronouns:

- mindubala
- yundubala
- dubala
- melabat
- yunob
- olabat
- we (two)
- you (two)
- they (two)
- we (more than two)
- you (more than two)
- they (more than two)

GRAMMAR

Now drill these new pronouns in the sentence:

Mindubala go dijei.
PRONUNCIATION

Like other Aboriginal languages Kriol has an *rr* sound that is like the Scottish burr or rolled *r* (34).

Try drilling these words that contain the *rr* sound:

```
spirit
thanrei
burrum
airrap
garrim
burrum
```

spirit
that direction
down stream, below
up stream, further up
with; have
from; put, place

USEFUL EXPRESSION

Try learning this useful expression:

```
Thanrei luk!
```

There - see it?

SUPPLEMENTARY

Vocabulary

In addition to the pronouns given in the vocabulary, there are a number of alternate forms in use (88). These include:

- **common short forms:**
  - *mela* instead of *malobat*
  - *yobala* instead of *yundubala*
  - *mibala* instead of *mindubala*

- **common outside the Roper River area:**
  - *mibala* instead of *malobat*
  - *yubala* instead of *yumob.*

In addition to distinguishing two sets of 'plural' pronouns, Kriol makes a distinction as to whether the person being spoken to is included or excluded in the 'we' (85):

```
mindubala
yoomi
mibala
wi - wilat
```

we (two) but not you
we (two), i.e. you and I
we (more than two) but not you
we (more than two) including you
Lesson 2  Cassette 1 Side 1 (6 minutes 40 seconds)

CONVERSATION

R and W meet a group of people on the road.

R: Hieji yumob go?
U: Melabat go tharrei.
R: Mal, kipgon.

R: Where are you going?
U: We're going that direction. (N.B. The reply to this question need not be specific but only an indication of the direction of travel. The reply may be verbal, by sign language, or both. The hand-sign indicates not only direction but relative distance as well. If the hands are full the lower lip can be protruded to indicate the direction.)

R: Righto. Continue on.

VOCABULARY

Adverbs are used to indicate direction or location. In addition to the regular adverbs, many words can be used as adverbs by adding the suffix -said or -wei.

Try to memorise these adverbs:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tharrei</td>
<td>that direction</td>
</tr>
<tr>
<td>lurran</td>
<td>down stream, below</td>
</tr>
<tr>
<td>wonsaid</td>
<td>on/to the side, beside</td>
</tr>
<tr>
<td>trisaid</td>
<td>the side with/by the tree</td>
</tr>
<tr>
<td>songurranwei</td>
<td>west (N.B. Directions are often given in terms of east and west.)</td>
</tr>
<tr>
<td>abwei</td>
<td>part of the way</td>
</tr>
</tbody>
</table>

GRAMMAR

Now drill these new adverbs in the sentence:

Melabat go tharrei.
PRONUNCIATION

The *ng* sound (like the sound at the end of the English word *sing*) is used at the beginning of words (34).

Try drilling these words that contain the *ng* sound at the beginning:

- Ngukurr
- ngabi
- ngamuri
- ngarritjän

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- Wanim dijan?
- Wijan?
- Tharran jejea.

What's this?
Which one?
That one!

SUPPLEMENTARY

Vocabulary

Some additional location adverbs are:

- airrap
- longweï
- antap
- raidap
- najaweï

up stream, further up
far, far-away, distant
above, on the top of
all the way
the other way, another way
Lesson 3  Cassette 1 Side 1 (9 minutes 15 seconds)

CONVERSATION

R and W meet U on the road.

R: Wijej olabat main babamob?
U: Olabat longa riba.
R: Yummi go longa olabat?
W: Yesai, yummi go.

R: Where're all my brothers and sisters?
U: They're at the river.
R: Shall we go to them?
W: Yes, let's go.

VOCABULARY

Try to memorise these new words:

- riba                   river
- kemp                   home, camp
- ngamuri (~ amuri)     grandfather (N.B. father's father, not mother's father)
- hausu                  building, house
- Ngukurr                Roper River community
- bush                   bush

GRAMMAR

The preposition longa is used to indicate direction 'to, towards, into' and general location 'in, at, on, out, with' (144, 147).

Now drill the new words in the sentence:

Olabat longa riba.
PRONUNCIATION

The \( f \) sound may also be pronounced like a \( b \) sound (37, 44).

Try drilling these words that can be pronounced two ways:

\[
\begin{align*}
\text{fraitn} & \sim \text{braitn} \\
\text{faindim} & \sim \text{baindim} \\
\text{futwok} & \sim \text{butwok} \quad \text{(travel) on foot} \\
\text{semili} & \sim \text{bemili} \quad \text{family} \\
\text{folorum} & \sim \text{bolorum} \\
\text{fladwada} & \sim \text{bladwada} \quad \text{flood}
\end{align*}
\]

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Tada la im. 
Bobo. 

Say good-bye to him
Good-bye.

SUPPLEMENTARY

Vocabulary

good bye

Here are some additional words that can be practised in the key sentence:

\[
\begin{align*}
lambarra & \quad \text{father-in-law} \\
ongul & \quad \text{mother's brother} \\
bokjamba & \quad \text{bucking horse} \\
bisnis & \quad \text{ceremonial matters} \\
bunggul & \quad \text{fun corroboree, didjeridu} \\
milwoda & \quad \text{playing and singing} \\
soiwoda & \quad \text{deep water} \\
baijinggul & \quad \text{salt water, sea} \\
moghaus & \quad \text{bicicle} \\
margue & \quad \text{morgue}
\end{align*}
\]

Pronunciation

In some dialects \( f \) is sometimes pronounced like a \( p \) instead of a \( b \).
Lesson 4
Cassette 1 Sides 1 & 2 (9 minutes 10 seconds)

CONVERSATION

R and W meet a group of people at the river.

R: Wani m yunob dudu jeya?
U: Melabat bogibogi.
R: Wal, maatbi mındubala joinin län ga yunob.

R: What are you fellows doing there? (N.B. The hand sign used in asking 'where' questions is a general question handsign and is also used in asking 'what' questions.)

U: We're swimming.
R: Well, maybe we'll join you.

VOCABULARY

Try to memorise these new words:

bogibogi  swimming, bathing
tokgija    talking to each other
dagadagat  eating
 golajambap angry, upset
butsook    (travel) on foot
kwetgidap  sweating

GRAMMAR

If an event has already taken place, it is said to be in the 'past tense' and is indicated by the use of the auxiliary verb bin (127).

Now drill the new words in the sentences:

Melabat bogibogi.  We are swimming.
Melabat bin bogibogi. We were swimming.

N.B. This drill is slightly different than the previous grammar drills. It starts out the same as the previous drills, but after you have said and checked the key sentence with the new word substituted for the previous word, instead of being given the next new word you will be given the past tense word bin. You should say out loud the sentence you just finished saying but with bin inserted so the sentence is in the past tense. This will then be followed by the next new word to be substituted in the key sentence in the present tense.
PRONUNCIATION

The h sound may be 'deleted' or be silent (37, 44).

Try drilling these words that can be pronounced two ways:

- *hawus* ~ *awus*  building, house
- *hospil* ~ *ospil*  clinic, hospital, dispensary
- *hādbala* ~ *adbala*  hard, tough; loudly
- *holdim* ~ *oldim*  hold
- *honim* ~ *onim*  butt, gore, horn
- *hanggri* ~ *anggri*  hungry

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- *Gudei!*  Greetings. Good day.
- *Gudnait!*  Greetings. Good evening.
  (N.B. This is used upon arrival, not upon departure. It is especially common in greeting someone on the street after dark.)
- *Alo!*  Hello; Hey what's this?

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

- *audim*  put out, turn off (a light)
- *dūt*  do, obey
- *endulim*  cope with; control
- *lentm*  teach
- *wirrimon*  put on (clothes)
- *wodrum*  to water
- *bako*  vomit
- *gumbu*  urinate, urine
- *guna*  defecate, faeces
- *misteik*  to make a mistake, be mistaken
- *ekadint*  to have an accident
- *gidsoik*  to be surprised, to be shocked
Lesson 5  Cassette 1 Side 2 (7 minutes 15 seconds)

CONVERSATION

R and W talking with the group at the river.

U: Burrun ueya yundubala bin kaman?
R: Burrun marrei langa ausu.
W: Mindubala bin kaman burrun jeya.

U: Where did you come from?
R: From there at the house.
W: We came from there.

VOCABULARY

Try to memorise these new words:

<table>
<thead>
<tr>
<th>word</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeya</td>
<td>there</td>
</tr>
<tr>
<td>obis</td>
<td>office</td>
</tr>
<tr>
<td>dinakemp</td>
<td>place where one has lunch in the bush</td>
</tr>
<tr>
<td>bijing</td>
<td>fishing</td>
</tr>
<tr>
<td>jangodon</td>
<td>west</td>
</tr>
<tr>
<td>ospil</td>
<td>clinic, hospital</td>
</tr>
</tbody>
</table>

GRAMMAR

The preposition burrun is used to indicate direction 'from, away from' (144, 148).

Now drill the new words in the sentence:

Mindubala bin kaman burrun jeya.
PRONUNCIATION  \( k = g \)

The \( k \) sound may also be pronounced like a \( g \) sound (37, 44).

Try drilling these words that can be pronounced two ways:

- \( kukum \sim gugum \)  
  cook
- \( kontri \sim gantri \)  
  country
- \( kabarrumap \sim gabarrumap \)  
  cover
- \( kaman \sim gaman \)  
  come
- \( kroba \sim groba \)  
  type of digging stick; crowbar
- \( kidikidi \sim gidigidi \)  
  young goat, kid

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- \( ni sogud gabarrra \).
- \( ni luji enijing \).

I'm absent-minded.
I can't remember anything.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

- \( dedi \)  
  father, father's brother
- \( mami \)  
  mother, mother's sister
- \( gajin \)  
  mother-in-law, mother-in-law's sisters and brothers
- \( banji \)  
  spouse, spouse's siblings
  (N.B. In some WA dialects this is a vulgar word.)
- \( leimbala \)  
  lame person or animal
- \( lektrikwan \)  
  electrical
- \( jigibala \)  
  mean, dangerous, poisonous
- \( dibala \)  
  deep

Grammar

In some dialects \( burum \) and \( fum \) are often used instead of \( burum \).

Pronunciation

In some dialects the opposite tends to take place, i.e. \( g \) may also be pronounced like a \( k \).
CONVERSATION

R and W talking with the group at the river.

U: Burrum weya yordubala bin gaman?
R: Burrum ospil mindubala bin gaman.
W: Yewai, fish bin jalk landa mi duwaji.
R: Neil blanga im bin jalk landa im.

U: Where did you come from?
R: We came from the clinic.
W: Yeah, because a fish spiked me.
R: Its spike stuck her.

VOCABULARY

Try to memorise these new words:

neil
waiya
kroba
wadi
ompat
jikininbalawen

spike, nail
fishing spear, wire
type of digging stick
stick, piece of wood, tree
projection (from the side)
thorny or spiky object

GRAMMAR

The preposition *blanga* is used to indicate possession (144, 155).

Now drill the new words in the sentence:

*Neil blanga im bin jalk landa im.*
PRONUNCIATION

The rd sound is a d-like sound that is made with the tongue curled back (34).

Try drilling these words that contain the rd sound:

- hard
- bard
- gardi
- ardím
- dardibala
- dardim

USEFUL EXPRESSIONS

Try to learn these useful expressions:
- Naising.
- Yawais.
- Lifurn.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practiced in the key sentence:

- bambu
- bingga
- lodong
- enijing
- domiauk
- didjeridu
- finger, hand
- load, cargo
- anything; also used to refer to a person's baggage, luggage, swag
- axe

Grammar

Possession may also be indicated by the use of personal pronouns placed before the object possessed (89). In expressing the possession of 'my', though the personal pronoun mi is used, mai and main are also used. When main is used, the object possessed may be deleted (90).

Pronunciation

In some dialects rd is sometimes pronounced like a t instead of a d.
Lesson 7          Cassette 1 Side 2  (7 minutes 40 seconds)

CONVERSATION

R and W talking with the group at the river.

W: Mindubala bin go longa hospil.
R: En ai bin dañi eista,
R: "Wanbala ogamun jeya, yu luk longa im."

W: We went to the clinic.
R: And I told the health sister,
R: "There's a woman there — take a look at her."

VOCABULARY

Try to memorise these new words:

- **olgaman**: woman, older woman, respected female
- **olmen**: man, older man, respected male
- **bardbard**: bird
- **gidigidi**: young goat, kid
- **modiga**: vehicle, car, truck
- **bardibala**: dirty one

GRAMMAR

The singular pronoun **im** refers to both male and female as well as impersonal objects (83).

Now drill the new words in the sentence:

_Wanbala ogamun jeya, yu luk longa im._
PRONUNCIATION

The ai sound (like the English 'i') may also be pronounced like the a sound (like the English 'a' in 'father') (39, 45).

Try drilling these words that can be pronounced two ways:

graindimap ~ grind
dinadim ~ lunch time
eabadim ~ dinner time
batindim ~ find
braatnimap ~ frighten
babadim ~ first, previously

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Nomo lagijat.
Yu bin meigim mi bush.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

munanga
balanda
garnia
marluga
dadiwan
mamitwan
bowna
gelwan

white person
white person
white person
old man, respected man
paternal
maternal
masculine
feminine

Grammar

'I' is indicated by the pronouns mi and ai. Mi can be used in both subject and object positions, while ai can be used only in subject positions (83).
CONVERSATION

R and W talking with the group at the river.

W: Ai bin dalim sista ai bin ardim main fut.
W: Imin dalim mi,
W: "Gardi! Blanga yu but im dardibala brabli!"

W: I told the sister I hurt my foot.
W: She said to me,
W: "Goodness! Your foot is very dirty!"

VOCABULARY

Try to memorise these new words:

dalim
bratnimap
candimei
rijim
gajulum
julujmap
tell, say
frighten
chase away
chase after, run up
take hold of, embrace
entice, talk someone into doing something

GRAMMAR

*im* is a contraction of the pronoun *im* plus the past tense auxiliary verb *bin*. Only rarely does *im bin* occur; it is normally *im* (127).

Now drill the new words in the sentence:

*im* dalim mi.
PRONUNCIATION  \( t = d \)

The \( t \) sound may also be pronounced like a \( d \) sound (37, 44).

Try drilling these words that can be pronounced two ways:

- talim \( \sim \) dalim  
  - tell
- taimap \( \sim \) daimap  
  - tie
- teilum \( \sim \) dailim  
  - mind, tend to
- teistim \( \sim \) daisidim  
  - taste
- tetul \( \sim \) dedul  
  - turtle
- terki \( \sim \) derki  
  - bustard, bush turkey

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- \textit{Imin gorran la im bodi.}  
  - He's lost a lot of weight. He's wasted away.
- \textit{In nomo garrim bodi.}  
  - He's very thin. He's emaciated.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

- ardum
- bulum
- bujum
- graulum
- groimap
- skulimap
- mokim
- jerdum
- banijim

Grammar

In some dialects, especially in the Kimberleys, \textit{im bin} is usually contracted to \textit{ibin} instead of \textit{imin}.

Pronunciation

In some dialects the opposite tends to take place, i.e. \( d \) may also be pronounced like \( t \).
Lesson 9          Cassette 2 Side 1 (7 minutes 45 seconds)

CONVERSATION

W telling about her visit to the clinic.

W: Imin talim mi, "Yu go washim basdam."
W: "Abda mi taimap yu garrim bendij."
W: Imin lagijat langa mi.

W: She said to me, "Go wash it first."
W: "Then I'll tie it up with a bandage."
W: That's what she said to me.

VOCABULARY

Try to memorise these new words:

\[
\begin{align*}
\text{bendij} & \quad \text{bandage} \\
\text{reig} & \quad \text{bandage, rag} \\
\text{kaiiko} & \quad \text{canvas, material} \\
\text{roup} & \quad \text{rope} \\
\text{dring} & \quad \text{string} \\
\text{grinaid} & \quad \text{raw hide}
\end{align*}
\]

GRAMMAR

The preposition \textit{garrim} is used to indicate 'with' (144, 157).

Now drill the new words in the sentence:

\textit{Abda mi taimap yu garrim bendij.}
PRONUNCIATION R or RRrrrrr .......

The r sound when it occurs between two vowels may be pronounced like the rr sound (37, 44).

Try drilling these words that can be pronounced two ways:

- spirit ~ spirrit
- baramandi ~ baramandi
- keinggaru ~ keinggarru
- kukubara ~ kukubarra
- karabori ~ karrobarri
- eradrom ~ erradrom
- barramundi
- kangaroo
- kookaburra
- corroboree
- airport, airstrip

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Gibit im go. Give him a chance.
Bego la im. Let him have a fair go.
Ai bin gibit mijel. I committed myself to it.
I put all I had into it.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

blekwan
baibulwan
greiwan
strongwan
sofwan
spotspotwan
bigiwan
HOW
BIG
WAS
IT
REALLY?!?
black
black and white, piebald;
biblical
pastel, coloured
strong; tough (meat)
soft; tender (meat)
spotted
very big (N.B. When used to
describe the size of a fish,
big refers to the thickness
of the fish, not to the
length.)
very long
pretty object

longiwan
burdidibalawan
Lesson 10  Cassette 2 Side 1 (2 minutes 50 seconds)

STORY

Minbala bin go la riba en minbala bin mita olabat jeya la riba. Dei bin bogibogi en wim dei bin aqsim minbala, "Weya yunbala bin koman?" "Minbala bin gemon burra hospil. Fish bin jalk la mi dumaji, en taimap mi garra bendij. Burrun jeya na mindubala bin koman en minbala garra bogibogi la yumob na."

COMMENTS

la is the short form of longa (see lesson 12).
mita, burra, garra are shortened forms of mitim 'meet', burrun 'from', garrim 'with'. The final "m" of such words is often deleted in quick speech (see lesson 26).
garra is also an auxiliary verb basically meaning 'will' (see lesson 18).
dei 'they' is a "light" form used in place of dubala and olabat.
aqsim 'ask'
na is sometimes used as an emphatic marker ('From there') and sometimes as a time-sequence marker ('now') (see lesson 28).

Some elements necessary in English ('We replied...'; 'She...') are optionally deleted in Kriol in certain contexts.

QUESTIONS

1. How many people went to the river?
2. Where had they come from?
3. Why had they been there?
4. What happened there?
5. What are they going to do at the river?

(Answers are on page 71)
**PRONUNCIATION**

\[ \text{rl} = \text{iish} \]

The \( \text{rl} \) sound is an \( \text{r} \)-like sound that is made with the tongue curled back (34).

Try drilling these words that contain the \( \text{rl} \) sound:

- yarlbuw
- jarl
- gariwai
- gabarluen
- marlabangu
- marluga

**USEFUL EXPRESSIONS**

Try to learn these useful expressions:

- \( \text{Yu nomo bulumat.} \) Don’t take it away.
- \( \text{Dijan im libingwu}. \) This one can’t be taken away — it stays here.
- \( \text{Yu nomo meigim mijelb biginini}. \) Don’t behave like a child.
- \( \text{Yu nomo wondi rekan mijelb klebaba}. \) Don’t consider yourself to be smarter than you are.
Lesson 11  

CONVERSATION

R and W taking their leave of the group at the river.

R: Wal, maitbi mindubala libum yunob.  
R: Mindubala wandi go tharre' blanga fishing.  
U: Im rait. Yindubala gin go.

R: Well, maybe we'll leave you.  
R: We want to go that direction to fish.  
U: That's OK. You can go.

VOCABULARY

Try to memorise these new words:

- fishing
- lugubat marlabangu
- gajimbat yarlbun
- dina
- spelumbat mijel
- silip

fishing
look for mussels
collecting water
lily
lunch
take a spell, have a rest
sleep

GRAMMAR

The preposition blanga is also used to indicate 'purpose' (156).

Now drill the new words in the sentence:

Mindubala wandi go tharre' blanga fishing.
PRONUNCIATION  

RN is N

The RN sound is an R-like sound that is made with the tongue curled back (34).

Try drilling these words that contain the RN sound:

- barnim  
  burn; heat
- bomim  
  give birth to
- bamga  
  a specific kinship relation
  (includes daughter's children)
- gamatya  
  water lily root
- mundu  
  muscle; strength
- ngarini  
  What now? What next?

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- Bobala mi nagap na.  
  Oh boy! Am I tired!
- Ai bin gidap longwei dailait.  
  I got up very early.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

- jingat  
  call, shout out
- jinigap  
  sneak up
- barnimap  
  burn, burn up; idiom: to irritate
- hibimap  
  pile up, make a big heap
- kilimap  
  climb
- womem  
  make warm
- yadimap  
  put in an enclosure
- ringgap  
  ring up by telephone or radio
- jadimap  
  close, shut; to fill so full that there's no room left
- jagim  
  throw

Grammar

Blanga is also used to indicate a benefactive relationship, the meaning of 'about', and an infinitive 'to' type of conjunction (156).
Lesson 12  Cassette 2 Side 2 (7 minutes 10 seconds)

CONVERSATION

R and W going fishing.

R: Yummi go tharran la tharran bilibong.
W: Yewai, brabliwon tharran kontri bli baramandi.
R: En bli gamaiya du.

R: Let's go to that billabong.
W: Yes, that area's very good for baramundi.
R: And for lily roots too.

VOCABULARY

Try to memorise these new words:

baramandi  barramundi

gamaiya  water lily root

jugbeig  wild honey, sugar bag

goana  goanna

bleinggirriwul  frill-neck lizard

buludang  blue-tongue lizard

GRAMMAR

The prepositions biona and longa have the short forms bia and la respectively that are often used in place of the long forms (144).

Now drill the new words in the sentence:

Brabliwon tharran kontri bli baramandi.
PRONUNCIATION  \textit{th} – \textit{d}

The \textit{th} sound may also be pronounced like a \textit{d} sound (37, 43).

Try drilling these words that can be pronounced two ways:

\begin{align*}
\text{tharron} & \sim \text{darron} & \text{that} \\
\text{thadlat} & \sim \text{dadlat} & \text{those} \\
\text{thadmaij} & \sim \text{dadmaij} & \text{very much} \\
\text{theadi} & \sim \text{deadli} & \text{thirsty} \\
\text{thong} & \sim \text{dong} & \text{thong}
\end{align*}

USEFUL EXPRESSIONS

Try to learn these useful expressions:

\begin{align*}
\text{Gibit im sheiken.} & \quad \text{Shake hands with him.} \\
\text{Kwikbala. Dat san im renwei na.} & \quad \text{We'll have to hurry. We're running out of day light.}
\end{align*}

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

\begin{align*}
\text{kwaiteneik} & \quad \text{harmless snake} \\
\text{bandiyon} & \quad \text{king brown snake, python, taipan} \\
\text{bigibigi} & \quad \text{pig} \\
\text{bontbont} & \quad \text{young horse} \\
\text{bujigat} & \quad \text{cat}
\end{align*}

Grammar

The shorter forms \textit{ba}, \textit{bo} and \textit{fo} are sometimes used for \textit{blanga}. In some dialects, especially in the Kimberleys, the longer forms \textit{blongonda} for \textit{blanga} and \textit{longonda} for \textit{langa} are sometimes used. Likewise the alternate from \textit{blon}da for \textit{blanga} (144).

The English 'comparative' ("\textit{A} is bigger than \textit{B}") and 'superlative' ("\textit{C} is the biggest") constructions are recast in Kriol. The comparative is often \textit{A lliwan. B bigwan}, or sometimes \textit{B im bigwan la A}. The superlative does not often occur, but when it does it is often \textit{A en B dubala bigwan}. \textit{C im brabli bigwan}. The use of the form \textit{bigiwan} does not mean 'biggest' but 'very big' (103).

Pronunciation

In some dialects \textit{th} is sometimes pronounced like a \textit{t} instead of a \textit{d}.
Lesson 13

CONVERSATION

R and W fishing.

R: Yu deigim dijan munanga lain.

R: Tharron fish gan breigim dumaji.

W: Yuwai, dijan bushwan bla mi, im mait breigim dumaji.

R: Mal, mi go dijei garrim main waiya.

R: Take this nylon fishing line.

R: The fish can't break it.

W: Yeah, the fish might break my bush one.

R: Well, I'll go this way with my fishing spear.

VOCABULARY

There is a set of singular and plural 'this' and 'that' demonstrative pronouns. The singular set, in addition to the 'normal' form, has both a 'long' form and a 'short' form (94).

Try to memorise these demonstrative pronouns:

\[
\begin{align*}
dijan & \quad \text{this (normal form)} \\
darrawan & \quad \text{that (long form)} \\
that & \quad \text{that (short form)} \\
dislat & \quad \text{these} \\
\text{thadmob} & \quad \text{those} \\
\text{dadlat} & \quad \text{those}
\end{align*}
\]

GRAMMAR

Now drill the demonstrative pronouns in the sentence:

\[Yu \ deiga \ dijan \ munanga \ lain.\]
PRONUNCIATION

P may be B

The p sound may also be pronounced like a b sound (37, 44).

Try drilling these words that can be pronounced two ways:

- purrum ~ burrum place, put; from
- pigipigi ~ bigibigi pig, hog
- piginini ~ biginini child, baby
- pogipain ~ bogibain echidna
- pulummat ~ bulummat take away from; pull out
- pappap ~ babbab puppy dog

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- Hu thanjea? Who is that?
- Hu thadiat? Who are they? Which people?
- Mi nyumen. I'm new to the place.

SUPPLEMENTARY

Vocabulary

There are some two and a half dozen demonstrative pronoun forms, many of which form sets with alternate pronunciations (94). Some of these sets include:

- jarran ~ darran ~ tharran that
- jat ~ dat ~ that that
- dijmob ~ dismob these
- jadlot ~ dadlot ~ thadlot those

Some dialects also use the form dimbala for 'those'.

Pronunciation

In some dialects the opposite tends to take place, i.e. b may be pronounced like a p.
Lesson 14  Cassette 2 Side 2 (8 minutes 35 seconds)

CONVERSATION

R and W fishing.

W: Bigmob barramundi jeya ai bin gajim, yu luk.
R: Yuwmi kadimak basdum en deigimat binji en gabarra.
W: En yuwni deigimbek olabat la shop na, klinwan.
R: Yewai, en olabat selam jeya, dat bispat.

W: I caught a lot of barramundi - take a look.
R: Let's cut them up and remove the guts and heads.
W: And then we'll take them to the shop cleaned.
R: Yeah, and they can sell the flesh (fish fillets) there.

VOCABULARY

Try to memorise these new words:
degimbek take, return
deqimat remove
bayim pass by, by pass
bayimap bring
majurrum gather
majurrumap together, muster

GRAMMAR

Many verbs occur with adverbial suffixes such as -at 'out' and -bek 'back'. With some verbs the suffix changes the meaning only slightly; with other verbs it totally changes the meaning. Each verb has to be considered individually in context to learn its meaning (117).

Now drill the new words in this sentence:

Yuwni deqimbek olabat la shop na.
PRONUNCIATION

The d sound when it occurs between two vowels may be pronounced like the rr sound (37, 44).

Try drilling these words that may be pronounced two ways:

budum ~ burrum put; from
tideina ~ tirreina this very day
gadim ~ garrim with; have
dadei ~ darreir that direction
darban ~ darvov that
modiga ~ morriga vehicle, car, truck

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Adbala, moomda gidap. Hard - put some muscle into it.
Gud boi. Thank you (to a male).
Gud gel. Thank you (to a female).

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

bigimap pick up; choose, elect, select
bastimap bust; hit or kick very hard
digidowei take away, remove
skedadamat scatter
jendimap cause to stand up, place on
dringimap nose; put up (a tarp or net)
joinimap join, unite
opinimap open up
bagadigmap mess up, make unserviceable
runiundan ruin, destroy, tear down

Grammar

Additional adverbial suffixes include:

-on on
-ap up
-dan down
-in in
-op off
-ran around
-wei away
Lesson 15  Cassette 3 Side 1 (7 minutes 45 seconds)

CONVERSATION
R and W cooking the fish.

W: Yummi dagadagat wambala basdom.
R: Burrum na, ontap la eshis.
R: Wam im barn llibit, yummi donimron.
R: Barn llibit, yummi deigimat dat skinpat isibala.
   W: Let's eat one first.
   R: Put it on the coals.
   R: When it cooks a bit, turn it over.
   R: When it cooks a bit longer then we can remove the skin
      and scales easily.

VOCABULARY
Adverbs are used to indicate time. In addition to regular time
adverbs, some words can be used as an adverb by adding the suffix
-taim (153).
Try to memorise these adverbs:

basdom  first
bambai  later on
dinataim at lunch time
diosina  this very day
wowiktaim in/for one week
mailowiktaim the week one doesn't get money

N.B. In counting time, part of a unit of time is counted as a
whole unit of time. Examples: If a person is asked to work for
two weeks starting on Friday the 1st, he will have worked his two
weeks come Friday the 8th even though he only worked six days.
The first week of work only had one working day in it, but it is
still counted as one week since it is part of the week unit of
time. Or if a person buys a car in December 1981, he will have
had the car three years come January 1983 even though he had it
only fourteen months.

GRAMMAR
Now drill the new time adverbs in this sentence:
Yummi dagadagat wambala basdom.

FSSM
TWT  13 Days
FSSM  6 Weeks
TW  !?!?
Some words that begin with two consonants may also be pronounced with a vowel inserted between the two consonants (39, 46).

Try drilling these words that may be pronounced two ways:
sleep
snake
sneak up on

Try to learn these useful expressions:
Ai gada lisid ai. I've got a good eye for spotting lizards.
Ai nomo sabi weya bia main ai bin fidan. I don't know why I didn't see it.

The suffix -taim often occurs as -daim or -dam.

Some additional time adverbs are:
ailibala early morning
dregli soon
streidawei immediately
tumontaim in/for two months
minait in the middle of the night
naitdam at night
deidam during the day
sabadam late afternoon, around dusk
emogotaim midmorning, midafternoon

This vowel insertion normally occurs when the first consonant is an ɡ and the second consonant is a nasal, an l or a semi-consonant (39).
Lesson 16 Cassette 3 Side 1 (7 minutes)

CONVERSATION

R and W after eating.

W: Mi bulap na. Mi labda vilip.
R: Yummi silip wansaid la jat wadi jeya.
W: Gardi! Sineik jeya! Im mait baidim yu!
   W: I'm full now. I'll have to have a sleep.
   R: Let's sleep by that tree there.
   W: Hey! There's a snake there! It might bite you!

VOCABULARY

Try to memorise these new adverbs:

wansaid  by, beside

usaid    on both sides

datsaid  on the other side

gulijap  near

disaid   on this side

sangirrapwei east

GRAMMAR

Location adverbs are often used with a prepositional phrase to make the location more specific (148).

Now drill the new adverbs in this sentence:

Yummi silip wansaid la jat wadi jeya.
PRONUNCIATION

The śh sound may also be pronounced like a j sound (37, 43).
Try drilling these words that can be pronounced two ways:

| śhugabeg | jūgubeg | wild honey |
| śheigim   | jēigim  | shake      |
| śhabala   | jābala  | sharp      |
| śhōlda    | jōlda   | shoulder   |
| śhudum    | jūdum   | shoot      |
| śhuga     | jūga    | sugar      |

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Ai bin hatjamp nomo lilbit.  I got a fright.
Mai blad bin ranawei.       I was so frightened my heart stopped beating.

SUPPLEMENTARY

Vocabulary

Some additional location adverbs are:

lida
front
najasaid

ahead, in front
ahead, in front
on the other side

Grammar

There are several prepositional phrases that are often used in combination with a second prepositional phrase (151).
These include:

la tāp
la lid
la mīdīl

above, on top of, over
ahead, in front of, leading
in the middle of, between
Lesson 17  Cassette 3 Side 1 (7 minutes 45 seconds)

CONVERSATION

R and W discussing what to do next.
W: Yummi labda kipgon la shop na.
W: Jeya na olabat gowingowin la jat ai bia im.
R: Yummi labda bilimap jugubeg en deigimbek.

W: We'll have to go on to the store.
R: Wait a minute. I can hear honey bees.
W: There they are — going in the hole where the honey is.
R: We'll have to fill up a container with honey and take it back.

VOCABULARY

Try to memorise these new words:

<table>
<thead>
<tr>
<th>gowingowin</th>
<th>going in</th>
</tr>
</thead>
<tbody>
<tr>
<td>bogibogi</td>
<td>swimming, bathing</td>
</tr>
<tr>
<td>bambam</td>
<td>burning</td>
</tr>
<tr>
<td>kadinkadim</td>
<td>cutting</td>
</tr>
<tr>
<td>weitweit</td>
<td>waiting</td>
</tr>
<tr>
<td>jinggibatbinggibat</td>
<td>thinking, considering</td>
</tr>
</tbody>
</table>

GRAMMAR

Verb action that is continuous or repetitious is indicated by reduplicating the verb (119).

Now drill the new words in this sentence:

"Jeya na olabat gowingowin."
PRONUNCIATION  oNYion

The ny sound is similar to the first 'n' sound in the English word 'onion'. It is made with the blade of the tongue against the roof of the mouth (34).

Try drilling these words that contain the ny sound:

nyangarri  selfish, unsharing
nyus             news
nyali     satisfied, pleased
nyarrr    good, excellent
nyukurr   sacred, holy

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Mi naf bulap binji na.  I've had enough to eat.
Ai nomo sabi honggri la diis pleis.

I'm never hungry here.
(Implication: The food is good and there's lots of it!)

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

biinbiin       puffing
paapae       passing by
graangraon     spinning
laiylaiaya    lying
golagola     being angry

Grammar

An action that is of a relatively extreme duration may be indicated by multiple reduplication of the verb. This is usually accompanied by a rise in pitch on the verb, the high pitch being sustained throughout the multiple reduplication (120).
Lesson 18  Cassette 3 Sides 1 and 2 (7 minutes 40 seconds)

CONVERSATION

R and W counting their money.

R: Thadnaj mani dat shop monija bin gibit la ywmni.
W: Ai labda go budum main moni langa beingk.
W: Main biginini oldei gaman hambag la ni aumaji.
R: Olabat mait deigimat bla go pleiplei la kad.

R: That shop manager gave us a lot of money.
W: I'll have to go put my money in the bank.
W: Because my children always come and humbug me.
R: They might take it to go play cards.

VOCABULARY

A small group of auxiliary verbs is used in front of the main verb to express the idea that something may or should or cannot take place (128).

Try to memorise these auxiliary verbs:

\[
\begin{array}{ll}
\text{mait} & \text{may} \\
\text{gan} & \text{can not}
\end{array}
\]

\[
\begin{array}{ll}
\text{gin} & \text{can} \\
\text{labda} & \text{must, should}
\end{array}
\]

\[
\begin{array}{ll}
\text{andi} & \text{will, want to}
\end{array}
\]

\[
\begin{array}{ll}
\text{garra} & \text{will, should (N.B. In most}
\text{cases where a Kriol speaker says,}
\text{'You garra do so-and-so', he is}
\text{asking, 'Will you do so-and-so?'}
\text{not commanding, 'You must do so-
\text{and-so!'}.}
\end{array}
\]

GRAMMAR

Now drill the new auxiliary verbs in this sentence:

\[
\text{Olabat mait deigimat bla go pleiplei la kad.}
\]
PRONUNCIATION V = B

The y sound may also be pronounced like the b sound (37, 44). Try drilling these words that can be pronounced two ways:

- véri ~ béri  
- voïs ~ bois  
- varenda ~ barenda  
- vilij ~ bilij

volibol ~ bolibol
vomit ~ vomit

'village' - Aboriginal housing section of community

USEFUL EXPRESSIONS

Try to learn these useful expressions

- Blanga hu dijan?  
- Blanga yu dijan?  
- Mi sheim la maxus bla tok.

Whose is this?  
Is this yours?  
I'm too shy to talk. I'm too embarrassed to say anything.

SUPPLEMENTARY

Vocabulary

Here are some additional verbs that can be practised in the key sentence:

- frait  
- guddjinji  
- noguddjinji  
- minba  
- teiknodis  
- harriap

be frightened
satisfied, happy, pleased
dissatisfied, unhappy
remember
pay attention, obey, take advice
hurry

Grammar

There are two tenses: past tense and non-past tense. Past tense is indicated by the auxiliary verb bin while non-past tense is indicated by the absence of a tense auxiliary verb (127). However, some of the 'mode' auxiliary verbs contain a future tense orientation (129). These include: āndi, garru, woni, and gona 'want to, intend to, will'.

Passive constructions are rarely used in Kriol. In most cases the passive idea ('John was hit') is expressed in an active construction ('X hit John') (137).
Lesson 19  Cassette 3 Side 2 (8 minutes 55 seconds)

CONVERSATION

R and W talking outside the shop.
R: Mi thesidbala na. Mi guliJap perrish bla wada.
W: Na! maAdi yunmi go baiyim loliwada.
R: Olabat nomo garrim loliwada la shop.
R: Olabat yangboi bin binijimap dunaJi.
R: I'm thirsty. I'm dying of thirst.
W: Well, let's go buy a cool drink.
R: They don't have any drinks in the shop.
R: The young boys bought them all.

VOCABULARY

Try to memorise these new words:

- garrim: have
- diringgimbab: drinking
- meigim: make
- weistimbab: wasting; using
- bringimap: bring
- garrimap: take, carry

GRAMMAR

To change the meaning of a sentence from being positive to being negative, the auxiliary verb nomo is used in front of the main verb (125).

Now drill the new words in the following negative and positive sentences:

R: Olabat nomo garrim loliwada la shop.
W: Nomo! That's not right!
W: Olabat garrim loliwada la shop.

They do have drinks in the shop.

N.B. This drill is slightly different from previous grammar drills. After you have said and checked the negative sentence, another voice on the cassette will say nomo! ('that's not right!). You should then say out loud the positive sentence.
PRONUNCIATION

The s sound may also be pronounced like a j sound.
Try drilling these words that can be pronounced two ways:

\begin{align*}
sabi & \sim jabi & \text{know, understand} \\
sidan & \sim jidan & \text{sit down; live; to be} \\
silip & \sim jilip & \text{sleep} \\
sogim & \sim jogim & \text{soak} \\
supjup & \sim jupjup & \text{stew} \\
sangodan & \sim jangodan & \text{sunset, west}
\end{align*}

USEFUL EXPRESSIONS

Try to learn these useful expressions:

\begin{itemize}
    \item \textbf{Mi nomo sabi dis kainaba daya.} I'm not familiar with this kind of food. (N.B. This is a polite way of saying, 'No thanks, I don't care for any!')
    \item \textbf{Mi nomo yuetu.} I'm not familiar with it. (N.B. This often implies being uncomfortable.)
\end{itemize}

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

\begin{align*}
\text{abun} & \quad \text{have} \\
\text{binifim} & \quad \text{finish} \\
\text{kolum} & \quad \text{call, name} \\
\text{kandim} & \quad \text{count} \\
\text{jibdim} & \quad \text{shift, move} \\
\text{olum} & \quad \text{hold} \\
\text{maindim} & \quad \text{look after, tend to, protect} \\
\text{lukinat} & \quad \text{watching, observing, spying on}
\end{align*}

Grammar

In addition to nomo, negative auxiliary forms used include: no, nat and neba. The latter two carry a sense of emphasis (125). Some dialects tend to use nomo more often than no and vice versa.

When more than one auxiliary verb is used in a sentence, the basic word order tends to be:

\begin{align*}
\text{negative} & \sim \text{aux. vb.} & \sim \text{past tense} & \sim \text{aux. vb.} & \sim \text{other} & \sim \text{main} & \sim \text{aux. vb.} & \sim \text{verb}
\end{align*}
Lesson 20  Cassette 3 Side 2  (3 minutes 10 seconds)

STORY

Minbala bin go la bilibong en gajimbat lorrna barramandi en minbala bin dagat wanbala basdam en nathalot minbala bin dejimbek la shop en that shop menija bin gibit minbala thadmaj mani en afa ai bin thesdi, minbala bin go baiyam loliwada. Bat no loliwada bin jeya. Ola yangboi bin binijinay. Ai bin labda go en burra la beingk ola mani.

COMMENTS

lorra  'lots of'

Note that afa can mean 'afterwards' in addition to 'after'.

QUESTIONS

1. What did they do at the billabong?
2. How many fish did they eat?
3. What did they do with the rest of the fish?
4. What did they buy at the shop?
5. Why?
6. What did she do with the money?

(Answers are on page 71)
PRONUNCIATION  hAU nAU, brAUn cAU!?!  

The *au* sound (like the English 'ow' in 'now') may also be pronounced like the *a* sound.

Try drilling these words that can be pronounced two ways:

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>nau</td>
<td>~ na</td>
<td>emphasis particle</td>
</tr>
<tr>
<td>draundim</td>
<td>~ drandim</td>
<td>drown</td>
</tr>
<tr>
<td>sengroen</td>
<td>~ sengron</td>
<td>sand</td>
</tr>
<tr>
<td>buidan</td>
<td>~ buidan</td>
<td>fall</td>
</tr>
<tr>
<td>jukdan</td>
<td>~ jukdon</td>
<td>bend over, stoop down</td>
</tr>
<tr>
<td>graungraun</td>
<td>~ graungraon</td>
<td>spinning</td>
</tr>
</tbody>
</table>

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- *Ai bin bilim mijelb.*  
  I sensed something was up.  
  I sensed something was wrong.

- *Drangginbala nomo garrim irriwul.*  
  You can't reason with a drunk.

- *Grog bin idim im. Im bodi nomo gudwun.*  
  Grog has affected him. He has no co-ordination.

- *Im gan girrim weit. Im gan buurnen weit la graun.*  
  He can't walk straight. He has problems taking each step.
Lesson 21        Cassette 3 Side 2 (9 minutes 20 seconds)

CONVERSATION
R and W planning to visit the bank.

R: Yerni go la beink na, wuli jim yerni garra boksimap mani.
R: Dumaji yerni garra burrun yerni mani la beingk.
W: Hal, yu wait la mi basdam.
W: Mi gafim main beig garrim main beingk buk.
W: Mi nomo garrim dumaji.

R: Let's go to the bank so we can put our money away.
R: Because we need to put our money in the bank.
W: Well, wait for me first.
W: I'll get my bag that's got my bank book.
W: Because I don't have it.

VOCABULARY
Try to memorise these new words:

<table>
<thead>
<tr>
<th>garrim</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>blandim</td>
<td>hide</td>
</tr>
<tr>
<td>geman</td>
<td>pretend</td>
</tr>
<tr>
<td>jukdan</td>
<td>bend over, stoop down</td>
</tr>
<tr>
<td>skeilimap</td>
<td>weigh</td>
</tr>
<tr>
<td>doldol</td>
<td>ring the bell</td>
</tr>
<tr>
<td>dardim</td>
<td>make dirty</td>
</tr>
</tbody>
</table>

GRAMMAR
The 'reason' conjunction dumaji may be used at the end or at the beginning of a clause.

Now drill the new words in the following sentences:

Mi nomo garrim dumaji.
Dumaji mi nomo garrim.

N.B. In this grammar drill you should say the key sentence with the new words twice — once with dumaji at the end and then with dumaji at the beginning.
PRONUNCIATION  th = j

The th sound may also be pronounced like a j sound (37, 43).

Try drilling these words that can be pronounced two ways:

thei  ~  jei  they
theya  ~  jeya  there
thadmaj  ~  jadmaj  plenty, abundance
thinggibat  ~  jinggibat  think, contemplate

USEFUL EXPRESSIONS

Try to learn these useful expressions:

Yu bajimap dat prais. Find out what it costs.
Ai gajimap dat prais dregli. I'll have that amount of money soon.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

diirimu  dive, fall head first into
dabulap  fold, double up, curl
hedak  have a headache
filipiiai  to be sleepy
merrit  marry
swetgidap  sweat
lisin  listen; understand, obey
lukbek  lookback; have respect for
draibum  drive
Lesson 22  Cassette 4 Side 1  (7 minutes 50 seconds)

CONVERSATION
R and W at the bank.

R: Im opin djon beingk?
U: Yuwai. Im opin na. Watfo?
R: Nomo, mindubala wandi burrem mani la beingk.
U: Yo, yendubala wandi seibum lagijat na.

   R: Is the bank open?
   U: Yes. It's open. What do you want?
   R: We want to put some money in the bank.
   U: Yeah, you should save money like that.

VOCABULARY
Try to memorise these new words:

   diskainbala   lif
   album         help
   binijimapwan  last one

GRAMMAR
A yes-no type question is made by using a question intonation without changing the word order of a statement.

Now drill the new words in the following questions and responses:

   Im opin djon beingk?    Yuwai, im opin djon beingk.
   Im sabi diskainbala daga?    Yuwai, im sabi diskainbala daga.
   Yu gis gibit mi lif?    Yuwai, ai gibit yu lif.
   Yu wondi album mi?    Nomo, ai nomo wondi album yu.
   Djon im binijimapwan?    Nomo, dijon im nomo binijimapwan.

N.B. In this grammar drill you should say the question W asks on the cassette, then you should answer the question with either a positive response if R says yuwai or a negative response if R says nomo.
PRONUNCIATION

DZorp

Some words that begin with two consonants may also be pronounced with the first consonant deleted (39, 46).

Try drilling these words that can be pronounced two ways:

- ston \(\sim\) ton  
  stone
- spiya \(\sim\) piya  
  spear
- okrebum \(\sim\) krebum  
  scrape

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- Im no bin gajim warim yu bin toktok.  
  He didn’t understand what you said.
- Im gan lisin bobji.  
  He doesn’t understand your language.

SUPPLEMENTARY

Conversation

Nomo is sometimes used as an initial response to certain reason or purpose questions that have no parallel in English.

Grammar

Another type of yes-no question is made by following a statement with a question tag. Question tags include: ngobi, nga, etndit, ag and nga. (N.B. In Kimberley dialects nga is a vulgar word, not a question tag.)

Pronunciation

This deletion of a consonant normally occurs when the first consonant is an s and the second consonant is a stop (39).

With words beginning with three consonants, the word may also be pronounced with the first consonant deleted and a vowel inserted between the remaining two consonants (40).
Lesson 23

Cassette 4 Side 1 (7 minutes 20 seconds)

CONVERSATION

U asking R and W for money.

U: Ini mairi ya garrim?
R: Wanim bla yu wandim?
U: Ai wandim bla daga.
R: Najing na. Ai bin burrumwei la beingk.
U: Wal, ai labda go ngajangafa la enibodi bla daga.

U: Do you have any money?
R: What do you want it for?
U: I want it for food.
R: I don't have any. I put it all in the bank.
U: Well, I'll have to go beg some food off somebody else.

VOCABULARY

Content questions are made by using question words, usually at the beginning of the sentence, along with a question intonation (96).

Try to memorise these new question words:

- **wanim bla** ? ?? why, what for
- **wiseiwei** ? ?? ?? where; how
- **wadaim** ? ?? when
- **blau** ? ?? whose, for whom
- **wijan** ? ?? which
- **wanim** ? ?? what

GRAMMAR

Now drill the question words in the sentence:

**Wanim bla yu wandim?**
PRONUNCIATION  dzoRP

Some words that end with two consonants may also be pronounced with the last consonant deleted (40, 46).

Try drilling these words that can be pronounced two ways:

- eke ~ ek  
  - axe
- frend ~ fren  
  - friend

USEFUL EXPRESSIONS

Try to learn these useful expressions:

- Moya yu garra baindim mani?
  - Where will you get the money?
- Ai burra yu la pitja.
  - I'll pay your way to the movie.
- Ai garra jis tok. Eniwei ai tok.
  - I'm talking off the top of my head.
  - I'm just thinking out loud.

SUPPLEMENTARY

Vocabulary

Here are some additional question words that can be practised in the key sentence:

- amaj
- amen
- hu blanga
- wajamed
- watrong
- wijewijwei

WHY

- how much
- how many
- whose
- why
- why
- how; where

QUICKSAND
Lesson 24  
Cassette 4 Side 1 (8 minutes and 5 seconds)

CONVERSATION
U asking R and W for food.

U: Enibodi garrim daga iya?
W: Najing. Melabat bin ronat bla daga.
R: Yu labda go lugubat la shop. Blandibala daga jeya.
W: Datlat menamunanga bin jis bilimapbat dat shop.
   U: Does anyone have any food?
   W: No. We've run out of food.
   R: You'll have to go to the store. There's lots of food there.
   W: Those Europeans just stocked the store.

VOCABULARY

All nouns may refer to either singular or plural number. A few nouns, however, that refer to people also have a reduplicated form that emphasises the plural number (78).

Try to learn these new words and their reduplicated forms:

*menanga*  
*menamunanga*  
*olmen*  
*olmenolmen*  
*olgamen*  
*olgolgamen*  
*wangulubala*  
*wanguluwangulubala*

European, Europeans  
European  
men, men  
men  
woman, women  
women  
widow, widows, orphan, orphans, poor person, poor people  
widows, orphans, poor people

GRAMMAR

Now drill these new words in the following sentences:

Jatlat *menamunanga* bin jis bilimapbat dat shop.

Tharran *menanga* bin jis bilimapbat dat shop.

N.B. Don't forget to change the plural demonstrative pronoun to the singular pronoun as you practise this drill. The singular pronoun cannot be used with a plural subject.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Dijen im streinja kontri.  I've never been here before.
Ai gin gajim yu thrount?  May I record what you say?
Ai gin gajim yu garrim kemra?  May I take your photo?

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

debala  deaf
bigbala  big; older
litbala  little; younger
gridtbala  greedy, selfish; idiom: very keen about something
olsan  old
leisibala  lazy, non-productive (used of people and machinery)
haibala  high; important

Grammar

Reduplication is also used with adjectives to emphasise or intensify the quality expressed by the adjective (102).
Lesson 25

CONVERSATION

R and W discussing going to the clinic.

R: *Rumi deigim la hospil, dis lilwon gel.*
W: *Shainiwan ting that sista garra burra la yu mawaus.*
R: *Im barnbam bodi burnum that soa.*
W: *Maitbi yu hotwan bodi, yu sik insaed. Wal, im ladim im no.*
R: *Yuwa, im dalim la sista yu sikbala.*
R: Let's take this little girl to the clinic.
R: She is hot because of that sore.
W: The sister will put a shiny thing in your mouth.
W: If you're running a fever, it will let her know.
R: Yes, it tells the sister that you're sick.

VOCABULARY

Most but not all adjectives may occur with either the -wan suffix or the -bala suffix (100).

**Try to memorise these adjectives:**

- *lilwan ~ lilbala*  little
- *longwan ~ longbala*  tall, long
- *boniwan ~ bonbala*  skinny, thin
- *medwan ~ medbala*  dumb, mentally afflicted, senile, silly (most any deviant behaviour)
- *bedwan*  fat
- *blekbala*  Aboriginal

**Now drill the new adjectives in the sentence:**

*Rumi deigim la hospil, dis lilwon gel.*
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Yu irrim mi na. Listen closely. Pay close attention.
Im prapa miningesaid dijon. This is very significant.
At bin luji im neim, bat ai trai lugubat. I forgot his name, but I'll try and think of it.

SUPPLEMENTARY

Vocabulary

In addition to the adjective suffixes -bala and -wan, -baga is sometimes used.

Normally number adjectives take -bala but not -wan, while colour adjectives take -wan but not -bala.

Most adjectives may occur without any suffix.

When the object being described by the adjective is known from the context, the object may be deleted and the adjective stand alone if it has a suffix (105).
Lesson 26  Cassette 4 Side 2  (8 minutes 15 seconds)

CONVERSATION
R and W with the little girl at the clinic.
R: Jiis jidan kwatbala. Yu nomo bran.
W: Darraj sista garra burrun uniwe baedam.
W: Im garra burrun najokain la yu, dijei la yu marus.
W: Yowai, ju breigim on ju julurrum dat liwan glaepat dunaji.

R: Sit quietly. Don't be afraid.
W: This is the first thing the sister will do.
W: She'll put this thing in your mouth, like this.
R: Don't get frightened. You might break it.
W: Yeah, because if you break it you'll swallow the little pieces of glass.

VOCABULARY
Try to memorise these new words:

- *najokain*  different, unusual
- *mindimap*  sew, make, repair
- *klos*  clothes
- *rabum*  rub, spread, smear
- *jem*  jam
- *abdun*  go after, try to catch up with
- *buligi*  bullock, cattle

GRAMMAR
The object of a verb may often be deleted when it is known from the context (177).

Now drill the new words in this sentence:

*Im garra burrun najokain.*

N.B. In this grammar drill, two new words (a verb and an object) will be substituted in the key sentence. After you say and check the sentence with the two new words, you should then say the same sentence but with the object deleted.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

\[ \text{Imin blidim mijelb brabli bla im.} \quad \text{She grieved greatly for him.} \]
\[ \text{Mai abuji mela bin luim.} \quad \text{My father's mother died.} \]
\[ \text{Yuni gaq gaqimad hungaid yias.} \quad \text{We can't live forever.} \]

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

- greibum
- brendim
- boilim
- barriram
- ranimad
- sleekim
- bambah
- scrape
- brand, mark for identification
- boil
- bury
- chase after, catch
- loosen
- bump

Grammar

Object deletion may take place with all verbs that occur with the \(-im\) transitive suffix or one of its variants \(-am\), \(-a\), \(-um\), \(-it\), \(-i\) (115).

\[ -im \text{ object} \]
Lesson 27

Cassette 4 Side 2 (7 minutes 35 seconds)

CONVERSATION

R and W go to the council office.

R: Yu orait. Im jie gibit yu medizin.
W: Hal, mela go ngarra la ofis na.
W: Maitbi jek bla mela jeya bin gaman.
R: Eni jek bla mela?
W: Eni biginini mari bin gaman bla mela?

R: You're OK. She'll just give you some medicine.
W: Well, let's go check at the office.
W: Maybe a cheque's come for us.
R: Any cheques for us?
W: Did any child endowment come for us?
U: No. Connair didn't come today!

VOCABULARY

Try to memorise these new words:

orait
jabibala
atsaid
lambarr
sabadaim

all right, okay
wise, knowledgeable
in the middle of (a body of water)
father-in-law, son-in-law
late afternoon, evening tea time

GRAMMAR

Simple sentences that describe the state or condition or location of an object do not contain a main verb (165).

Now drill the new words in the sentence:

Im orait.

N.B. In this grammar drill, the new words to be substituted in the key sentence will not be given by themselves; instead, they will be given in a phrase to be substituted in the key sentence.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Olabat bin dumbat la main ai.  
I saw them do it with my own eyes.

Imin dalim mi la ai.  He said it to my face.
Imin obimin main irrisul brabli.  
He made me understand very clearly.

SUPPLEMENTARY

Vocabulary

Here are some additional words that can be practised in the key sentence:

kukwaŋ  cooked, ripe
laibwaŋ  live, living
laibiliwaŋ  active
bōjwaŋ  sporty
meikapwaŋ  artificial, make believe
milkiwaŋ  cloudy, whitish (of liquids)
maiyalbaŋ  unsophisticated, ignorant
koluwaŋ  cool, cold; healthy
julubala  slow, slowly
jalgiwaŋ  bitter; salty; sulky;
idiom: policeman

Grammar

Though this type of simple sentence does not contain a main verb, 
it may contain auxiliary verbs (175).

The word order in these types of simple sentences may be inverted 
within certain constraints (173).
Lesson 28  Cassette 5 Side 1 (8 minutes 10 seconds)

CONVERSATION

R and W discussing going to the airstrip.

R: Yunmi go tharrei la erradrom.
R: Dzamafji thatlat skulkid garra kanbek burrun Dupuma tides.
W: Yuwai, garra jarra, ngabi?
R: Yuwai, garra jarra.
W: Wal, yunmi go weidabat bla olobat la erradrom.
R: Yuwai, jeya na yunmi jidanbat mijanet.

R: Let's go the airstrip.
R: Because the kids are coming back from Dhupuma today.
W: Yeah, by charter plane, right?
R: Yes, by charter.
W: Well, let's go wait for them at the airstrip.
R: Yeah, let's sit down there together.

VOCABULARY

The reflexive and reciprocal pronouns mijelb and gija are sometimes used in adverbial constructions (92).

Try to memorise these new words:

mijanet  together
mijelb kontri  alone
mijelb mijelb  individually
binjigija  face to face
bekbongija  back to back
ribgija  side by side

GRAMMAR

Now drill the new words in this sentence:

Yunmi jidanbat mijanet.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Imin dabulimap mijelb. He curled up.

Imin streitnim mijelb manda. He stretched himself (and yawned).

Mi bratn bla dagat wensaïd la munanga. I'm very uncomfortable eating with whites.

Mi bulorrimap yu mawue. You lead the way and I'll say (or sing) what you say (or sing).

SUPPLEMENTARY

Vocabulary

In its basic use mijelb is a reflexive pronoun that is used for all persons (91). In some dialects it occurs as jolb instead of mijelb in some contexts.

In its basic use gia is a reciprocal pronoun that expresses a mutual or reciprocal relationship of two or more participants (94).

Here are some additional adverbs that can be practised in the key sentence:

eniwei anyway, randomly; somehow
gubala quickly
longtaim for/after a long time; a long time ago
ologija for ever, for good; totality
wannu once again, one more time

Grammar

Mijelb is also used in some constructions to emphasise a particular participant, as are na and gin (92). Emphasis can also be indicated by changing word order (173).
Lesson 29  Cassette 5 Side 1 (7 minutes 30 seconds)

CONVERSATION
R and U discussing the children's return.
U: Wijei yvbubala meikin?
R: Mindubala go ngarra la thatlat biginini ani kambek burrun Dupuma.
U: Olabat namo kambek didei.
R: Yuwai, tharron jeafea jarra weya im oldei jidanabat jeya ani bajimap.

U: Where are you heading?
R: We're going to go look for the children who are coming back from Dhupuma College.
U: They're not coming today.
R: Yes they are. That charter plane that is based there is bringing them.

VOCABULARY
Try to memorise these new words:

weya (relative conjunction) that, which, who
jarra charter plane, light aircraft
blendibala lots, many, enough
jandap stand, stand up, to be

GRAMMAR
A relative clause may be embedded in a main clause with or without the use of a relative conjunction (172).

Now drill the new words in the following sentences:

Tharron jeafea jarra jeya weya im oldei jidanabat jeya ani bajimap.

Mindubala ani go ngarra la thatlat biginini weya alabat ani kambek burrun Dupuma.

Blendibala lagijat weya ai bin dali yu jandap jeya.

There are lots of them there, like the ones which I told you about.

N.B. in this grammar drill, new words will not be substituted in a key sentence; instead, three whole sentences will be drilled.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Yummi wambala ai bin gajim.  I got one for us to share.
Dubala gija wontaim yu kadimap. Carry two at a time.
Yu gan ranawei burru yu job. You shouldn't shirk your responsibilities.
Ai sobi yu burrun but rait la gaborra. I know you very well.

SUPPLEMENTARY

Vocabulary

A special use of jidan 'sit, sit down', jandap 'stand, stand up', and leidan 'lay down' is to indicate the 'existence' of an object (124).

Here are some additional adverbs that could be practised:

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>tumeni</td>
<td>very many, very much</td>
</tr>
<tr>
<td>tumaj</td>
<td>very much, very many</td>
</tr>
<tr>
<td>datmaj</td>
<td>so much, too great, a high quantity</td>
</tr>
<tr>
<td>mobeda</td>
<td>better, preferably</td>
</tr>
</tbody>
</table>
Lesson 30  Cassette 5 Side 1  (9 minutes 5 seconds)

CONVERSATION

R and W discussing the children's return.
R: Jeya na olabat.
W: Wal, yunmi labda gobek na en gugumbat daga bla olabat.
W: En burren jeya washimbat kloe bla olabat.
R: En yunmi ani brolbi bisi na, ci?
W: Yunmi gan sabi wijawijan bla dumbat.

R: There they are.
W: Well, we'll have to go back and cook some food for them.
R: Cook and cook and cook. When we finish, eat and eat.
W: And then washing their clothes.
R: We'll be very busy now, won't we?
W: There'll be so much to do we won't know what to do.

VOCABULARY

Try to memorise these new words:

washim wash
grajim dig
kilim hit, kill
rudimat dig up, destroy
dofim shine a torch on
rabumat erase, delete

GRAMMAR

The continuous or repetitive nature of an action is often indicated by using the suffix -bat on the verb (119).

Now drill the new words in the following sentences:

Burren jeya yunmi washim.bat balbatbat...

N.B. In this grammar drill, the new word will be substituted in the key sentence; then the same new word but with the -bat suffix will be substituted.
USEFUL EXPRESSIONS

Try to learn these useful expressions:

Stedidam. Nomo burrembutbat.
Slow down. Don't drive so recklessly.

Melabat bin dat la longwis.
Our language has died.

Melabat burrembat longwis la baibul.
We're translating the Bible into language.

Yu gan julumap mi bia tharron.
You're not going to talk me into that.

SUPPLEMENTARY

Conversation

Busram jeya is a discourse marker that basically indicates the beginning of the next event in a narrative.

An action that is of relatively extreme duration may be indicated by lengthening a vowel of the verb and simultaneously raising the pitch and sustaining the high pitch on the lengthened vowel (121).

Vocabulary

Here are some additional words that can be practised in the key sentence:

jwelap swell up
bluin breathe

Grammar

The suffix -bat on some verbs occurs as -abat or labat (119).

There are a small number of verbs that contain -bat but whose meanings are extended beyond the simple continuous or repetitive action (120).
Lesson 31  Cassette 5 Side 2 (5 minutes 25 seconds)

A TRADITIONAL STORY TOLD BY QUEENIE BRENNAQ OF BAMYILI.

Wal dijan naja stori bla krokadail.

Wal dat drimtalm dis stori dei bin dalim mi geman pipul yustu lib langa woda insaid. Dat dis krokadail imin abum dat faiya. Im no bin ladim enlbodi tatjim dat faiya bia im en imin oldei nesimbat tu dat faiya. Olda pipul bin trai bla girrim jat faiya. Najing. Im no bin larrim olabat.


Wal dat iguimen imin - imin daibdan na la woda. Imin daib rait la jat krokadail wea imin nesimbat dat faiya. Imin trai girrim. No. Dat krokadail bin hitim im garrim tei. Imin andimwei im.

Orait imin kamat. "Najing. Ai gan girrim jat faiya. Imin hitim mi garra im tei."


Wal dei bin jingginabat.

Wal wantaim dei bin lukinat dis kingfisha, kingfishamen. Imin olweis go langa - la bigwan wodahol.


Wal neksdei dei bin ol jidan na raidaran la jat riba langa beingk. Nomeda wijan enimul darrei dei bin ol blokkbala.


This other story is about the crocodile.

They told me this story about the dreamtime in which the people used to live underwater. But it was the crocodile who had fire. He wouldn't let anybody touch his fire. He always kept it with him. The people tried to get the fire, but they couldn't. He wouldn't let them.

But the birds of the sky were watching. They were watching and they said, "Oh, we can't continue to eat raw food. If we can get the fire from the crocodile, then maybe we can cook our food. The fire can cook it." They said to the eagle, "You try and go down first."

The eagle-man dove down into the water. He dove right to where the crocodile was looking after the fire. He tried to get it, but he couldn't. The crocodile hit him with his tail and chased him away.

He came up out of the water and said, "It's useless. I can't get it. He hit me with his tail."

Then another one tried. All sorts of birds tried going into the water to get the fire. They tried and tried and tried. But it was useless. They couldn't get it.

So they thought about it. One of them said, "I don't know how we're going to get that fire. We may have to live in the water forever."

They kept thinking.

Then one day they were watching the kingfisher, the kingfisher-man. He always went to the big waterholes.

He always dove in from high up. All of the older man were watching him perform and they thought, "Yeah, we'll try and get him. Maybe he can help us." So they went to him and they said to him, "Come, kingfisher-man, maybe you can help us." "Do what?" he said. "You try and get that fire for us, because we want it to cook our food with." "Well, I'll try," he said to them.

The next day they all lined the banks of the river. All of the animals were there, but they were really people.

They were all watching the kingfisher-man. He flew way up into the sky and then he came down. He came down and that was it. Without a sound he went straight into the water. He had his eyes on the fire and grabbed it in a flash. The crocodile turned around and looked but he didn't see a thing. He looked for the fire but it was gone, the kingfisher-man had taken it. He tried to chase after him, but he couldn't. It was too late.

Today we're lucky because we have fire. We can make fire on land. But it they hadn't taken the fire away from the crocodile, maybe today we'd still be sleeping underwater. The end.
Lesson 32  Cassette 5 Side 2 (4 minutes 15 seconds)

FRANK RANCH OF BAMYILI: TELLING ABOUT A VISIT TO A DAM AND A SEWERAGE TREATMENT PLANT IN SYDNEY.

Mibala bin go langa jat dem en a — aatta mibala bin godan na.
Mibalan godan langa jat awus, lil hawus jea rait la mili la brij,
en mibala bin gowin na. Wi bin gowin insaid an jat men bin brojim
batn bla mibala. Imin — mibalan godan, godan yillif. Godan yillif,
pulap langa mili, apwel. Mela bin lukaran. Wi bin luk jarrawei
an wi bin luk dijei. Ol kliya longwe.

Orait mo igin imin tok la mibala, "Go la najawan." Mela bin ol
jambon. Wi bin godan igin. Pulap. Wi bin wokaran na. Wi bin
kamat. Wi bin lukinat. Lukaran abrrivel na an gobektaim mibala
bin ol gowin la jat doa.

Orait mibala bin ol gidin. Imin prejim batn. Wi bin goap frainsut
raidap langa dop. Melan gobek den janga modiga, go janga taunwe.
Hafwe melan go dagadagat dina. Wi bin baimbat anijing. Wi bin
baimbak dina bla mibala an wi bin gobek hafwe. Wi bin abum dina.
Wi bin dagat dina. Aatta dina wi bin kaminap raidap langa jat
-wadagolum — jat surij, janga jat surij wadagolum — pan.

Wal mibala bin go na lukaran. Luk.

Orait aatta jat mibala — ol bin gowin na. Mibala najalot bin gowin.
Bat naj dubala bin du fraitn du gowin. Dubala bin nomo laigim
bolorrimap langa mibala. Mibala bin gowin. Mibala najalot bin
gowin na raidap — raidap jangodan. Kamat. Wi bin lukaran la
dubala. Dubala jarral jandap, kip widabat bja,mibala yet. Bat
mibala bin jingat. Mibala bin jingat langa olaba — dubala. Jei
bin kaman din. Bikos jei bin du fraitn du gowin la jat hol. Jei
rekan deijis.

An aatta jat mibala bin gobek la jat modiga na, la jat modiga. Wi
bin ol sei gudbai langa jat munanga, la jat bojwai, an mibala bin
kipgon na. Wi bin geman. Wi bin hidim ola kaumb baijam.

Brom jea o — ola munanga garra yarraman, garrim hos, yuno. Mibalann
bajim na olabet an mibalalan kipgon raidap langa - langa roud. Wi
bin balindim waitwan dakak, llillilwan. O bigmob.

Brom jea mibalalan kipgon raidap — kaman raidap langa tuan na,
streitttrru, raidap la hom. Melan gidin, kambek la kemp na.
We went to the dam. After we got there we went down inside it. We went to the little house that is right in the middle of the 'walkway' and we went in. We went inside and the man there pressed a button for us and we went down. We went down in the lift and we stopped half way down. We looked around. We looked this way and that way. There was a long clear view.

Then he spoke to us again. "We'll go to another spot." We got in and went down again. We stopped and then walked around. We came outside and observed everything. We looked everywhere and when it was time to go back, we went in through the door.

We went in and he pressed the button. We went up like a flash right to the top. Then we went back to the car and headed towards town. Half way back we went and ate lunch. We bought all kinds of food. We bought our lunch and went back half way and had our lunch. We ate our lunch and then after lunch we went to the sewerage ponds.

We went and looked around, just had a look.

Then I went in. Some other people and I went in. But the other two were frightened to go in. They didn't want to follow us. So we went in. The others and I went all the way to the western side. When we came out we looked for the other two. We saw them standing there, still waiting for us. So we called out to them. They came then, but they had been too frightened to go into the tunnel. They figured it was dangerous.

Then we went back to the car. We said goodbye to the whiteman, to the guide, and we headed home. We drove along and first off we came across some cattle.

Then we came across some whitemen with yarnman, with some horses. We passed them and continued along the road and we found some little white ducks, a whole flock of them.

Then we continued on back to the city and we went straight through the city all the way to where we were staying. We arrived back at the place where we were staying.
GLADYS DOBO OF BAMYILI TELLING ABOUT A CHILDHOOD EXPERIENCE.


Orat wantaim ai bin luk bla langa dat — blanga wanim — wea olda faul dei sidan langa. Dei bin abum lil hat en ai bin luk lorra eig en ai bin go’randan en girri biliken. Ai bin ranbek garra biliken en ai bin bilimap olda eig, bilimap rait ful la dat biliken en ai bin go, gobek en dijan mai kajin bin dalim mi, "Hel! Watfo yu bin stilimbat? Yu burrumbek. Dat blanga waltbala." Imin lagijat la mi en ai bin git wail din. Ai bin lagijat la lm, "Buji ai ani girim dijan eig, ai gin girrim bikos mi bos. Na yu jarrap." Ai bin lagijat la lm.

Wel imin git kwait na. Imin sidan lukanat mi. Ai bin digim digim langa dat — bai tha faiya en ai bin burrum olda eig dea en al bin kaburrumap. Sam — wen ai bin kaburrumap ol dat eig bin jis wanim — bas insaid langa dat graun, yu no, la hot graun, det, la eshis. Imin — imin kamatkanet ol dat yok brom dat shel en dis — ol Jim imin kamden na. Imin kamap en imin lagijat en imin askim mi na, "Wanim dea yu gugumbat, Dabudatda?" Imin lagijat la mi en ai nomo bin ensim la lm en dat mai kajin bin dalim lm, "Im kukumbat eig. Imin stillimbat brom dat awus." Imin lagijat la mi en a — mindubala bin agamen na. Imin graul la mi, "Nekstaim yu nomo wani go stilimbat." Imin lagijat la mi.

Orat ai bin jeljim — ai bin nili kilim im garram baiya stik. Bat ai bin ranawel. Dat ol Jim imin jeljimap. Ai bin ranawel longwei.
This happened a long time ago on a farm. There was this old farm at the low level at Katherine and my father used to work there for a man named Jim.

One time I noticed where all the chooks were kept. They had a little hut and I saw a lot of eggs, so I ran and got a billycan. I ran back with the billycan and I filled it up with all the eggs. I filled the billycan full and I went back and my cousin said to me, "Hey! Why did you steal them? Go put them back. They belong to that whiteman." I got mad at her and said, "If I want to take these eggs, I'll take them, because I'm the boss. So you just shut up."

She was quiet then. She sat watching me. I dug around the fire and put all the eggs there and I covered them up. When I had covered them up, all the eggs burst in the hot ground, in the hot ashes. All of the yoke came out of the shells. And then Jim came down. He came up to me and said, "What are you cooking there, Dabudatda?" But I didn't answer him. But my cousin said to him, "She's cooking eggs. She stole them from that house." Then we had an argument. She fussed at me and said, "Don't go stealing any again."

Then I chased - I almost hit her with a stick from the fire. But I ran away. Jim chased me, but I ran a long way away.
Lesson 34  Cassette 5 Side 2 (1 minute 20 seconds)

AN ACCOUNT OF A DAY'S OUTING FROM FITZROY CROSSING.

Wantaim mibala bin go therrei la bush garrim modiga. Wen mela bin goinaielong mibala bin siim dis lilwan brolga - a - mathawan brolga i bin slipin la gras. Mibala bin rekan dis matha i bin sikwan. Mela bin bigidabatim. Mibala bin kip goin darrei la dina kemp mela bin abm dina.

Brom dea mibala bin gon fishinabat en lukaran frog en evrithing, bush taga. Junis i bin abanuntaim lelt mibala bin kambek.

Orat fram dea wi bin lugaran bla dat lil garrala. Wi bin luk fo dat mathawan.

Orat ahta wi bin lukum lilwan bin raning longsaid langa im. Mibala bin ol gidop. Mela bin jeijim dat lilwan garrala. Bat is mathawan bin kambek en trai en bogum mibala. Bat wi bin dojimbat dat mathawan. Mibala bin ran grabm dat lilwan.

Brom dea mibala bin jampon dat modiga. Mibala bin gobek. Wen mibala bin gobek mibala bin fidimap dat lilwan brabli garrim enikain taga.

Fram dea dat lilwan bin gro big. Abda darran ola dog bin kilim bla mibala.
One time we went out bush in a motor vehicle. As we were driving along we saw a little brolga - I mean a mother brolga sleeping in the grass. We figured this mother was sick. So we forgot about her. We continued on to the place where we had lunch.

Then we went fishing and looking for frogs and all kinds of bush food. As soon as it was late afternoon we headed back.

On the way back we looked for that little brolga, the mother one.

Then we saw a little brolga running beside her. We all got off and chased the little brolga. Its mother came back and tried to peck us. But we dodged her. We ran and grabbed the little one.

Then we got back on the vehicle and went back. When we got back we fed the little brolga all kinds of good food.

Then the little brolga grew big. But then all our dogs killed it.
Lesson 35  Cassette 5 Side 2 (2 minutes 15 seconds)

AN OLD STORY TOLD BY POMPEY SIDDON OF FITZROY CROSSING.

Dubala - dubala boi bin kamin bram dadwe! Dubala bin go trabling, yu no, longtaim. Dubala bin trabling trabling trabling dubala bin - imin git afanun hafwei la dubala. Dubala bin kamaat - naidam na olabat - dubala bin gon, kipgon. A, dubala bin git slipi rili. Dubala bin asigm mijelb, "Wijel yunmi silip?" "La nekswan sandil." Dubala bin go kamaat la sandil.

Two men came from that way. They had travelled a long time, having walked all day. They were half way there when it was late afternoon. Then night fell - and they continued on. They got very sleepy. Then one of them asked, "Where'll we sleep?" "At the next sand ridge." So they went to the next sand ridge.

Then one asked, "Are we going to sleep here?" "No. We'll go to that other sand ridge over there, the next one." So they went to the next one. Then one of them asked if that was the place, but the other one said, "No. We'll go to the next one." They kept going until they came to the spring called Hularra. They made camp there. As soon as they got there they made camp and went to sleep. They slept and then early in the morning they got up. Or maybe it was during the night, when they were sleeping, that they felt very cold all over and they heard frogs croaking everywhere. They looked, but they couldn't see them. They looked everywhere, but all they saw was water. "There's water everywhere. How did we get here?" "I don't know. There's frogs everywhere." And a cloud came all the way down. That was the end. The cloud was like a heavy weight pressing down on them. It killed them. Nothing survived.
ADDITIONAL STORIES ON THE SUPPLEMENTARY CASSETTE ARE:

Cassette 6 Side 1

Gladys Dobo of Bamyilli telling some childhood experiences. (3:30)

Frank Ranch of Bamyilli telling about a visit to a cave with Aboriginal paintings in Sydney. (5:00)

Mery Mailangkuma of Ngukurr telling a fishing story. (2:05)

Cassette 6 Side 2

Maude Thompson of Ngukurr talking about the custom of widows wearing a string necklace. (4:15)

Pompey Siddon of Fitzroy Crossing telling an old story about a man who had his two wives stolen. (4:10)

Queenie Brennan of Bamyilli telling a traditional story about the turtle and the echidna. (4:30)

Agnes of Ngukurr telling a story about a Japanese boat in the Limmon Bight during World War 2. (13:30)

Answers to Questions:

Lesson 10:

1. two
2. clinic
3. She had been spiked by a fish.
4. She had a bandage put on.
5. swim

Lesson 20:

1. They caught some fish.
2. one
3. They took them to the shop and sold them.
4. nothing
5. The young boys had bought all the cool drinks.
6. She deposited it in the bank.
APPENDIX

START WITH A CLEAN SLATE *

Few people realise how very essential it is to drop all preconceptions about languages before beginning the study of a new one. It is deceptive practice to teach the so-called logic of languages. Grammarians are forever giving rules for forms and trying to explain these rules by some complicated system of logical deductions. For example, we are told that the use of shall and will conforms to certain basic requirements of logic, but the rules are so complicated and arbitrary that no one follows them throughout. Furthermore, even the grammarians do not agree as to what should be done, and they proceed to find so-called glaring errors in the writings of such men as Jowett, Wilde, Stevenson, Conan Doyle, Gladstone, Steele, Addison, Swift, and many others. It was actually not until 1765 that William Ward's Grammar of the English Language attempted to expound the rules on the basis of the fundamental meanings of shall and will. The rules did not follow any described usage at the time, but were almost entirely prefabricated. Far worse, however, than the multiplication of inane rules has been the tendency to vindicate all such statements by philosophical dictums about the logical structure of languages.

The relationships between words and the objects for which they stand as symbols do reflect some logical features, but we have made so much of this matter of logic and have attempted so to universalise the concept, that students find it exceedingly strange and disconcerting when they undertake the study of a language that does not coincide with what has been taught as being the natural and logical expression of the human intelligence. For example, in Tarahumara, an Indian language of northern Mexico, there are no plural forms of nouns. The word towiki means boys or boy. There is simply no difference in form. Of course, certain adjective-like words can be added to mean many or few, but Tarahumara simply does not distinguish singular from plural by anything added to the noun.

If, however, we examine English carefully we will discover that there are many illogical aspects. For example, the verb to be has three entirely different forms in the present: am, is and are. There is no other verb like this and certainly this would be considered as illogical. Certain so-called auxiliaries: may, can, shall, will, must and ought, never occur as complete verbs, and all but one of them, namely ought, are followed immediately by a verb form: can go, may sail, shall remain, will try and must enter. Ought, however, must always be followed by to before the verb form: ought to remain and ought to go. It is quite illogical that all but one of the auxiliaries should occur with one kind of construction and ought with another. Furthermore, can, may, shall and will have past tense
forms could, might, should and would; but must and ought have no such corresponding past formations. We could go on and on pointing out the illogical and contradictory nature of English and all languages, but perhaps the following anonymous poem, entitled Why English Is So Hard, will help to point out the difficulties more graphically:

Why English Is So Hard

We'll begin with a box, and the plural is boxes;
But the plural of ox should be oxen, not oxes.
Then one fowl is goose, but two are called geese;
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice,
But the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?

The cow in the plural may be cows or kine,
But the plural of vow is vows, not vine.
And I speak of a foot, and you show me your feet,
But I give you a boot — would a pair be called beet?

If one is a tooth and a whole set are teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed kesse?

Then one may be that, and three may be those,
Yet the plural of hat would never be hose;
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.

The masculine pronouns are he, his and him,
But imagine the feminine she, shis and shim!
So our English, I think you will all agree,
Is the trickiest language you ever did see.

We cannot blame the illogical aspects of language on slovenly speakers or untutored children. In fact, if children had their way, they would regularise many features by such forms as foots, oxes, runned, fiughted and liz. Nor can we explain the why of language forms by appealing to language history. Historical descriptions of language tell us that languages do change and they can give us some idea of when and how changes took place. But they cannot tell us why, ultimately, languages assume the particular forms they do.
What we do know about language irregularities is that they occur in all languages, that they are very persistent, especially if they occur in some frequently used form of the language, and that some irregularities are constantly disappearing and others being introduced. For example, in Old English the verbs step, laugh and glide were so-called irregular verbs, having different stem forms for the present, past and past participle, but now these verbs are quite regular in form. Changes in language are almost as unpredictable as changes in style of dress. Of course, the changes are slower and less perceptible, but they are dependant upon the same type of social factors. The acceptance or rejection of linguistic innovation is a social matter and is only as predictable as human behaviour.

* Taken, with some modifications, from Eugene A. Nida, Learning a Foreign Language, pp 13-16 (National Council of Churches in the USA: New York, 1950).