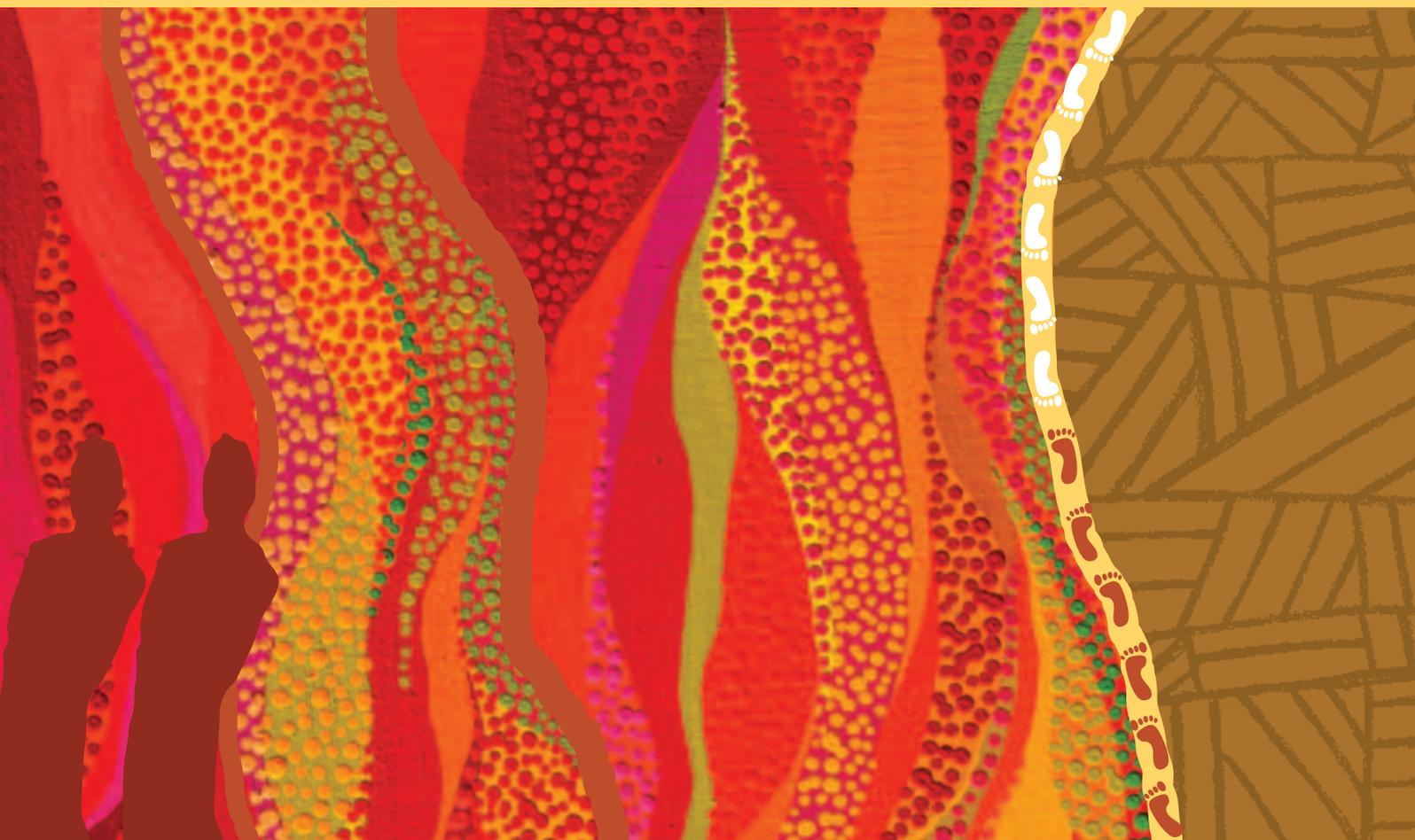




Department of Education  
Department of Training  
and Workforce Development



# Tracks to Two-Way Learning



THE GRAMMAR OF DIALECT DIFFERENCE



*Difference, talking,  
hearing, understanding*

First published 2012

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# Tracks to Two-Way Learning

## FOCUS AREA 3

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### **THE GRAMMAR OF DIALECT DIFFERENCE**

*Difference, talking, hearing, understanding*

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# THE TRACKS TO TWO-WAY LEARNING PACKAGE



- Includes electronic version on CD



## Understanding language and dialect

*Our dialects, our lives*



## Our views, our ways

*Aboriginal knowledge, beliefs, today*



## The grammar of dialect difference

*Difference, talking, hearing, understanding*



## How we shape experience

*Yarning, seeing, watching, doing*



## How we represent our world

*Art, symbols, gestures, opportunity  
Manners, reading, knowledge, time limits*



## Language and inclusivity

*How we include and how we exclude*



## Making texts work

*... in a Two-Way learning environment*



## From speaking to writing

*What's right and what's wrong*



## How we talk

*How we talk, when we can talk*



## Making a difference for learners

*We can do it like this  
Show me what*



## Hearin' the voices

*Tell me your story  
(includes ten storybooks)*



## Toolkit for teaching

*What we do with our mob*



- Includes three sample workshops

# THE TRACKS TO TWO-WAY LEARNING PACKAGE

This Focus Area, together with the other 11 Focus Areas, forms the second part of the *Tracks to Two-Way Learning* package.

Each Focus Area has a title and a descriptor. The Standard Australian English titles and descriptors are set roman, while those for Aboriginal English are set in *italics*.

The Focus Area contains a background reading section and professional learning modules intended to help Two-Way Teams to design and facilitate workshops for their colleagues and other stakeholders. All modules include workshop activities with information and materials for facilitators.

The main structure of the package is shown in the diagram on the left. There are three major parts, including the 12 Focus Areas which form Part 2.

The *Tracks to Two-Way Learning* package has been written for Aboriginal and non-Aboriginal educators working together in pairs (Two-Way Teams) to improve the quality of teaching and learning for Aboriginal children and adults.

The advice and involvement of Aboriginal people are critical to bringing about this improvement in education and contribute to making education and training organisations more knowledgeable about and more responsive to the aspirations of the Aboriginal community. For more general information and explanations about the principle of Two-Way, see the 'Introduction' to the *Facilitators Guide*.

It is recommended that Two-Way Teams evaluate their own education or training sites before they use the material provided in any Focus Area. This will enable them to decide which modules are relevant to the staff at their locations. 'Tracking Needs' in the *Facilitators Guide* provides advice on how to evaluate a site.

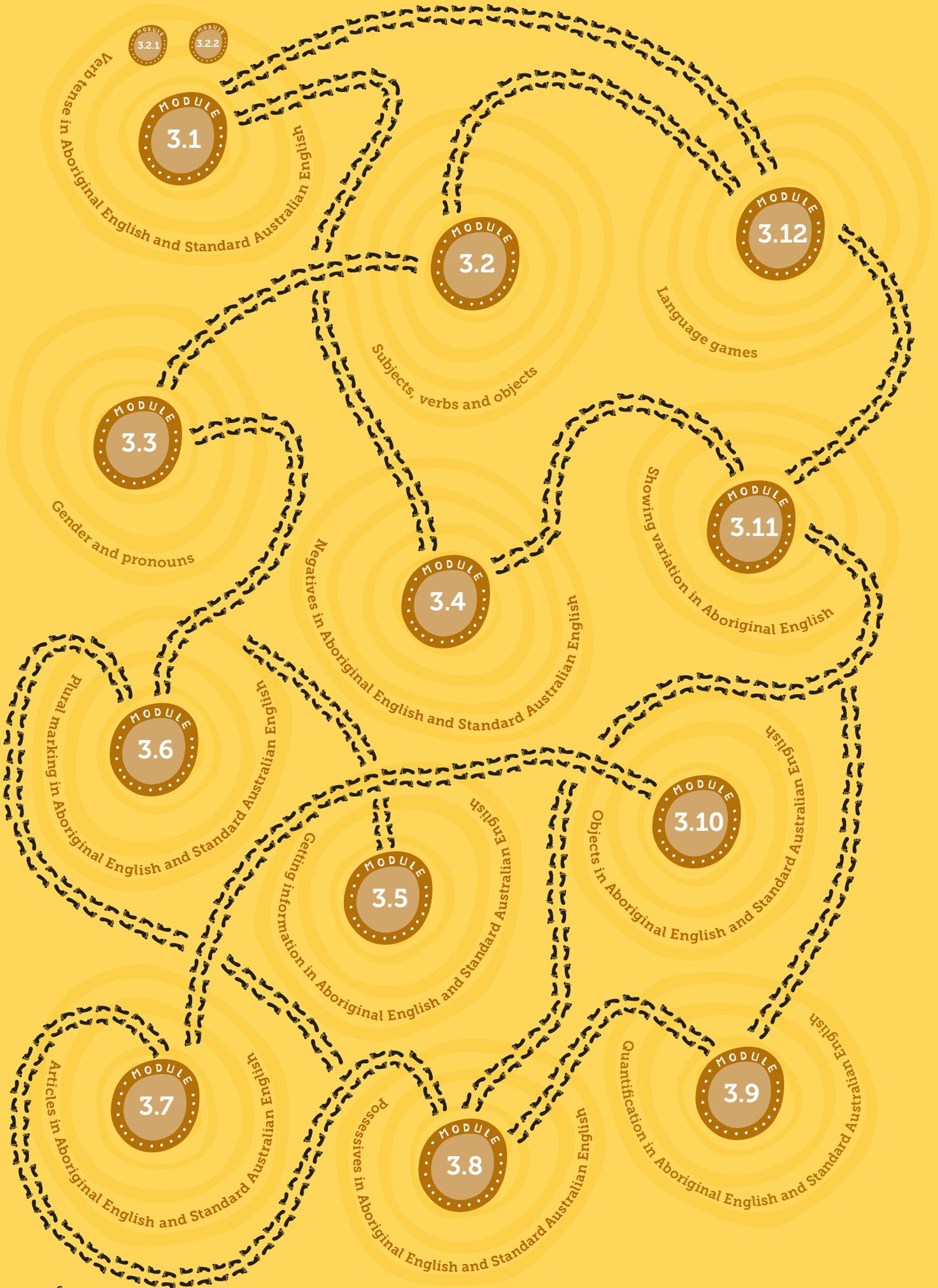
Two-Way Teams are encouraged to select material from across the Focus Areas when designing their professional development workshops.

In summary, to use the material in this learning package effectively it is advisable to:

- work as Two-Way Team
- perform a site evaluation before beginning to organise workshops (refer to 'Tracking Needs' in the *Facilitators Guide*)
- select suitable modules (refer to the outcomes of the site evaluation)
- read the relevant background reading(s)
- mix and match modules from different Focus Areas according to the outcomes of your site evaluation
- be creative and critical; adapt materials to make them appropriate for your location and the participants in your workshop(s)
- if required, use the section 'Developing Organisational Capacity' in the *Facilitators Guide* for more information on the process of organising workshops
- use the *Sample Workshops Guide* for more detailed information about how to plan and facilitate workshops.

The content of this Focus Area is also on CD (attached to the *Facilitators Guide*). It can be used in electronic form and handouts, worksheets and powerpoints can be edited as required (see 'Workshop preparation' in the *Sample Workshops Guide* for more information).







# FOCUS AREA 3

## THE GRAMMAR OF DIALECT DIFFERENCE

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## BACKGROUND READING

### THE GRAMMAR OF DIALECT DIFFERENCE

#### *DIFFERENCE, TALKING, HEARING, UNDERSTANDING*

This Focus Area details ten points of grammar where Aboriginal English differs most from Standard Australian English (SAE) and provides resources for educators to understand these points and to teach SAE.

It is always important to remember that language is not stable. Language is something that changes continuously. Some changes stay in the language and other changes are used for a while and are then forgotten. Not only this, but people can choose to use these changes at some times but not at others.

If language is changing all the time, we need to think what it is like for children when they are learning it.

They might hear lots of different forms of the one structure: for example, a verb tense, and they may not know which is considered to be the correct one. When developing their language, all children will say things correctly at some times and incorrectly at others. Even when adults are speaking, they will make small mistakes that go un-noticed because we are concentrating on the meaning more than the words.

This means that language varies all the time at all levels.

When variation becomes fixed, a new dialect is formed. But it may be that the new dialect has flexible rules because it is not the one that is written down in grammar books or used in newspapers, books, etc.

This is very much the case with Aboriginal English.

There are tendencies to form sentences in certain ways, but they may not always occur like this. This may be because speakers of this dialect might be influenced by the SAE that they hear and may speak a 'light' form of Aboriginal English, while others might have less contact with SAE and speak a 'heavy' form of Aboriginal English, which is less easy for SAE speakers to understand. However, this distinction between 'light' and 'heavy' refers mostly to sounds, stress, vocabulary and grammar and not so much to the way in which the speakers' understanding of the world is reflected in the dialect.

In this Focus Area, the most common differences that can occur between Aboriginal English and SAE will be described. This does not mean that all Aboriginal English speakers will use them all the time, but they do often occur in the language.

We focus only on the grammatical differences in this Focus Area, because grammatical differences are what speakers of SAE are most sensitive to. For example, SAE speakers will often happily accept words from other dialects; in fact, they might even use them, eg *moordidj*.

They might notice different pronunciations and be a little more concerned about them than they would be about different words.

But when SAE speakers hear different grammatical rules, they can react very negatively. In this Focus Area we aim to enhance educators' knowledge of the most noticeable grammatical structures. These need to be understood in order to extend the learners' dialect repertoire to include SAE.

Finally, the following modules have not been developed as 'teach alone' topics, but as resources to draw on when the context or communicative purpose requires a teaching point.

In other words, there needs to be a context and purpose for teaching any point of language before drawing on the grammatical examples that are included here. Thus the grammatical examples demonstrated here should not be taken at face value or as one-off teaching events but used as a 'pathway' to enhance the bridge from Aboriginal English to SAE in the context of the current education/training activity.

In this Focus Area, a module has been developed for each grammatical feature that includes strategies for teaching explicitly how this feature works in SAE and tasks to assist learners in adopting the SAE grammar.

However, we stress that this should be done in a Two-Way manner, whereby the Aboriginal English forms are not seen as being incorrect but as alternatives to use in particular situations (for example, talking with family, friends and community members).

These are the 10 grammatical features:

1. Verbs and verb tenses
2. Nouns, pronouns and double subjects
3. Unmarked gender
4. Double negatives
5. Question forms
6. Plural marking
7. Zero articles
8. Juxtaposed possessives
9. Quantification
10. Object marking.

### Training Tip



The 10 key grammatical features are further explained in the book *Two-Way English* (pages 47-51), where additional information is provided about the use of verb tenses in Aboriginal English and SAE.

## 1. Verbs and verb tenses

A lot of time is spent talking about the ways in which Aboriginal English is or is not like SAE, but often it is hard to describe the particular feature in SAE that is the issue. This section provides information on the use of verbs in Standard English and Aboriginal English.

When we talk about how time is expressed in a language, we are talking about the 'tense system' of the language. This system involves verbs. Verbs give us information about when and how things happen. In Standard English, the verb system divides time into the past, present and future – that means there are words and sentence structures in Standard English for talking about the past, present and future. This is not necessarily the way that other languages talk about time. Some languages don't have a three-way system like Standard English has (past, present, future); instead, they might have a Two-Way system that talks about past and non-past events or they might have a system that talks about future and non-future events. Yet other languages might have more than three time distinctions.

In SAE, the tense system is also used to describe events as happening at a point in time, compared with those happening over a period of time. The verbs 'be' and 'have' are used to do this.

### Let's look at how it works in Standard Australian English.

In SAE, there are verbs that work alone; for example:



- 'sleep' in *The dog **sleeps** in the back of the ute.*
- 'sing' in *Troy **sings** great country songs.*
- 'have' in *My cousins **have** a car.*
- 'am' in *I **am** a teacher.*

Verbs also get some help from other verbs (we call these auxiliary verbs); for example:

- *He **has come** or He's come.*
- *They **have come** or They've come.*

In this group the verb is helped with 'have'. (But it looks like 'has' with 'he' (*he has*) and 'have' with 'they' (*they have*).

### Note:

This is a different way of using 'have / has' - it's not about 'having' anything.

Now look at this group:

- *He **is going** or He's going.*
- *I **am going** or I'm going.*
- *They **are going** or They're going.*

In this group, the verb is helped with 'is/am/are' (called the verb 'to be').

### Note:

This is a different way of using 'am / is / are' - it's not about 'being' anything.

When a **verb doesn't need any help**, for example:

- *He **waits**.*
- *She **waited**.*

it is called a '**simple tense**' because it only uses one word.

When a verb **gets extra help**, for example:

- *He **is waiting**.*
- *She **has gone**.*

it is called a '**compound tense**' because there are two parts to it.

Why are there two auxiliary (helping) verbs in Standard Australian English?

The compound tense that is helped by the verb 'have' describes something as happening over a period of time that has now ended (it is called the perfect tense):

- *He **has waited** (all day).*

The compound tense that is helped by the verb 'am/is/are' describes something as going on over a period of time, but the ending is not mentioned (we call it the progressive or continuous):

- *He **is waiting** (all day).*
- *He **was waiting** (all day).* (Notice how these ones end in 'ing')

### Let's look at how it works in Aboriginal English.

**Compound verbs** will often be formed differently; for example:

- *Dey **was drivin** at Kellerberrin.*
- *Dey's **drivin** to Perth.*

Here the helping verb 'was' is used as in Standard English, but it's not 'they were', eg *They were driving...*, but 'they was'. Note how the 'was' can be reduced to /'s/, which makes it similar to 'is', but the context will tell the listener that the event is in the past:

- *They **waitin** dere.*
- ***Waitin** dere.*

Here the helping verb 'am/is/are' is not used at all. It could be 'is waiting' or 'was waiting' – Aboriginal English speakers would rely on the context to tell them this, but the information that the action took place over time is still there in the 'ing/in' ending.

Aboriginal English doesn't have to use a compound verb to talk about things that happened in the past; instead, this can be said with the past tense marker 'bin', as in:

- *We **bin go** to Perth.*

Here the two verb forms are 'bin' and 'go'.

**Simple verbs** like 'am/is/are' might not be used at all; for example:



- *All my um cousin dey teenagers.*  
Here the 'are' is not used as in Standard English: *My cousins, they **are** teenagers.*
- *My cousin (h)is name Brian.*  
Here the 'is' is not used as in Standard English: *My cousin, his name **is** Brian.*

This will also happen in the past when the simple verb is 'was/were'; for example:

- *A devil dere.*  
Here the 'was' is not used as in Standard English: *A devil was there.*

But because language varies, it is also possible to say:

- *E **wasn't** dere.*

Here the 'was + n't' is used just as in Standard English: *He wasn't there.*

*In Aboriginal English:*

1. 'is' and 'are' as single verbs don't have to be used:  
*(H)is name Brian. Dey teenagers.*
2. 'was' as a single verb can be used:  
*E **wasn't** dere.* But doesn't have to be used, eg *A devil dere.*
3. 'was' as a compound (helping) verb can be used:  
*Dey **was drivin**.* But doesn't have to be used as in *Dey drivin.*

## 2. Nouns, pronouns and double subjects

Nouns are the group of words that name things, eg *chair, bed, car*; or places, eg *Perth, Broome, city, country*; or people, eg *Karen, Gail, man, woman, driver*. A pronoun replaces a noun if the noun itself does not have to be mentioned continually, eg *he, she, it, they, them*. Nouns can be the subjects of a sentence or utterance; they are the things, places or people being talked about; for example, in the sentence *Troy wrote the song*, the subject is 'Troy' (he is the person who wrote the song). Pronouns can also be subjects, eg *He wrote the song*. Nouns can also be the object in a sentence: they are the

things that are affected by the action, so in the sentence *Troy wrote the song*, the object is *the song*. Pronouns can be objects as well, eg *Troy wrote it*. Nouns don't change if they are subjects or objects. That is *Troy* and *the song* look the same in either subject or object position, eg *I saw Troy* and *the song was a big hit*. But pronouns do change depending on whether they are subjects or objects eg, *She gave her a call*. Sometimes special emphasis is added by repeating the important noun with a pronoun, eg *Troy, he wrote the song*. This is called a double subject. This structure is very common in Aboriginal English.

## 3. Unmarked gender

The word 'gender' tells us whether a word refers to a male or female. In Standard English, words like 'she' and 'her' are marked for gender – they refer to female animals or people. Words like 'he' and 'his' are also marked for gender because they refer to male animals or people. Interestingly though, plural pronouns are not marked for gender in Standard Australian English, eg 'they', 'them', 'us'. Some words sit in between, like 'it' and 'baby'. In Aboriginal English, gender is not always marked on pronouns, eg *e's a cheeky one* could refer to a boy, a girl or an animal. The context tells whether the statement refers to a male or female Here is another example which uses a double subject: *Mum, e bought me a new sweater*.

## 4. Double negatives

In Standard English a sentence or utterance is in the negative when it has 'not/n't' or a negative word like 'no-one', 'nobody', 'nothing', or 'never' in it. You only need to put one negative word in a sentence, eg *They don't have a car, They don't have anything, They have nothing*. However, many languages in the world use two negative words and this does not change the meaning – the sentence is still in the negative, eg *They don't have nothing*. This is also the case in Aboriginal English. In SAE, using two negatives usually produces a positive



sentence; for example, *They couldn't not go to the funeral* means *They absolutely had to go*.

## 5. Question forms

In SAE, questions are asked in a number of different ways.

- Yes/No questions** – these are questions that can take a 'yes' or 'no' answer:
  - *Did you swim on Saturday?*
  - *Are you going on Saturday?*

Notice that you add an extra verb if it is a simple tense (do/did) to the beginning of the sentence to make these questions:

- *You swam on Saturday -> Did you swim on Saturday?*

Or you move part of the verb (if it is a compound tense) to the front of the sentence:

- *You are going on Saturday -> Are you going on Saturday?*

- Wh-questions** – these start with a wh-word (who, what, when, where, why and also include how). Notice that, in Standard English, you also move the verb in a WH question:

- *What are you doing?*
- *Why are you going?*

- Tag questions** – these have a question form added at the end of the sentence:

- *That was terrific, wasn't it?*
- *That's great, isn't it?*

Those who are familiar with Aboriginal English will recognise that the word *unna?* or *inni?* marks a tag question. Questions can be used in quite different ways in Aboriginal English. For example *What you do that for? What for you do that? What kine that thing?* (see *Solid English*, 25, 28; *Two-Way English*, 34, 51; *Making the Jump*, 143).

## 6. Plural marking

The singular in grammar means that we are talking about one thing or one person, eg *the snake, a goanna, a girl*, in SAE.

When something is plural, we are talking about more than one, eg *the snakes, goannas, girls* in SAE. So you add an 's'. Sometimes, 'es' is added, as in *boxes, matches*. This is caused by the way in which the word is pronounced. There are also other words that indicate that there is more than one, eg *some, lots of, many*. In Aboriginal English, when these words are used, it is not necessary to also put a plural 's' on the word, eg *lots of snakes* can be *lots of snake* or *lotta snake*. Notice how it is still clear that there is more than one 'snake'.

## 7. Zero article

Articles are small words that can come before nouns, eg *a kangaroo, the wallaby*. They carry a special sort of information (see Module 3.7). Articles are sometimes not used in Aboriginal English, eg *We bin go Perth for holiday, We (w)ent to funeral, .. in the back of boot*. We refer to this feature as *zero article*. Other forms may be substituted for the article in Aboriginal English, eg 'one' as in *He got one car*; 'dat' as in *dat windmill*.

## 8. Juxtaposed possessives

A possessive feature in the rules of grammar tells us who owns or possesses something. There are three ways of doing this in SAE:

- **'s-possessive**, eg *Kev's car*
- **of-possessive**, eg *the lid of the box*
- **pronouns**, eg *his house*.

There are also words like 'belong to' and 'have', etc. In Aboriginal English it is possible to indicate possession by simply putting two words together (*juxtaposed* means 'next to each other'). The apostrophe ('s) is not needed, eg *I went to my cousin house* (SAE: cousin's house), *Tim boat comin in* (SAE: Tim's boat). In Aboriginal English, another way of showing that someone has something is to use the word *for*: *Dis John 'for' hat* (SAE: This is John's hat), *Mum Anna for house* (SAE: Mum/Aunty Anna's house). (See *Solid English*, 25, 28; *Two-Way English*, 34, 51; *Making the Jump*, 135.)

## 9. Quantification

When we quantify something, we say how big it is or how much there is. We can do this in a very detailed way (in SAE, *10 mls, 20 kms, 7 eggs*), or we can measure more vaguely (in SAE, *about 10 bunnies, a few eggs, some bread*). In Aboriginal English, quantifying is usually vague, eg *a big mob, the biggest mob, proper big barra*. Sometimes making the word longer, eg *a bi-i-ig mob of fishes*, can increase the quantity. Other examples are *quick way, long way, little bit long way, close up, jus'ere*.

## 10. Object marking

In many languages, the different parts of a sentence are marked in some way. The spelling of a word that is the subject of the sentence (and comes before the verb) may be different from the spelling of that same word when it is an object (and comes after the verb). This pattern can be seen with pronouns in SAE, eg *She hit him, He hit her*. So when 'she' is the object, 'her' is used and when 'he' becomes the object, 'him' is used. Sometimes the object is marked with another small word as well as the object word; for example, in heavy Aboriginal English we can have *Dey catch em fish*. 'Dey' or 'they' is the subject, 'fish' is the object and 'em' is the object marker (it tells us that this verb will have an object).

### Training Tip

Further information on grammatical features 2-10 can be found in *Solid English, Two-Way English, Deadly Ways to Learn and Making the Jump*.

It is recommended that just a couple of linguistic features be looked at each time, such as things that educators already know their learners use, eg unmarked gender, double subjects, simple and compound tenses.

Some Two-Way Team members have suggested using the book *Olive Python Dreaming* in workshops. Because *Olive Python Dreaming* is written in Aboriginal English, it has many of these features. They have found that educators liked examining texts to find these features. As a further step, educators could look at their own students'/ trainees' language use to find examples of these features.

### Tricky words

Aboriginal English does have regional differences, so Aboriginal English words can be pronounced differently or mean different things in different regions of Western Australia. Two-Way Team facilitators will need to ensure that the examples in these materials are appropriate for particular regions. It is recommended that, where appropriate, local words and structures are substituted for the examples in this text. This is important so that no-one is offended or meaning is not misconstrued.

These regional differences can be shown in words from local Aboriginal languages, or with grammatical forms of heavier Aboriginal English varieties. Look at the following examples of one sentence:

- *Nyami e bin gedem two biiigwan barra las night. (AE)*
- *My/mone pop e been gedem two biges barra las night. (AE)*
- *Grandad he been get two big barra last night. (AE)*
- *Grandad he got two big barra last night. (AE)*
- *(My) Grandad caught two big barramundi last night. (SAE)*

See Module 3.11 for an explanation of these different forms.



### Training Tip

Facilitators should encourage educators to spend time listening to their learners and identifying what language features they are using. This entails the educators being aware of what their learners are saying and also what SAE forms they wish them to acquire.

SAE proficiency and literacy is the goal, but recognition and exploration of first language or dialect forms are also critical.

Language teaching is always more interesting for learners if it occurs in a particular context; for example, things collected on a nature walk or an excursion might be named and the words put in sentences.

Learners will see little point on the need for correct forms for the sake of correctness alone because they cannot see the communicative purpose, so we have to use ways of introducing them to language structures that are spontaneous, implicit and interesting.

The strategies in these materials therefore only offer a starting point for what a talented educator can do to make use of the everyday contexts within the learning environment.





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## MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

**Module 3.1 presents workshop materials that will enable educators to:**

- review the Standard Australian English (SAE) tense system
- compare tense forms in SAE and Aboriginal English.



## MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

### 3.1.1 VERBS AND TIMELINES – OVERVIEW

#### Learning objective

This module will help educators to:

- understand how Standard Australian English (SAE) verb forms are used to describe a range of timeframes.

#### Activity description (verb timelines activity)

The activity modelled here requires consideration of the use of SAE tense forms to express the diversity of temporal references, whether focussing on a point in time or a period in time in the past, present or future.

This activity, which is appropriate for pair work, can be adjusted for different learner levels by altering the complexity of the time reference in the sample sentences.

For example, lower-level learners might be introduced to the use of verbs in the past, present and future, while higher-level learners might be introduced to contrasting points and periods in time.

## Facilitators notes:

Materials required:

- Powerpoint: *Verbs and timelines* (provided)
  - Worksheet for reader: *Verb tense in Standard Australian English and timelines* (provided)
  - Worksheet for writer: *Verb tense in Standard Australian English and timelines* (provided)
  - Facilitators key: *Verb tense in Standard Australian English and timelines* (provided)
  - Handout: *Verb tense in Aboriginal English* (provided).
1. If possible, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies). Ask participants to set up a barrier so that the pairs cannot see what each is doing.
  2. Display and explain Powerpoint: *Verbs and timelines*.
  3. Distribute Worksheet for reader to one member of the pair and Worksheet for writer with the blank timelines to the other member.
  4. Ask the member with the Worksheet for reader to read Sentences 1-10 to his/her partner. After hearing each sentence, the partner will mark on the timeline the point/s or period/s of time to which the sentence refers. The sentence can be repeated for the writer as many times as needed. Once the tenth sentence has been reached, the reader and the writer swap their sheets so that each partner has a turn at being reader and writer. The original reader becomes the writer and the original writer becomes the reader to complete sentences 11-20.
  5. Once completed, the pair share the filled-in timelines with others. Alternatively, the facilitators key can be copied and handed out so that pairs can check their answers that way.
  6. Discuss which ones were difficult and how you would introduce your learners to them.
  7. Circulate copies of the Handout: *Verb tense in Aboriginal English* (provided).

MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

3.1.1 VERBS AND TIMELINES – POWERPOINT

Verbs and timelines

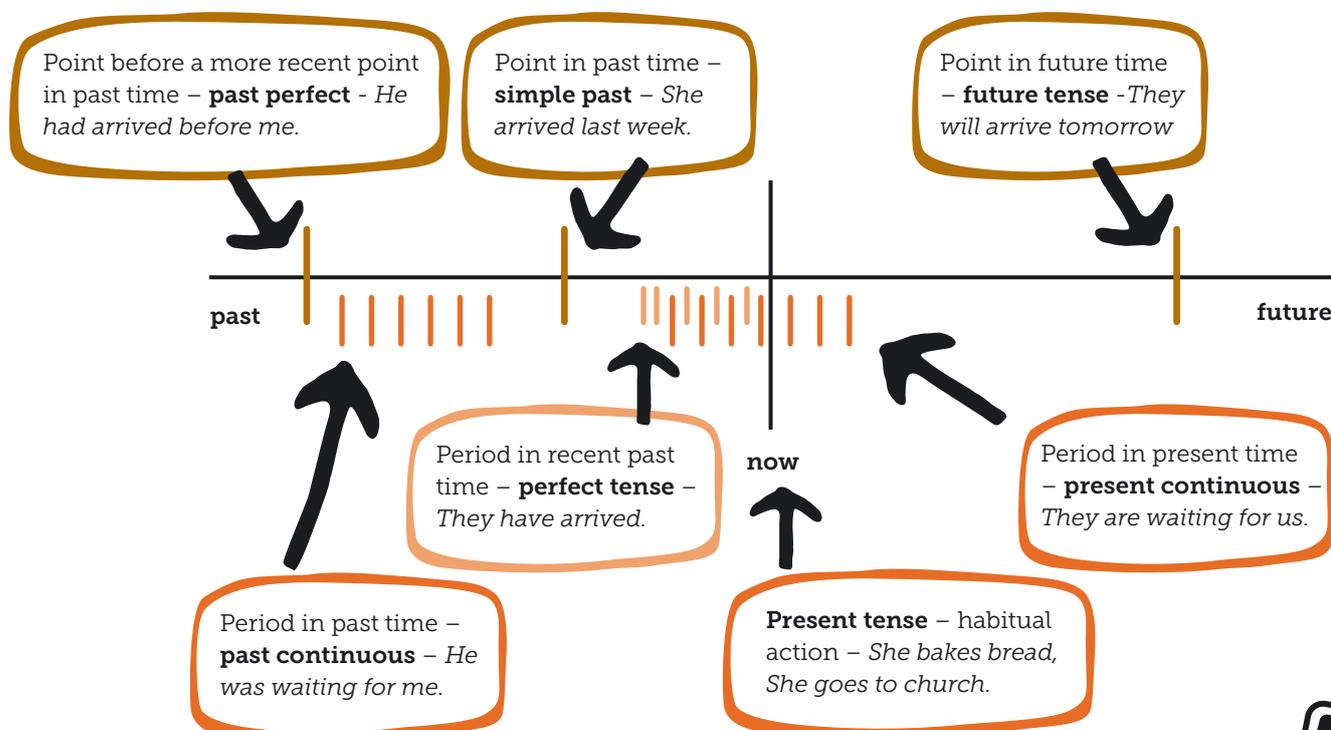
Verbs have many roles

They tell us:

- whether something happened in the past, present or future (*I ate, I am eating, I will eat*)
- whether something happened over a period of time or at a point in time (*I am eating, I was eating*)
- whether an action/event has finished/is completed or not (*I have eaten, I had eaten*)
- whether an action/event still has current relevance (is still important) or not (*I spilt my tea all over me this morning. I have spilt my tea. I need to change my skirt.*)
- whether an action/event is habitual or not (*She goes to church. She is going to church.*)
- whether an action/event is real or not, ie hypothetical (*I might go next week. She could have told me about it. We would be angry.*)

Timelines

It can be useful to use a timeline to understand the scope of each tense:



MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

**3.1.1 VERBS AND TIMELINES**  
– WORKSHEET FOR READER

**Verb tense in Standard Australian English and timelines**

Read the following sentences to your partner, who will identify either the point/s or period/s of time on the timeline that the event or activity occurs/occurred. (Note: some of these are tricky!)

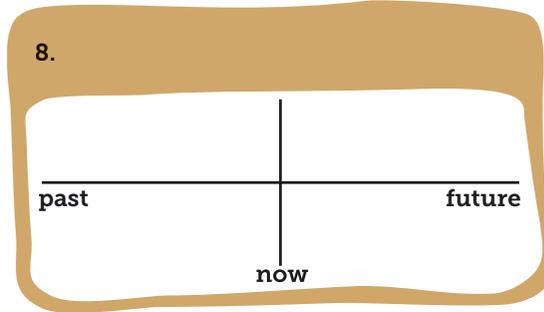
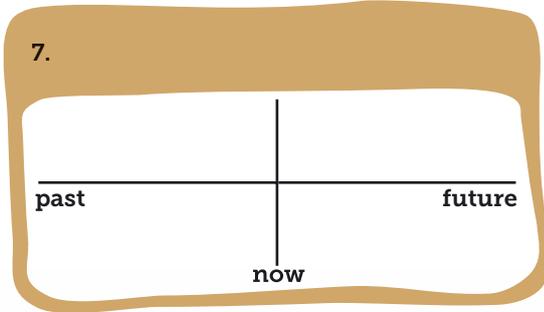
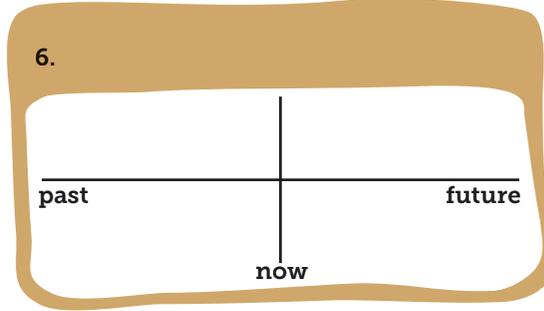
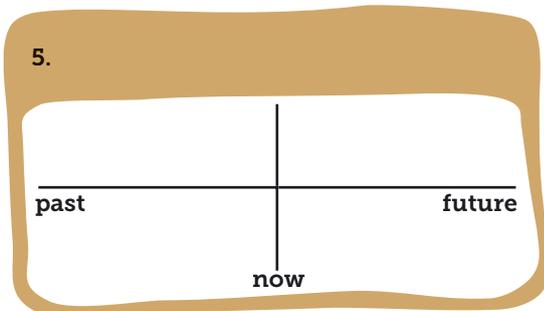
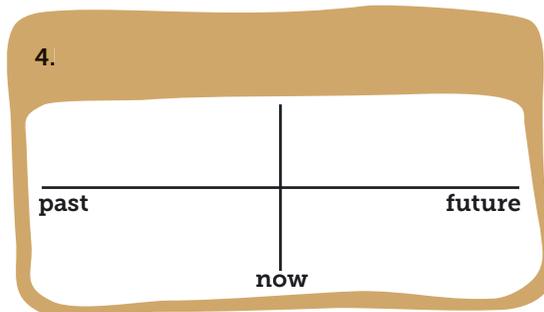
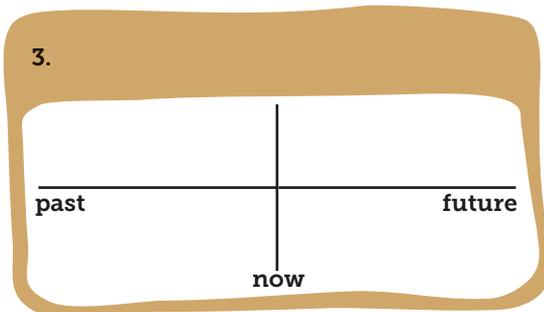
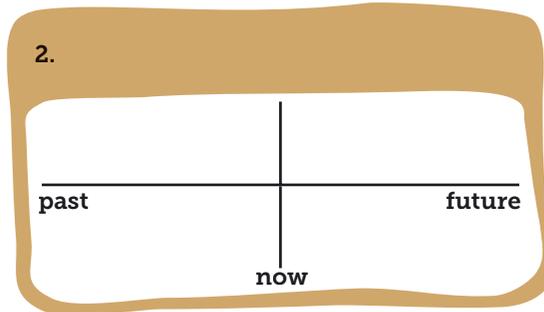
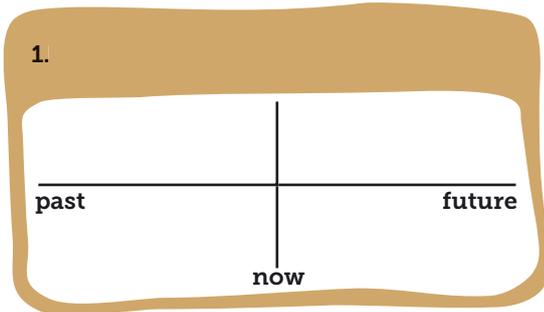
1. She will go into town tomorrow.
2. Auntie arrived yesterday.
3. I've just been shopping.
4. She goes to church.
5. He was just leaving when I walked in.
6. Sharon will be leaving for Perth on Sunday.
7. I've been here for a week already.
8. She's gone into town.
9. Auntie had arrived on Monday and left yesterday.
10. I had been sewing for two hours before she brought me tea.
11. I spilt my cup of tea all over me.
12. Gail wanted to go to the video shop.
13. Stan is eating his dinner.
14. I'll wait until Tuesday.
15. I've spilt my coffee; can you give me a rag to clean up?
16. Jean came in her Toyota yesterday.
17. Chrissie has finished her breakfast.
18. Troy and Gary have been selected for the team next Saturday.
19. When the boy on the skateboard came around the corner, he hit a dog.
20. Before I went to the doctor's, I called in on Mum.

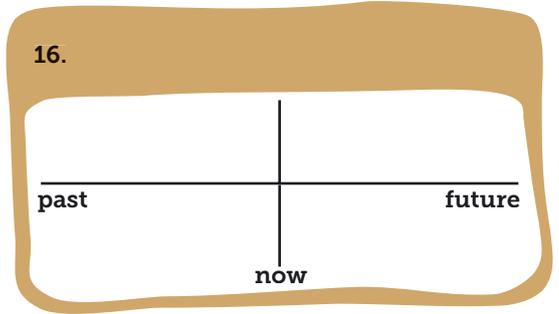
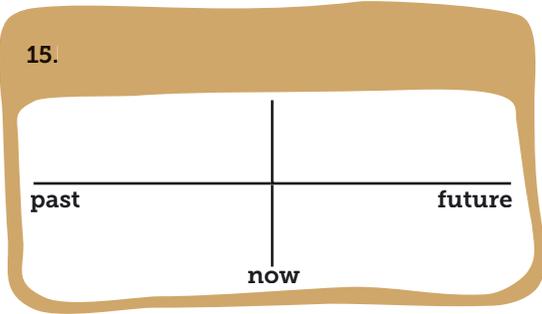
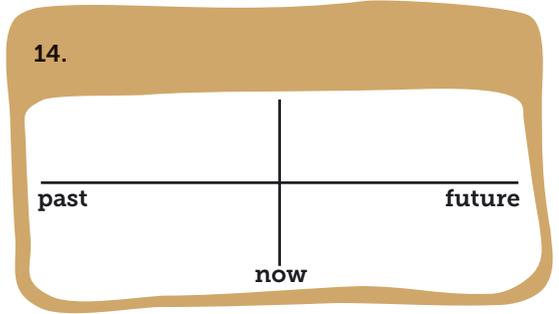
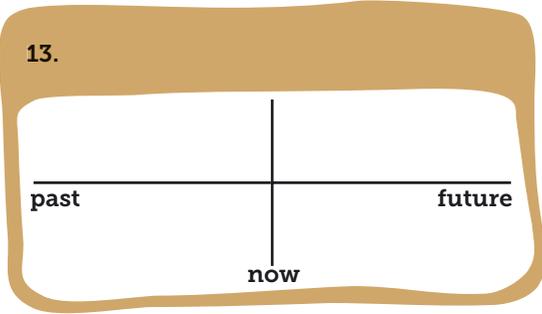
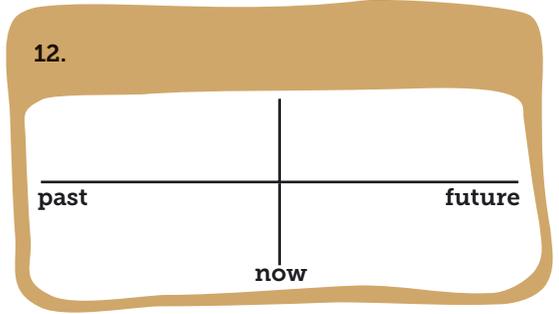
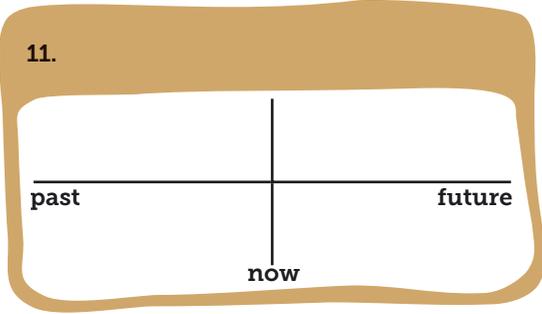
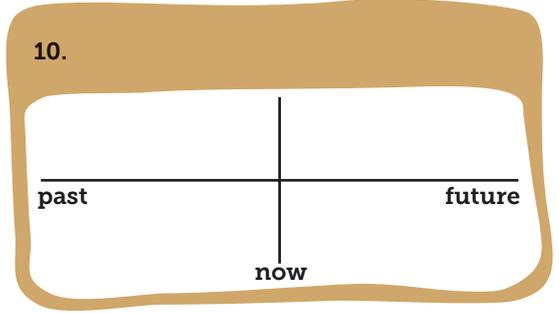
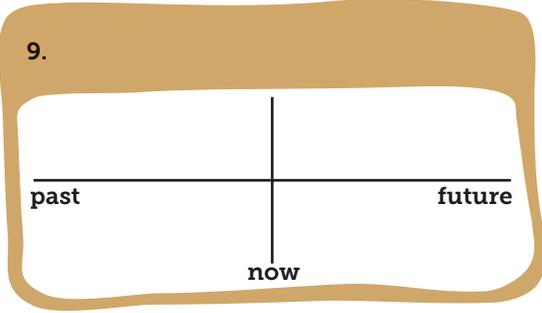


### 3.1.1 VERBS AND TIMELINES

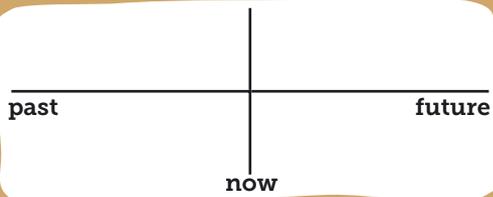
#### – WORKSHEET FOR WRITER

#### Verb tense in Standard Australian English and timelines

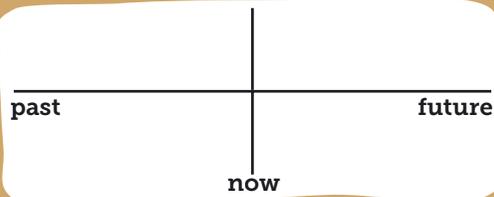




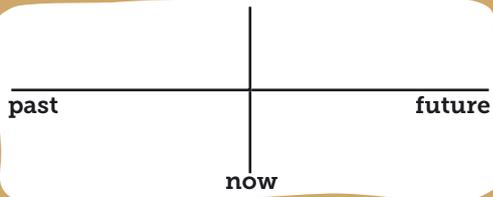
17.



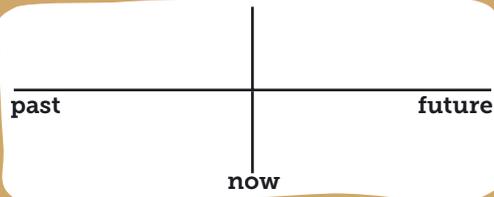
18.



19.



20.

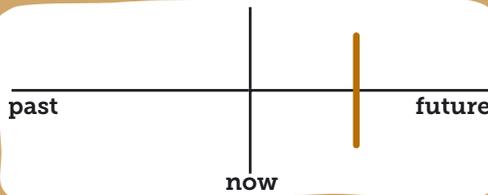


MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

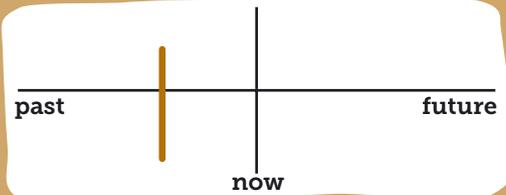
3.1.1 VERBS AND TIMELINES – FACILITATORS KEY

Verb tense in Standard Australian English and timelines

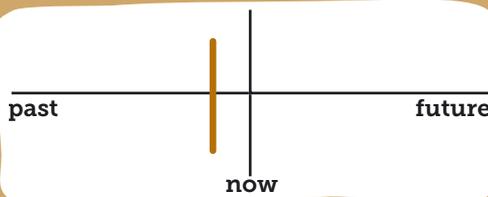
1. She will go into town tomorrow.



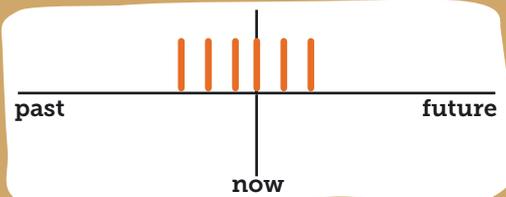
2. Auntie arrived yesterday.



3. I've just been shopping.



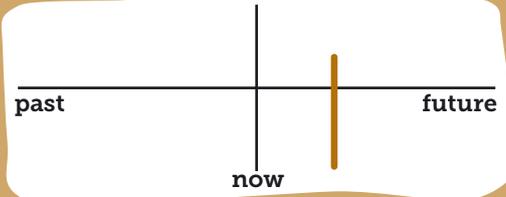
4. She goes to church.



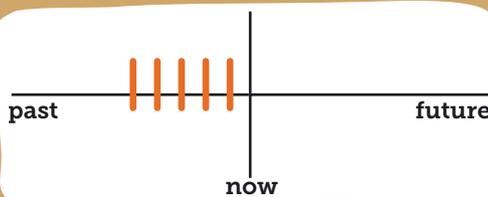
5. He was just leaving when I walked in.



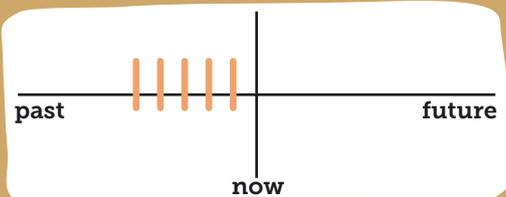
6. Sharon will be leaving for Perth on Sunday.



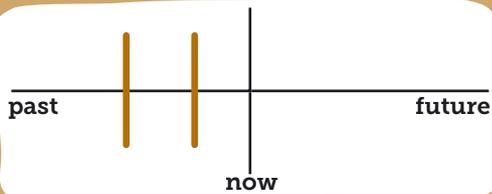
7. I've been here for a week already.



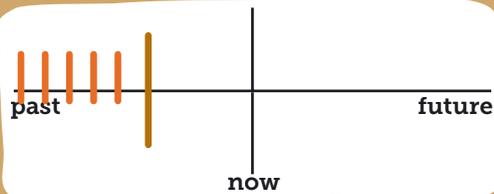
8. She's gone into town.



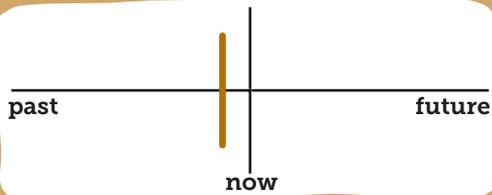
9. Auntie had arrived on Monday and left yesterday.



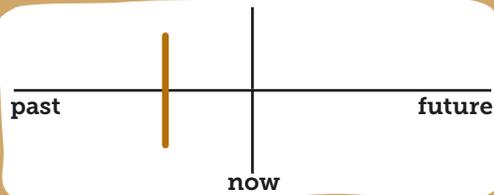
10. I had been sewing for two hours before she brought me tea.



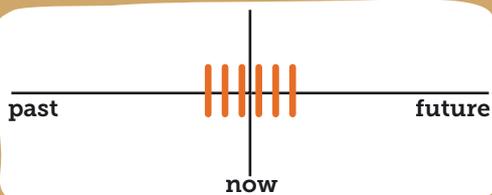
11. I spilt my cup of tea all over me.



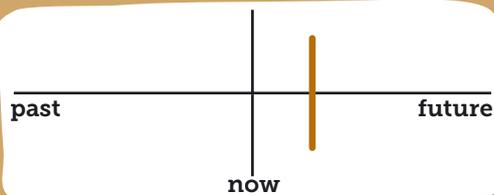
12. Gail wanted to go to the video shop.



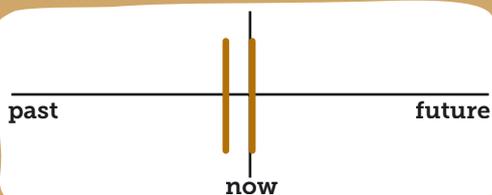
13. Stan is eating his dinner.



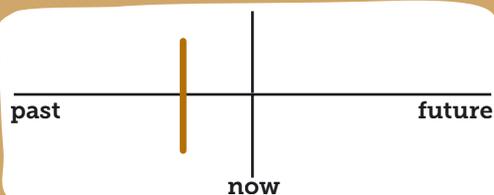
14. I'll wait until Tuesday.



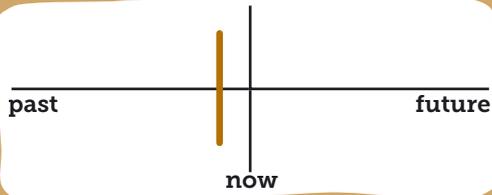
15. I've spilt my coffee; can you give me a rag to clean up?



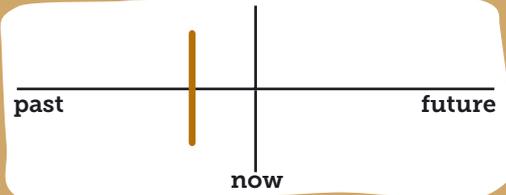
16. Jean came in her Toyota yesterday.



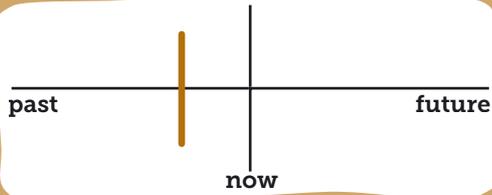
17. Chrissie has finished her breakfast



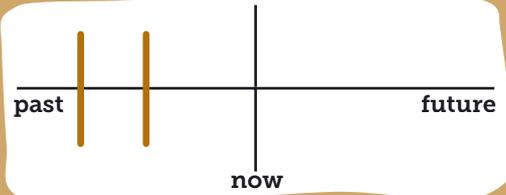
18. Troy and Gary have been selected for the team next Saturday.



19. When the boy on the skateboard came around the corner, he hit a dog.



20. Before I went to the doctor's, I called in on Mum.



## MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

### 3.1.1 VERBS AND TIMELINES – HANDOUT

#### Verb tense in Aboriginal English<sup>1</sup>

<p>Simple tenses using 'am/is/are' are weakened in Aboriginal English (AE), so these words may or may not be used. Sometimes the 'is' is attached to the verb.</p>	<p><i>Dey teenagers.</i> <i>My cousin he teacher.</i> <i>(H)is name Gary.</i> Note: the loss of the 'am/is/are' here does not affect our understanding. In fact, many languages do not use this verb <i>Thas my Nan Joyce.</i> <i>I's sticky like a frog.</i></p>
<p>Simple tenses are not always marked on verbs.</p>	<p><i>E jump up.</i> <i>Dey jump up.</i> <i>E hop in de car.</i> <i>Dey hop in de car.</i> Note: the loss of /-s/ on the end of the verb here does not affect our understanding. We can tell who is jumping or hopping into the car from the subject 'e' or 'dey'.</p>
<p>Compound tenses using 'is/am/are/was/were'. The role of 'is/am/are/was/were' is weakened in AE, so these words may or may not be used.</p>	<p><i>Dey comin.</i> (SAE: <i>They are coming. They were coming.</i><sup>2</sup>) <i>Dey waitin.</i> (SAE: <i>They are waiting. They were waiting.</i>) Note: AE speakers will know if this is past or present from the context. <i>Dey was waitin.</i> (SAE: <i>They were waiting.</i>) Note: many verbs also occur in the first person form ('I was' – 'Dey was'). So 'was' is simply emphasising the 'past time'. Note: even though the 'ing' is pronounced 'in', it still shows that the action is 'ongoing'.</p>
<p>A compound past tense with 'bin/been' is often used in AE. This most likely comes from earlier forms of AE or from Kriol.</p>	<p><i>My Mum bin give me twenty dollars.</i> (SAE: <i>My Mum gave me twenty dollars.</i>) <i>We bin go Broome.</i> (SAE: <i>We went to Broome.</i>) <i>We bin go get some.</i> (SAE: <i>We went and got some.</i>)</p>
<p>Compound tenses using 'has/have/had' are used more in Standard Australian English than in AE, where a simple past tense is often used. So the role of 'has/have/had' is weakened in AE.</p>	<p><i>I seen a snake.</i> (SAE: <i>I have seen a snake.</i>) <i>My Pop got emu eggs.</i> (SAE: <i>My Pop has got emu eggs.</i>) <i>She got make-believe emu eggs.</i> (SAE: <i>She has got make-believe emu eggs.</i>)</p>

- 1 Aboriginal English has regional differences, so always make sure what the local words and structures are for the examples in this text.
- 2 The Standard Australian English translation is in brackets.



## MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

### 3.1.2 TYPES OF VERB TENSES – OVERVIEW

#### Learning objectives

This module will help educators to:

- understand the forms (simple and compound) in the Standard Australian English (SAE) tense system
- become familiar with the different tense forms in Aboriginal English (AE) and SAE.
- identify learners' needs with regard to SAE verb tenses.

#### Activity description (verb tenses activity)

This activity models a type of *text analysis* in which participants can become familiar with the English tense system, its uses and how the same temporal distinctions are made in AE. It also models a classroom task for learners at any level to enhance their understandings of the way we situate events in time when we speak or write.

Variations in learner levels and maturity can be accommodated by the type and complexity of text chosen.

## Facilitators notes

***It is strongly advised that facilitators read the Explanatory notes for this module before proceeding with this activity.***

Materials required:

- Explanatory notes: *Background information for facilitators* (provided)
  - Powerpoint: *Types of verb tenses* (provided)
  - Worksheet: *Verb tenses activity* (provided).
  - Facilitators key: *Verb tenses activity* (provided).
1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
  2. Display Powerpoint: *Types of verb tenses* (provided).
  3. Distribute the Worksheet with text and blank chart: one for each pair.
  4. Ask pairs/groups to appoint a scribe and identify the verbs. Note whether they are simple or compound and whether they are past, present or future.
  5. Next, the short text will be recounted in AE, either by a presenter or a member of a Two-Way Team.
  6. Ask scribe or pair/group member to write down the AE story (the speaker may have to allow time for their words to be written).
  7. The group or pair now compare the SAE and AE versions and identify verb forms that they may need to focus on to improve their learners' understanding of verb tense and how it works.

MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

3.1.2 TYPES OF VERB TENSES  
– EXPLANATORY NOTES

Background information for facilitators

1. In Standard Australian English (SAE), there are simple tenses and compound tenses:

- Simple tenses just use one verb form, for example:

*Shakira **lives** in Perth*

*John **ate** the apple*

*Davie **fixed** the car.*

- Compound tenses have two words, for example:

*John **was eating** the apple; John **has eaten** the apple*

*Davie **is fixing** the car; Davie **had fixed** the car.*

This is not the same as using the verb 'to have' to say that we have something: *I have an apple* (I possess an apple).

This is not the same as using the verb 'to be' to say that we are someone/something: *I am an SAE speaker* (the verb 'to be').

2. In Aboriginal English (AE):

- The verb 'to be' is sometimes not used:

*Dey teenagers (SAE: They are teenagers); His name Gary, but E's a cheeky fella.*

- Simple tenses may not be marked:

*E jump up (SAE: He jumps up); Dey hop in de car (SAE: They hop in the car).*

- Past tense may be indicated by the context:

*Dey waitin - or by an auxiliary: Dey was waitin (SAE: They were waiting).*

- A compound tense may also be formed with 'bin/been':

*My Mum bin give me some money (SAE: My Mum gave me some money); We bin go Broome (SAE: We went to Broome).*

- A perfect tense (eg *have eaten*) need not have an auxiliary:

*I seen a snake (SAE: I've seen a snake); She got emu eggs (SAE: She has got emu eggs).*



MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

3.1.2 TYPES OF VERB TENSES – POWERPOINT

Types of verb tenses

1. Verb tense in Standard Australian English (SAE)

Simple tenses and compound tenses in SAE:

Simple tenses

- Shakira **lives** in Perth.
- John **ate** the apple.
- Davie **fixed** the car.

Compound tenses

- John **was eating** the apple.
  - John **has eaten** the apple.
  - Davie **is fixing** the car.
  - Davie **had fixed** the car.
- but
- I **have** an apple (meaning: I possess an apple).
  - I **am** an SAE speaker (the verb 'to be').



## 2. Verb tense in Aboriginal English (AE)

Simple tenses and compound tenses in AE:

### Simple tenses

- **May not be marked:**  
*E jump up.*  
*Dey hop in de car.*
- **No need for 'is', 'are':**  
*Dey teenagers.*  
*His name Gary.*  
**but** *E's a cheeky fella.*

### Compound tenses

- **May be formed with 'bin/been':**  
*My Mum bin give me some money.*  
*We bin go Broome.*

### Past tense

- **may be indicated by context:**  
*Dey waitin.*
- **or by an auxiliary:**  
*Dey was waitin.*

### Perfect tense

- **need not have an auxiliary:**  
*I seen a snake.*  
*She got emu eggs.*



MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

### 3.1.2 TYPES OF VERB TENSES – WORKSHEET

#### Verb tenses activity

- Identify the verbs in the text below (there are nine) and complete the table below.
  - Are they simple or compound?
  - Are they past or present? (Participants might even want to name the tenses.)
  - Discuss with colleagues or Two-Way Team.
- Aboriginal participants are invited to retell the story below in Aboriginal English. Listen to and transcribe the story told in Aboriginal English (AE) by a group member or presenter.
- Compare the use of verbs in each text and note what you would have to focus on to help your learners bridge between AE and Standard Australian English (SAE).

#### Transcript

There's a guy in my group. He was riding a horse and fell off. He had hurt his neck or something and his brother took him to hospital in a car. He stayed in hospital for ages, but he's ok now. His brother said that they won't keep a horse anymore.

Verb	Simple/compound	Past/present
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		



MODULE 3.1 VERB TENSE IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH

3.1.2 TYPES OF VERB TENSES – FACILITATORS KEY

Verb tenses activity

Transcript

There's (1) a guy in my group. He **was riding** (2) a horse and **fell** (3) off. He **had hurt** (4) his neck or something and his brother **took** (5) him to hospital in a car. He **stayed** (6) in hospital for ages, but he's (7) ok now. His brother **said** (8) that they **won't keep** (9) a horse anymore.

Verb	Simple/compound	Past/present
1. 's (is)	Simple	Present
2. was riding	Compound	Past progressive/continuous
3. fell	Simple	Past
4. had hurt	Compound	Past perfect (past before the past)
5. took	Simple	Past
6. stayed	Simple	Past
7. 's (is)	Simple	Present
8. said	Compound	Past
9. won't keep	Compound	Future (negative – will not keep)



# MODULE 3.2 SUBJECTS, VERBS AND OBJECTS – OVERVIEW

## Learning objectives

This module will help educators to:

- understand the structure of sentences and the use of different sentence constituents (subjects, verbs and objects).

## Activity description (sentence structure activity)

This activity models a hands-on task that would introduce learners to sentence structure. Knowledge gained in this activity also provides a basis for subsequent modules in Focus Area 3. For an additional activity relating to objects see Module 3.10: *Objects in Aboriginal English and Standard Australian English*.

## Facilitators notes:

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

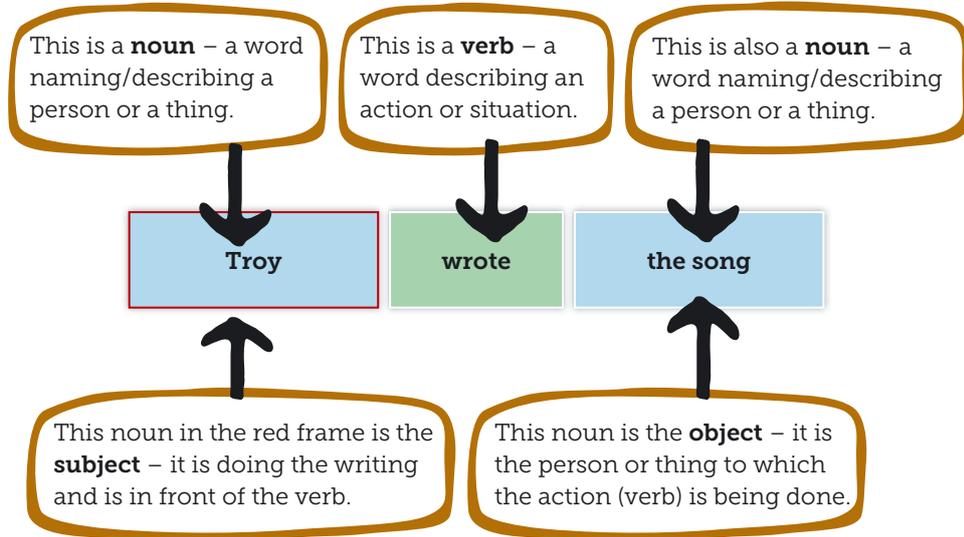
Materials required:

- Powerpoint 1: *Subjects, verbs and objects* (provided)
- Facilitators key: Cards (provided)
- Facilitators material: Sets of coloured cards (enlarged cards are provided at the end of this Focus Area). Prepare one full set of cards for each pair. You can make your own if examples are inappropriate or insufficient.
- Powerpoint 2: *Double subjects* (provided).;

1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
2. Display and explain Powerpoint 1: *Subjects, verbs and objects*.
3. Distribute cards sets, one full set for each pair.
4. Ask pairs to make sentences out of their cards and discuss with their partners and others which components within their sentences are the subject(s), verb(s) and object(s).  
Optional discussion question: which level of sentence complexity would be suitable for which level of learner?
5. Debrief by displaying and explaining Powerpoint 2: *Double subject*.

# MODULE 3.2 SUBJECTS, VERBS AND OBJECTS – POWERPOINT 1

## Subjects, verbs and objects



# MODULE 3.2 SUBJECTS, VERBS AND OBJECTS – FACILITATORS KEY

## Key for possible sentence examples

  subjects (red frame)    
   verbs (green)    
   objects (blue)

See pages 100–101 for full size cards to be cut out.

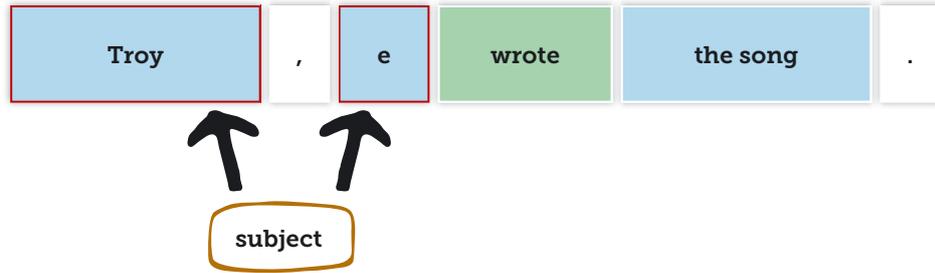
Sally	likes	ice-cream	.		
Sally	and	Paul	like	ice-cream	.
They	like	ice-cream	and	lollies	.
The new car	has	a big engine	.		
The ute	has	8 cylinders	and	mag wheels	.
Aboriginal land councils		work to protect	significant country		.
Davie	is bringing	his guitar	.		
Pav	kicked	three goals	.		
Gaylene	will pick	the girls up	.		
Aboriginal leaders	,	lawyers	and	conservationists	plan
and	discuss	their cases	for court	.	



## MODULE 3.2 SUBJECTS, VERBS AND OBJECTS – POWERPOINT 2

### Double subjects

Double subjects happen when the subject of a sentence is mentioned twice. A sentence with a double subject looks like this (it has two subjects: 'Troy' and 'e'):



Double subjects are used in both, Aboriginal English and Standard Australian English (SAE). However, in SAE, double subjects are only used in informal contexts, for example *This guy, he came into the room...*



## MODULE 3.3 GENDER AND PRONOUNS – OVERVIEW

### Learning objectives

This module will help educators to:

- revise the Standard Australian English (SAE) pronoun system and become aware of the variation between Aboriginal English (AE) and SAE that can occur among AE speakers
- understand the feature of gender agreement in AE and SAE, especially regarding pronouns.

### Activity description (sentence structure activity)

This activity requires knowledge of the different sentence constituents (subjects, verbs and objects) which can be achieved by completing Module 3.2. Knowledge gained in this activity provides a basis for subsequent modules in Focus Area 3.

### Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Handout/Powerpoint 1: *Gender; Pronouns* (provided)
- Worksheet: *Insert the pronoun* (provided)
- Facilitators key: *Insert the pronoun* (provided)
- Powerpoint 2: *Gender marking in Aboriginal English* (provided)

1. Distribute/show the Handout/Powerpoint 1: *Gender; Pronouns*. Explain the notion of gender and pronouns. Point out the difference between SAE and AE pronouns using the table on the Handout/Powerpoint 1.
2. If possible, ask participants to form Two-Way Teams. Otherwise, organise participants into pairs using one of the strategies from Module 12.7.1 Organising learners into pairs or groups (or one of your own strategies).
3. Distribute a copy of the Worksheet: *Insert the pronoun* to every participant and ask pairs to replace the nouns in the sentences with the appropriate SAE and AE pronouns.
4. Debrief the activity by inviting participants to share their sentences with the whole group. Use the Facilitators key but keep in mind, especially in AE, other solutions may be possible. Highlight the fact that in AE the use of gender in pronouns differs to SAE.
5. Finish the module by showing Powerpoint 2: *Gender marking in Aboriginal English* and re-emphasise that AE gender marking relies on context more than on the use of pronouns.

## MODULE 3.3 GENDER AND PRONOUNS – HANDOUT/POWERPOINT 1

### Gender

Words can be put into categories according to their gender:

- male (for example Dad, uncle, Jason)
- female (for example Mum, aunty, Amelia)
- neutral (for example table, water, clouds).

### Pronouns

A pronoun is a word that can replace a noun. In the following sentence the noun 'Sally' can be replaced by the pronoun 'she': **Sally** likes footy. **She** likes footy.

The following table shows the pronouns as used in Standard Australian English (SAE) and Aboriginal English (AE).

	male		female		neutral	
	subject	object	subject	object	subject	object
SAE (singular)	he his	him his	she hers	her hers	it	it
AE (singular)	he/e, she his/is, hers/ers	him/im, her/er his/is, hers/ers	he/e, she his/is, hers/ers,	him/im, her/er his/is, hers/ers,	he/e, she, it his/is, hers/ers	him/im, her/er, it his/is, hers/ers



# MODULE 3.3 GENDER AND PRONOUNS – WORKSHEET

## Insert the pronoun

Task: Referring to the pronoun chart on your Handout, replace the underlined nouns in the SAE sentences with an equivalent pronoun, first in AE and then in SAE. –

1. SAE: Sally likes ice-cream.

AE: ..... likes .....

SAE: ..... likes .....

2. SAE: Sally and Paul like ice-cream.

AE: ..... like .....

SAE: ..... like .....

3. SAE: Justine likes ice-cream and lollies.

AE: ..... likes .....

SAE: ..... likes .....

4. SAE: The new car has a big engine.

AE: ..... 'as a big modor

SAE: ..... has a big engine.

5. SAE: The ute has 8 cylinders and mag wheels.

AE: ..... 's a wicked big modor, mags an all

SAE: ..... has 8 cylinders and mag wheels.



6. SAE: Davie is bringing his guitar.  
AE: ..... gonna bring .....  
SAE:..... is bringing .....
7. SAE: Pav kicked three goals.  
AE: ..... kicked .....  
SAE:..... kicked.....
8. SAE: Sonja's girls are with their Dad.  
AE: ..... with .....  
SAE:..... are with .....
9. SAE: Gaylene will pick up the girls.  
AE..... will pick ..... up  
SAE: ..... will pick..... up.
10. SAE: Carol and I will meet up with Gary and the boys at the footy.  
AE: ..... will meet up with ..... at the footy  
SAE..... will meet up with ..... at the footy.



## MODULE 3.3 GENDER AND PRONOUNS – FACILITATORS KEY

### Insert the pronoun

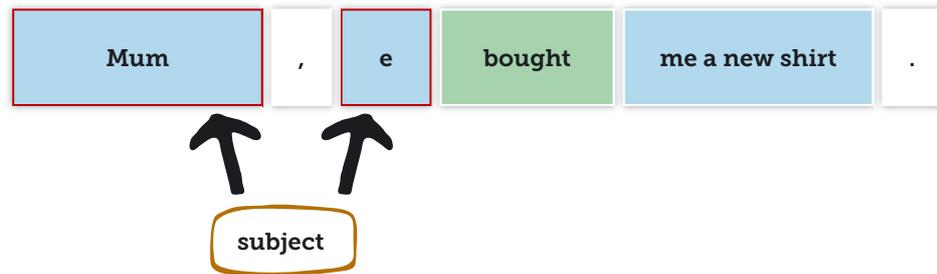
1. AE: **she/e** likes **it/dat**  
SAE: **She** likes **it**.
2. AE: **they/dey** like **dat/it**  
SAE: **They** like **it**.
3. AE: **she/e** likes **them/dem/em**  
SAE: **She** likes **them**.
4. AE: **e/it/dat** one dere 'as a big modor  
SAE: **It** has a big engine.
5. AE: **e/it's** a wicked big modor, mags an all  
SAE: **It** has 8 cylinders and mag wheels.
6. AE: **e/he** gonna bring **it**  
SAE: **He** is bringing **it**.
7. AE: **e/he** kicked **them/dem/em**  
SAE: **He** kicked **them**.
8. AE: **they/dey** with **him/im**  
SAE: **They** are with **him**.
9. AE: **e/she** will pick **them/dem/em** up  
SAE: **She** will pick **them** up.
10. AE: **we** will meet up with **them/dem/em/their mob** at the footy  
SAE: **We** will meet up with **them** at the footy.



## MODULE 3.3 GENDER AND PRONOUNS – POWERPOINT 2

### Gender marking in Aboriginal English

In Aboriginal English (AE) gender marking is less important, as the gender can be understood from the context. An AE sentence with a double subject might look or sound like this:



So 'E's a cheeky one' could refer to a male or a female person.



## MODULE 3.4 NEGATIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

### Learning objectives

This module will help educators to:

- familiarise themselves with the types of negation used in English
- understand the sort of negation that may be used by learners of Standard Australian English (SAE) as either a second language or a second dialect.

### Activity description (verb tenses activity)

This activity models a barrier game in which learners can manipulate the structure of sentences/ utterances between positive and negative statements.

### Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint: *Negatives* (provided)
  - Handout: *Negative sentences* (provided)
  - A blank sheet of paper
  - Writing materials.
1. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
  2. Members of pairs should sit opposite one another and use a barrier (book, handbag, etc) so they cannot see each other's worksheets.
  3. Display Powerpoint: *Negatives*.
  4. Distribute Handout: *Negative sentences* with text and blank chart: one for each pair.
  5. Ask one member of the pair to read the sentences to the other. The listener then must write these same sentences but change the positive sentence to the negative form or vice versa.
  6. The group or pair now compare the two written forms and identify changes in form between positive and negative structures.
  7. Pairs come together as a group and discuss how this feature of language can be explicitly taught in the classroom.
  8. Ideas are shared with the other groups in the room.

## MODULE 3.4 NEGATIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT

### Negatives

#### 1. Negatives: adding 'no' to the sentence

In Standard Australian English (SAE):

- negatives are attached to the verb:  
*I am not going; She is not going; We are not going; They will not go.*
- negatives can be contracted:  
*She isn't going; We aren't going; They won't go; They weren't going; He wasn't going.*

Note that all the above examples are compound verbs and the negation is added to the auxiliary (*isn't, aren't, wasn't, weren't*).

- What if there is no auxiliary but a simple verb? Then 'do' is added.  
So we have ***I don't/didn't go.***

Unlike many languages, in Standard Australian English a simple verb cannot be negated, eg *\*I go not!*

#### 2. Many languages use more than one negative word to make a negative sentence: these are double negatives

Double negatives are used in Aboriginal English and look like this:



In SAE it would be *They have nothing* or *They don't have anything*, which have just one negative word. So there is *everyone/no-one; everything/nothing; some/none*, etc to help.

Note: Double negatives are common in many languages and they are most often used to stress the negative. See Malcolm, I. G. et al. (1999). *Two-Way English*. Perth: Education Department of Western Australia and Edith Cowan University.

\* Ungrammatical sentence in SAE



# MODULE 3.4 NEGATIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT

## Negative sentences

### Task:

Work in pairs to make the following sentences negative. One member of the pair will read out each sentence and the other member will write the sentence in the negative:

### Example:

Reader – ‘I will order the morning tea.’

Writer – ‘I won’t order the morning tea.’

1. She is going to Broome next year.
2. Jennifer bought some red boots.
3. I would drive. The airfare is too expensive.
4. This food tastes good.
5. Gaylene attended the conference in Perth.
6. Everyone is wearing long boots this winter.
7. Her boots are very bright.
8. Town councils should just listen to their council members.
9. A dual-cab ute isn’t worth buying.
10. I have one of those new TVs that get digital channels.
11. The government represents all the people.
12. The new Holden has a 2.4 litre engine.



## MODULE 3.4 NEGATIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY

### Negative sentences

1. She is not/isn't going to Broome next year.
2. Jennifer didn't/did not buy any red boots.
3. I wouldn't/would not drive. The airfare is not too expensive.
4. This food doesn't/does not taste good.
5. Gaylene didn't /did not attend the conference in Perth.
6. No-one/Nobody is wearing long boots this winter.
7. Her boots aren't/are not very bright.
8. Town councils shouldn't/should not just listen to their council members.
9. A dual-cab ute isn't/is not worth buying.
10. I don't/do not have one of those new TVs that get digital channels.
11. The government doesn't/does not represent all the people.
12. The new Holden doesn't/does not have a 2.4 litre engine



# MODULE 3.5 GETTING INFORMATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objectives

This module will help educators to:

- understand the different and sometimes covert ways of seeking information in Aboriginal English (AE)
- understand the range of question types used in Standard Australian English (SAE) and AE.

## Activity description (ways to get information)

In this activity, participants will identify question types in a written text and then generate and identify their own questions in spontaneous speech.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint 1: *Getting information in Standard Australian English* (provided)
- Worksheet 1: *Types of questions in Standard Australian English* (provided)
- Facilitators key to Worksheet 1: *Types of questions in Standard Australian English* (provided)
- Worksheet 2: *Spontaneous speech - Scoring sheet* (provided)
- Powerpoint 2: *Getting information in Aboriginal English* (provided)

(continued on next page)



Facilitators notes (continued)

1. Prepare a text suitable for your level of learner that includes dialogue and, in particular, questions. *Worksheet 1: Different types of questions in Standard Australian English* is a typical example. In the worksheet you design, add gaps after each question for writing in the type of question.
2. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
3. Show and explain Powerpoint 1: *Getting information in Standard Australian English*.
4. Circulate a copy of the sheet you designed or *Worksheet 1: Different types of questions in Standard Australian English* for each pair to work on together.
5. In pairs, ask participants to identify the questions in the text and to label them according to question type using the Key: WH (for WH questions), Y/N (for Yes/No questions), Y/N\* (for Yes/No questions with raised intonation), and Tag (for Tag questions).
6. Ask participants to form groups of three, select two speakers and one scribe. Provide each scribe with *Worksheet 2: Spontaneous speech – Scoring sheet* (see below). Direct the two speakers to ask each other questions – the scribe is required to note down what types of questions were asked (WH, etc). Finally ask groups to count the different question types they used and to compare these with other groups.
7. Discussion – Did the questions depend on the relationship between the two speakers? (Those who don't know each other well might tend to use WH questions, while those who do know each other well might tend to use more Y/N questions or tags).
8. Ask participants whether and how these four question types occur in AE and record examples on the whiteboard. Show and explain Powerpoint 2: *Getting information in Aboriginal English* (provided).

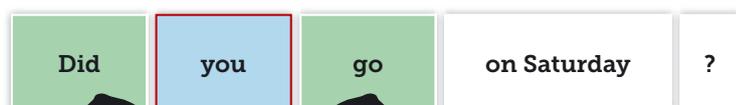
Note: As shown in the Powerpoints, an activity using cards and word rearranging can also be developed to explicitly contrast this feature of SAE with AE.

# MODULE 3.5 GETTING INFORMATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT 1

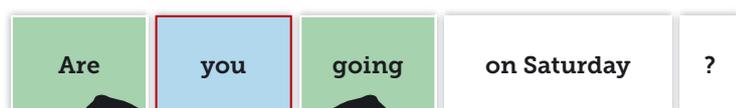
## Getting information Standard Australian English

In Standard Australian English there are three types of questions:

1. **Yes/no questions**, eg *Did you go on Saturday?* *Are you going on Saturday?*



An extra verb [do] is added in front of the subject



Part of the verb can be in front of the subject

Notice how the first part of the compound verb goes in front of the subject in these types of questions.

Note that Yes/No questions can also be asked without changing the order of the words. In these cases, 'question intonation' is used and the voice pitch raised a little at the end of the question:

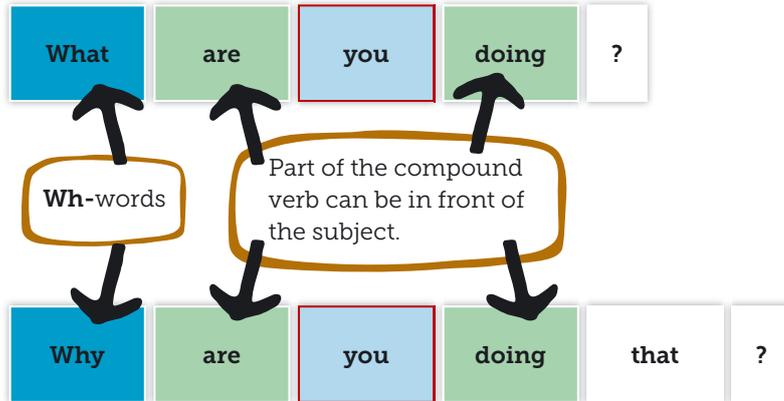
Speaker A: Guess what! I've got a new car.

Speaker B: That's great. **A brand-new one?**

Speaker A: No, but it's in good condition.



2. **WH questions**, eg *What are you doing?*  
*Why are you doing that?*  
*Where is that?*



3. **Tag questions**, eg *That was terrific, wasn't it?*  
*That's great, isn't it?*



# MODULE 3.5 GETTING INFORMATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – WORKSHEET 1

## Types of questions in Standard Australian English

### Key:

**WH** for WH questions.

**Y/N** for Yes/No questions.

**Y/N\*** for Yes/No questions with raised intonation.

**Tag** for Tag questions.

Jodie: Can I talk to you urgently? [.....]

Sam: Can't it wait until lunch time? [.....]

Jodie: OK. What time do you have lunch? [.....]

Sam: One o'clock? We'll meet at the sandwich bar. Is that OK? [.....]

Jodie: Yes of course.....

Jodie: What are you going to have? [.....]

Sam: A cheese and bacon toasted sandwich, I think.

Jodie: Do you want coffee too? [.....]

Sam: Yes please. Are you paying for this? [.....]

Jodie: Yes – my shout. Can I ask your advice? [.....]

Sam: Yes, but I don't guarantee that I can help you.

Jodie: No, it's just that I have a problem with my car.



Sam: What's wrong with it? [.....]

Jodie: I think it's the carburettor - that's what it's called, isn't it? [.....] The bit that distributes the petrol? [.....]

Sam: Yes, that's sort of correct.

Jodie: Well the car, it's really old, just chugs along and splutters sometimes. Would you know what is wrong with it? [.....]

Sam: It could be a whole lot of things. Why don't you get it serviced? [.....]

Jodie: Well it's really old and I was thinking of selling it.

Sam: But if you want to sell it, you need to have it in good running order, don't you? [.....]

Jodie: I suppose so.

Sam: And you would need to have it roadworthy, wouldn't you? [.....]

Jodie: Oh yes I would – but it's only good for scrap.

Sam: How old it is? [.....]

Jodie: I've had it for five years.

Sam: No, I mean what year was it built? [.....]

Jodie: Oh, that was 1972.

Sam: Perhaps if it sounds that sick you might need to get rid of it. Do you want me to help you look for another car? [.....]

Jodie: A second-hand one? [.....]

Sam: Of course.

Jodie: Yes please!



# MODULE 3.5 GETTING INFORMATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO WORKSHEET 1

## Types of questions in Standard Australian English

### Key:

**WH** for WH questions.

**Y/N** for Yes/No questions.

**Y/N\*** for Yes/No questions with raised intonation.

**Tag** for Tag questions.

Jodie: Can I talk to you urgently? **[Y/N]**

Sam: Can't it wait until lunch time? **[Y/N]**

Jodie: OK. What time do you have lunch? **[WH]**

Sam: One o'clock. We'll meet at the sandwich bar. Is that OK? **[Y/N]**

Jodie: Yes of course....

Jodie: What are you going to have? **[WH]**

Sam: A cheese and bacon toasted sandwich, I think.

Jodie: Do you want coffee too? **[Y/N]**

Sam: Yes please. Are you paying for this? **[Y/N]**

Jodie: Yes – my shout. Can I ask your advice? **[Y/N]**

Sam: Yes, but I don't guarantee that I can help you.

Jodie: No, it's just that I have a problem, with my car.

Sam: What's wrong with it? **[WH]**

Jodie: I think it's the carburettor - that's what it's called isn't it? **[Tag]** The bit that distributes the petrol? **[Y/N]**

Sam: Yes, that's sort of correct.

Jodie: Well the car, it's really old, just chugs along and splutters sometimes. Would you know what is wrong with it? **[WH]**

Sam: It could be a whole lot of things. Why don't you get it serviced? **[WH]**

Jodie: Well it's really old and I was thinking of selling it.

Sam: But if you want to sell it, you need to have it in good running order, don't you? **[Tag]**

Jodie: I suppose so.

Sam: And you would need to have it roadworthy, wouldn't you? **[Tag]**

Jodie: Oh yes I would – but it's really only good for scrap. **[Tag]**

Sam: How old it is? **[WH]**

Jodie: I've had it for five years.

Sam: No, I mean what year was it built? **[WH]**

Jodie: Oh, that was 1972.

Sam: Perhaps if it sounds that sick you might need to get rid of it. Do you want me to help you look for another car? **[Y/N]**

Jodie: A second-hand one? **[Y/N]**

Sam: Of course.

Jodie: Yes please!



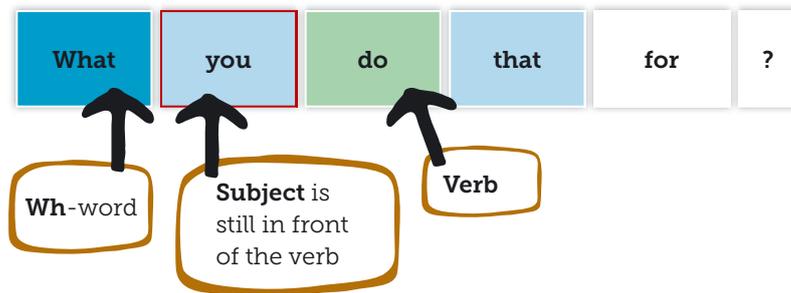


## MODULE 3.5 GETTING INFORMATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT 2

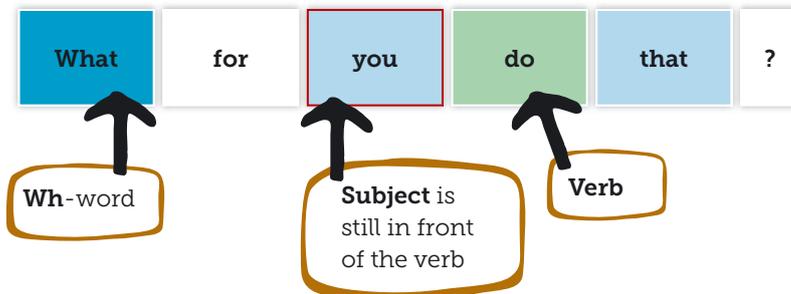
### Getting information in Aboriginal English

In Aboriginal English question forms, 'what' often replaces SAE 'why' and the place of the subject and verb are not always swapped.

In Aboriginal English, the question structure is different - 'what ...for' replaces 'why' and the verb is not always put in front of the subject:



In Aboriginal English, you can also say 'What for you do that?'



Aboriginal English has 'tag' questions:



# MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objective

This module will help educators to:

- understand and recognise differences in plural marking (number) in Standard Australian English (SAE) and Aboriginal English (AE) and how to address them.

## Activity description (noun and number activity)

In this activity, participants will re-familiarise themselves with SAE nouns and how they are marked for number (singular/plural, count/non-count, proper, etc).

They will compare number marking in AE and SAE and identify the possible needs of AE speakers with regard to understanding number marking in SAE.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint: *Plural marking* (provided)
- Handout 1: *Text in Standard Australian English* (provided)
- Handout 2: *Text in Aboriginal English* (provided)
- Facilitators key to Handout 1: *Text in Standard Australian English* (provided)
- Facilitators key to Handout 2: *Text in Aboriginal English* (provided).

(continued on next page)



Facilitators notes (continued)

1. Organise participants into small groups using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies). Ask the groups to 'select' their 'reader'.
2. Show Powerpoint: *Plural marking*.
3. Provide one member of each pair or group with one copy of Handout 1: *Text in Standard Australian English*. Provide the others in the group with blank sheets of paper.
4. The person in each pair or group with Handout 1: *Text in Standard Australian English* will read out the text twice. Other group members will write down all the nouns that they hear and indicate whether they are singular, plural, proper or non-count. Group members can compare and share their lists and Facilitators can use the Facilitators key to Handout 1 for additional clarification.
5. Ask Aboriginal participants or Facilitator to read the second text (Handout 2) in AE. They may want to prepare or even change it to suit before reading it out. This time, all participants note any nouns and whether they are plural, etc. Invite participants to share their lists. Facilitators can provide further input into a debrief using Facilitators key to Handout 2.
6. Ask participants to compare their AE and SAE lists and to consider what the AE learner's needs might be regarding plural marking and how they can be addressed with explicit teaching.

**Note:** You might like to replace Handout 1 and Handout 2 with alternative texts. Point out that participants could conduct this activity with their learners.

# MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT

## Plural marking

1. Languages have many ways of marking number. In Standard Australian English (SAE), there is plural marking by simply adding an 's' or 'es' to a singular noun to indicate that there is more than one:

- *bird – birds*
- *church – churches*
- *sandwich – sandwiches*
- *bush – bushes.*

But SAE does have its exceptions:

- *child – children* (a different ending)
- *foot – feet* (a different vowel in the middle)
- *sheep – sheep* (the same word).

And SAE also has non-count words that don't occur in the plural:

- *chairs* but *furniture*
- *rainstorms* but *weather*
- *smiles* but *happiness.*

Other words also indicate plurality or 'more than one':

These are called **quantifiers** and are discussed in Module 3.9 and Module 9.5.

- *a few cars*
- *several cars*
- *many cars*
- *lots of cars.*



2. In **Standard Australian English**, a noun is in plural by adding 's' or 'es':

- 'snake' becomes 'snakes' (+s)
- 'worm' becomes 'worms' (+s)
- 'bush' becomes 'bushes' (+es)

If some measurement is added to the plural noun (quantifying), it stays the same in SAE.

- *several snakes*
- *lots of worms*
- *a few bushes*

In **Aboriginal English**, the 's' on 'snake' may not be used if there is some measurement already. Aboriginal English may also use 'lotta' instead of 'lots of':

- **lots** of snake
- **lotta** snake

Even speakers of SAE will understand that this refers to 'more than one snake'.

Aboriginal English speakers may also add a plural 's' to the pronoun 'you' – 'yous' when referring to more than one person. This is a characteristic that has been borrowed from the different dialects of British English spoken in Australia during early settlement.

**Note:** Speakers of Aboriginal English or of any other language that doesn't mark plurals with a final 's' may not listen for them or even hear them. Therefore, for these speakers to learn the SAE markers, singular and plural SAE forms must be articulated clearly.



# MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT 1

## Text in Standard Australian English

**Task:** Identify the types of nouns (singular, plural, non-count) in the following text.

Note: It is only nouns that are marked for plurality.

### Water saving strategies

If we turn off automatic sprinklers, we can save around 200 litres of water\* per day. During winter\* in Perth, Western Australia, most plants don't need watering but will survive on the normal rainfall.

Other strategies for maintaining a garden in hot climates include choosing water-wise plants that are bred for these conditions. Many indigenous plants are drought-resistant and will survive with little or even no water.

Also you can spread mulch to protect the soil from drying out and prepare soil\* thoroughly with fertilisers and wetting agents before planting. Plants that are weakened by drought conditions are at greater risk of disease.

### Additional task:

Can you give examples of when the asterisked nouns from the text above might be used in a plural form?



## MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT 2

### Text in Aboriginal English

**Task:** Identify the types of nouns (singular, plural, non-count) in the following text.

Note: It is only nouns that are marked for plurality.

#### Holiday time

We was in Perth and it was too deadly. We seen a biiig picture at the movies place. We had ice cream, cool drink and lotta things.

When we come out we seen all the wicked shops. There was biggest mob of em lotsa things in em too.

After a sleep we all went to the footie. My cousin kicked a goal cause e's solid, han e plays for South Fremantle. We waited for cousin to finish and we run down to the footie place. Cousin asked 'is friends to put their names on our jumpers. We 'ad the bestes time.

We gonna go to Adventure World another time.



# MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO HANDOUT 1

## Text in Standard Australian English

### Water saving strategies

If we turn off automatic **sprinklers (1)**, we can save around 200 **litres (2)** of water per **day (3)**. During **winter (4)** in **Perth (5)**, Western Australia, most **plants (6)** don't need to be watered but will survive on the normal **rainfall (7)**.

Other **strategies (8)** for maintaining a **garden (9)** in hot climates include choosing water-wise **plants (10)** that are bred for these **conditions (11)**. Many indigenous **plants (12)** are drought-resistant and will survive with little or even no **water (13)**.

Also you can spread **mulch (14)** to protect the **soil (15)** from drying out and prepare **soil (16)** thoroughly with **fertilisers (17)** and wetting **agents (18)** before planting. **Plants (19)** that are weakened by drought **conditions (20)** are a greater **risk (21)** of **disease (22)**.

- |                                  |                        |
|----------------------------------|------------------------|
| 1. Plural marked noun            | 12. Plural marked noun |
| 2. Plural marked noun            | 13. Non-count noun     |
| 3. Singular noun                 | 14. Non-count noun     |
| 4. Singular noun                 | 15. Singular noun      |
| 5. Proper noun (no plural forms) | 16. Non-count noun     |
| 6. Plural marked noun            | 17. Plural marked noun |
| 7. Non-count noun                | 18. Plural marked noun |
| 8. Plural marked noun            | 19. Plural marked noun |
| 9. Singular noun                 | 20. Plural marked noun |
| 10. Plural marked noun           | 21. Singular noun      |
| 11. Plural marked noun           | 22. Singular noun      |

### Additional task:

Can you give examples of when the asterisked nouns from the text above might be used in a plural form?

Examples:

- *Her waters have broken!*
- *The old man has survived many winters.*
- *This area is known for its sandy soils.*

## MODULE 3.6 PLURAL MARKING IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO HANDOUT 2

### Text in Aboriginal English

#### Holiday time

We was in **Perth (1)** and it was too deadly. We seen a biiig **picture (2)** at the **movies (3) place (4)**. We had **ice cream (5)**, cool **drink (6)** and lotta **thing (7)**.

When we come out we seen all the wicked **shops (8)**. There was a biggest **mob (9)** of em lotta **things (10)** in em too.

After a sleep we all went to the **footie (11)**. My **cousin (12)** kicked a **goal (13)** cause e's solid, han e plays for **South Fremantle (14)**. We waited for **cousin (12)** to finish and we run down to the footie place. Cousin asked 'is **friends (15)** to put their **names (16)** on our **jumpers (17)**. We 'ad the bestes **time (18)**.

We gonna go to **Adventure World (19)** another time.

- |  |   |
|--|---|
| 1. <b>Perth</b> (proper)   | 9. <b>mob</b> (singular)  |
| 2. <b>picture</b> (singular)   | 10. <b>things</b> (plural - probably optional, because <i>lotta</i> indicates plural) |
| 3. <b>movies</b> (plural)  | 11. <b>footie</b> (singular)  |
| 4. <b>place</b> (singular)   | 12. <b>cousin</b> (singular)  |
| 5. <b>ice cream</b> (singular – used as a non-count noun – could also be <i>ice-creams</i> here) | 13. <b>goal</b> (singular)  |
| 6. <b>drink</b> (unmarked plural – because <i>we</i> indicates plural)                           | 14. <b>South Fremantle</b> (proper)   |
| 7. <b>thing</b> (unmarked plural – because <i>lotta</i> tells that it is plural)                 | 15. <b>friends</b> (plural)   |
| 8. <b>shops</b> (plural – probably optional, because <i>all</i> indicates plural)                | 16. <b>names</b> (plural)   |
|  | 17. <b>jumpers</b> (plural)   |
|  | 18. <b>time</b> (singular)  |
|  | 19. <b>Adventure World</b> (proper)   |



# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objectives

This module will help educators to:

- reinforce the use of the definite and indefinite article in Standard Australian English (SAE)
- equate Aboriginal English strategies for signalling known and unknown information to SAE structures.

## Activity description (cloze activity)

Participants will be introduced to ways in which learners can be introduced to SAE articles (a, an, the) and their use within a text.

In this module we have used texts that might be suitable for higher-level learners, but texts can illustrate these features at any level. Many resources (both print and on line) provide tasks for teaching articles.

A simple search for 'teaching articles' online will provide access to these. However, it is important that texts are always reviewed with a Two-Way Team partner to determine their suitability and inclusivity.

For more activities relating to the inclusivity of texts, see Focus Areas 6 and 7.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint: *What are articles?* (provided)
- Handout 1: *Football injuries* (provided)
- Facilitators key to Handout 1: *Football injuries* (provided)
- Handout 2: *Indigenous Australians at war – Why did they join?* (provided)
- Facilitators key to Handout 2: *Indigenous Australians at war – Why did they join?* (provided) **or**
- Handout 3: *Forgotten Aboriginal war heroes* (provided)
- Facilitators key to Handout 3: *Forgotten Aboriginal war heroes* (provided).

(continued on next page)

Facilitators notes (continued)

1. Prepare a text suitable for your level of learner that includes the introduction of an event or concept and subsequently describes it (see Handout 1). For the first worksheet, leave the text as it is and for the second make a cloze activity (see sample texts). If appropriate, use one of the two cloze activities provided below.
2. If possible, organise participants into Two-Way Teams; otherwise, organise participants into pairs using one of the strategies in Module 12.7.1 *Organising learners into pairs or groups* (or one of your own strategies).
3. Show Powerpoint on *What are articles?* You may want to supplement this Powerpoint with further information in Module 5.3.2.
4. Circulate copies of Handout 1 for each pair to work on together. In pairs, ask participants to identify the articles and their roles in the text using the key.
5. Ask participants to change partners, with one member of each pair moving to the table on their right. Circulate your own cloze activity text (or Handouts 2 or 3) and ask participants to identify the articles and their roles (as they did for the *Sample Text*).
6. Ask your participants to discuss the suitability of the cloze texts for teaching the use of articles in SAE. Record the main points of these discussions on a whiteboard.

# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT

## What are articles?

Articles in Standard Australian English (SAE) are the little words ‘the’, ‘a’ and ‘an’.

There are special rules for the use of articles in SAE (see Module 5.3.2).

Articles are not used as often in Aboriginal English (AE) as in SAE:

- I bin go to Perth for ‘oliday. (AE)
- I went to Perth for **a** holiday. (SAE)
- We went to funeral. (AE)
- We went to **a** funeral. (SAE)
- in the back of boot (AE)
- in boot<sup>3</sup> (AE)
- in the back of **the** boot (SAE).

---

3 The meaning here (putting something in the boot of a car) would be obvious from the context



# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT 1

## Football injuries<sup>4</sup>

- Key:**
- N (new information)
  - O (old information)
  - P (part of whole)
  - W (world understanding)
  - E (set expression)

Mitch Brown of the West Coast Eagles has suffered a thumb injury so he will miss the next eight to ten weeks. Fremantle Dockers defender, Nick Suban, had surgery on a broken fibula over the weekend and will also need an eight-week break.

On the other side of the country, Ryan Lester of the Brisbane Lions has torn a hamstring and will be out of the game for at least three months, while team mate Josh Caddy will be sidelined for the next six to eight weeks with a foot complaint. Meanwhile, Brisbane Lions youngster Ryan Lester’s season could be in doubt after a scan revealed a damaged ligament in his right foot.

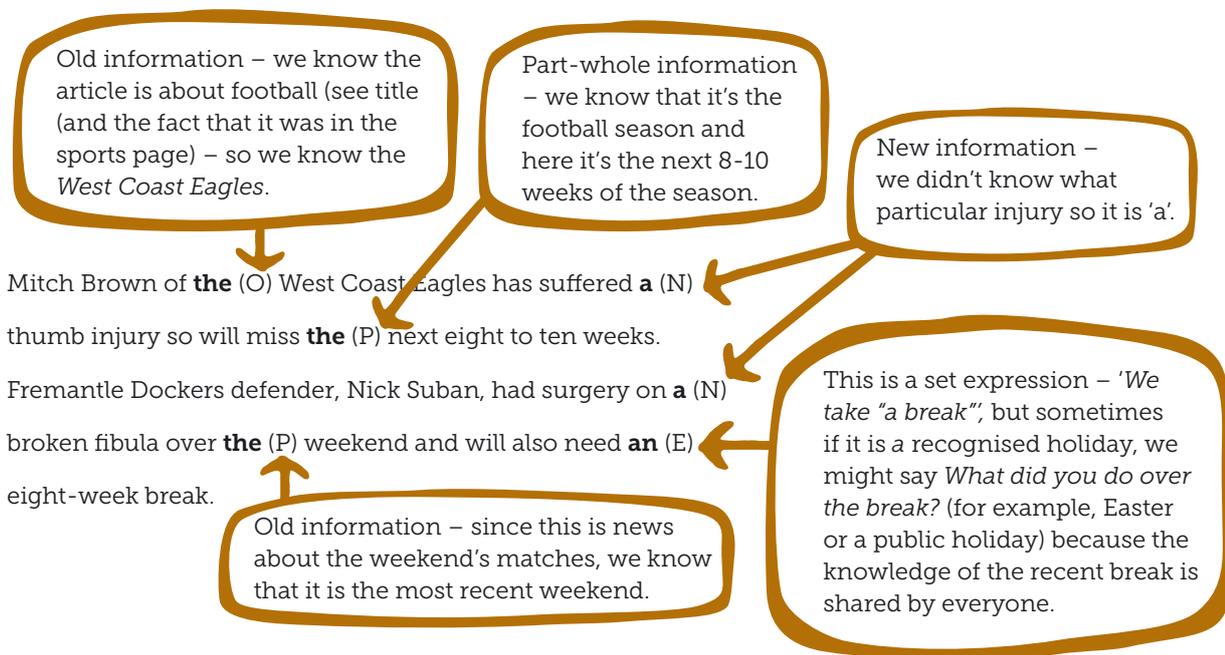
<sup>4</sup> Courtesy of the AFL website - afl.com.au



# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO HANDOUT 1

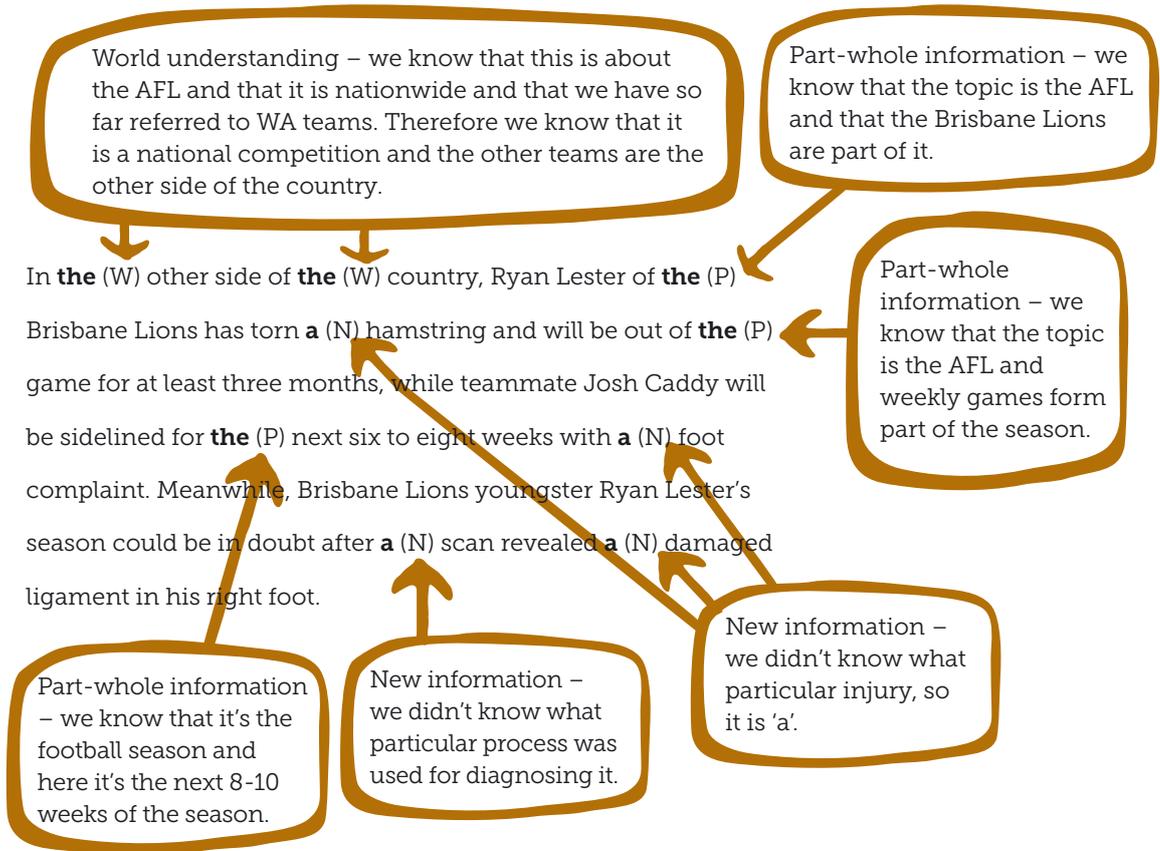
## Football injuries

- Key:** N (new information)  
O (old information)  
P (part of whole)  
W (world understanding)  
E (set expression)



(continued on next page)

Facilitators key (continued)



# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT 2

## Indigenous Australians at war – Why did they join?<sup>5</sup>

That is not ..... easy question to answer of course, as we today are not in ..... same situation. At ..... time of WW1, Aboriginal and Torres Strait Islanders were not officially classified as citizens of Australia. Under ..... Protector's Acts they could not enter ..... public bar, vote, marry non-Aboriginal partners or buy property. They would have been like every other adventurous young Australian male, wanting to go out and see ..... world, get paid really good money, see some action and "be home before Christmas".

But these boys stood out in ..... crowd, they were Aboriginal. They put up with racist slurs and attitudes almost daily in their civilian life - but to their mates in ..... trenches they were Mick, Ben and Harry. .... misconceptions and negative stereotypes that surely many non-Aboriginal diggers had in their minds when they joined would have quickly disappeared when they were living, eating, laughing and dying with these young fellas.

But ..... most tragic aspect of their service was not in them 'going over the top' and running at machine guns and dying - it came after they returned to their country. When they came back home to Australia they were shunned, their sacrifices ignored and their families oppressed even further by their respective State and Federal governments with such cruel initiatives as the "Soldier Settlement Scheme", which appropriated land not available to them. Returned soldiers were not allowed to have .... drink with their comrades at their local pub, there was no Government support for .... wounded or mentally scarred Indigenous veterans, and their children were being removed.....

..... service that these warriors did for ..... ungrateful nation helped provide momentum to ..... growing Aboriginal Rights Movement in the 1930s. They provided hard evidence that they, as ..... people, were willing to serve Australia for ..... better, but at ..... time, white Australia was not willing to help them get on with life.

Even though their small number (estimated to be 500-600) seems like ..... drop in the bucket of ..... tens of thousands of other Australians who served in World War One, their significance to modern Aboriginal history is immense.

Today ..... bodies of those that fell in ..... battlefields of France and Belgium remain with their mates, thousands of miles away from their ancestral homes.

5 O'Connell, G. *Indigenous Australians at War – Why Did They Join?* Retrieved 24 June 2011 from <http://www1.aiatsis.gov.au/exhibitions/IAAW/why.html>. Adapted with permission.



## MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO HANDOUT 2

### Indigenous Australians at war – Why did they join?<sup>6</sup>

That is not **an** easy question to answer of course, as we today are not in **the** same situation. At **the** time of WW1, Aboriginal and Torres Strait Islanders were not officially classified as citizens of Australia. Under **the** Protectors' Acts they could not enter **a** public bar, vote, marry non-Aboriginal partners or buy property. They would have been like every other adventurous young Australian male, wanting to go out and see **the** world, get paid really good money, see some action and 'be home before Christmas'.

But these boys stood out in **the** crowd, they were Aboriginal. They put up with racist slurs and attitudes almost daily in their civilian life - but to their mates in **the** trenches they were Mick, Ben and Harry. **The** misconceptions and negative stereotypes that surely many non-Aboriginal diggers had in their minds when they joined would have quickly disappeared when they were living, eating, laughing and dying with these young fellas.

But **the** most tragic aspect of their service was not in them 'going over the top' and running at machine guns and dying - it came after they returned to their country. When they came back home to Australia they were shunned, their sacrifices ignored and their families oppressed even further by their respective State and Federal governments with such cruel initiatives as **the** 'Soldier Settlement Scheme', which appropriated land not available to them. Returned soldiers were not allowed to have **a** drink with their comrades at their local pub, there was no Government support for **the** wounded or mentally scarred Indigenous veterans, and their children were being removed...

**The** service that these warriors did for **an** ungrateful nation helped provide momentum to **the** growing Aboriginal Rights Movement in **the** 1930s. They provided hard evidence that they, as **a** people, were willing to serve Australia for **the** better, but at **the** time, white Australia was not willing to help them get on with life.

Even though their small number (estimated to be 500-600) seems like **a** drop in the bucket of **the** tens of thousands of other Australians who served in World War One, their significance to modern Aboriginal history is immense.

Today **the** bodies of those that fell in **the** battlefields of France and Belgium remain with their mates, thousands of miles away from their ancestral homes.

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# MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT 3

## Forgotten Aboriginal war heroes<sup>7</sup>

..... Frontier Wars began in 1790 when Bidjigal resistance hero Pemulwuy killed Governor Phillip’s convict gamekeeper for his abuse of Aboriginal women. In response, Phillip ordered ..... punitive expedition to bring back any six Bidjigal or their heads. Though ..... expedition failed, Phillip’s order foreshadowed countless such wanton reprisals against Indigenous people for ..... next 140 years.

Pemulwuy was said to be at ... head of every raid on settler farms. In October 1802, two settlers shot and killed him. Pemulwuy had led his people’s struggle against ..... invaders for 12 years.

In 1795 in ..... Hawkesbury-Nepean area, Dharug people began to raid farms, and there were .... number of deaths on both sides. In response, Governor Macquarie sent .... British 46th Army Regiment to quell ..... conflict. .... conflict known as ..... Hawkesbury Wars lasted till 1816.

Aboriginal warriors fought ..... economic and physical war against settlers, raiding farms and pastoral runs. They killed settlers and their servants, destroyed cabins and farm buildings, and razed crops in incendiary raids. Aboriginal people fought ..... invaders on ..... tribe by tribe basis – they were sovereign peoples defending their lands.

They used ... element of surprise, emerging suddenly from the bush in swift and effective guerrilla raids. They took thousands of cattle and sheep annually. They were known to erect yards to enclose sheep and consume them at their leisure.

In ..... early years, many settlers abandoned their runs for economic reasons as well as ..... terror and panic Aboriginal attacks generated. In ... battle between the Duangwurrung people and George Faithful’s party near Benalla in 1838, natives killed eight of his men. Faithful wrote of Aboriginal women and children running between his horse’s legs to retrieve spears for their warriors to reuse.

Indigenous people resisted fiercely but military police and settlers equipped with horses and rifles eventually overwhelmed them. They died defending their homelands, sacred sites and lifestyle.

..... historian Richard Broome says Australia’s frontier history was ... bloody one. He estimates that frontier violence was responsible for around 1700 European deaths while Indigenous deaths were at least ten times that number.....

Such a memorial would be an acknowledgement of ... long repressed aspect of our past, and ... abiding act of reconciliation.

7 Newbury, P. W. (2011) *Forgotten Aboriginal War Heroes*. Retrieved 24 June 2011 from <http://www.eurekastreet.com.au/article.aspx?aeid=25647>. Adapted with permission. Paul W. Newbury is a writer from the Southern Highlands of NSW. In 1999, he was editor and principal author of *Aboriginal Heroes of the Resistance: From Pemulwuy to Mabo*.



## MODULE 3.7 ARTICLES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY TO HANDOUT 3

### Forgotten Aboriginal war heroes<sup>8</sup>

The Frontier Wars began in 1790 when Bidjigal resistance hero Pemulwuy killed Governor Phillip’s convict gamekeeper for his abuse of Aboriginal women. In response, Phillip ordered **a** punitive expedition to bring back any six Bidjigal or their heads. Though **the** expedition failed, Phillip’s order foreshadowed countless such wanton reprisals against Indigenous people for **the** next 140 years.

Pemulwuy was said to be at **the** head of every raid on settler farms. In October 1802, two settlers shot and killed him. Pemulwuy had led his people’s struggle against **the** invaders for 12 years.

In 1795 in **the** Hawkesbury-Nepean area, Dharug people began to raid farms, and there were **a** number of deaths on both sides. In response, Governor Macquarie sent **the** British 46th Army Regiment to quell **the** conflict. **The** conflict known as **the** Hawkesbury Wars lasted till 1816.

Aboriginal warriors fought **an** economic and physical war against settlers, raiding farms and pastoral runs. They killed settlers and their servants, destroyed cabins and farm buildings, and razed crops in incendiary raids. Aboriginal people fought **the** invaders on **a** tribe by tribe basis – they were sovereign peoples defending their lands.

They used **an** element of surprise, emerging suddenly from **the** bush in swift and effective guerrilla raids. They took thousands of cattle and sheep annually. They were known to erect yards to enclose sheep and consume them at their leisure.

In **the** early years, many settlers abandoned their runs for economic reasons as well as **the** terror and panic Aboriginal attacks generated. In **a** battle between ... Duangwurrung people and George Faithful’s party near Benalla in 1838, natives killed eight of his men. Faithful wrote of Aboriginal women and children running between his horse’s legs to retrieve spears for their warriors to reuse.

Indigenous people resisted fiercely but military police and settlers equipped with horses and rifles eventually overwhelmed them. They died defending their homelands, sacred sites and lifestyle.

**The** historian Richard Broome says Australia’s frontier history was **a** bloody one. He estimates that frontier violence was responsible for around 1700 European deaths while Indigenous deaths were at least ten times that number...

Such **a** memorial would be **an** acknowledgement of **the** long repressed aspect of our past, and **the** abiding act of reconciliation.

8 Newbury, P. W. (2011) *Forgotten Aboriginal War Heroes*. Retrieved 24 June 2011 from <http://www.eurekastreet.com.au/article.aspx?aeid=25647>. Reproduced with permission.

Paul W. Newbury is a writer from the Southern Highlands of NSW. In 1999, he was editor and principal author of *Aboriginal Heroes of the Resistance: From Pemulwuy to Mabo*.



# MODULE 3.8 POSSESSIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objectives

This module will help educators to:

- understand how Standard Australian English (SAE) possessives work
- identify learners' needs with regard to SAE possessives.

## Activity description (possessive construction activity)

The activities in this module model ways in which participants can teach SAE possessive constructions and how these constructions can be the focus of a teaching point that helps the learner to bridge to SAE.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Worksheet: *Possessive recognition activity* (provided)
- Facilitators key: *Possessive recognition activity* (provided)
- Handout: *What is a 'possessive'?* (provided)
- Sets of cards (to be prepared; one set of three sentences for each group)
- Writing materials.

(continued on next page)



Facilitators notes (continued)

1. In preparation of the workshop prepare sets of sentence cards in SAE that include a possessive noun (the noun on one card and the apostrophe on another card). Refer to the following sentence for an example:



Note that we have used the same word class colours here as in previous activities: nouns are blue and verbs are green. The orange is a preposition.

An example for learners with lower literacy levels may look like this:

1. Pop drove ..... boat.  
Task: Finish this sentence so that the boat belongs to Pop.  
Key: Pop drove **his** boat. [possessive pronoun]
2. Uncle Kev is sitting in the back .....  
Task: Finish this sentence so that uncle Kev sits in the car.  
Key: Kev is sitting in the back **of the car**.
3. .... car has a new radio in it.  
Task: Finish this sentence so that the car belongs to Davo.  
Key: **Davo's** car has a new radio in it.
2. Jumble the cards so that each set contains at least three possible sentences with different kinds of possessive constructions ('s', 'of' and possessive pronoun).
3. At the beginning of the workshop, circulate the worksheets and handouts, highlighters and pens/pencils. Ask participants to follow the key explained above the text and identify each possessive form and label it. This can be a task that is done in pairs or in groups and discussion should be encouraged.
4. Ask a volunteer group to read out the possessives they found. Ask others to add to this if possible.
5. Distribute one set of cards to each table/group.
6. Ask the tables/groups to construct three sentences, each with a possessive form. They can then share their constructions, which will differ.
7. Ask each table/group to think of a strategy to help learners notice the need for possessive marking, eg do the task orally, making sure that learners can hear (and repeat) the difference between *Tim* and *Tim's* – stress the 's' at the end of *Tim's*.

# MODULE 3.8 POSSESSIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – WORKSHEET

## Possessive recognition activity

Did you know that the Water Corporation’s website has educational resources (games, quizzes and lectures) for different levels? It’s a great resource for materials. See [http://www.watercorporation.com.au/Education/education\\_fun\\_stuff.cfm](http://www.watercorporation.com.au/Education/education_fun_stuff.cfm)

There is also a fun possessives quiz available at [http://www.harcourtschool.com/activity/exploring\\_possessives](http://www.harcourtschool.com/activity/exploring_possessives)

Note the three different types of possessive marking in the following text, use the key below.

**Key:** **S** for an apostrophe, **of** for an ‘of’ possessive construction and **P** for a possessive pronoun.

### Your water meter

Your water meter is usually placed at the edge of your block – nearest the street. Every time a tap is turned on in your home or your parents’, cousin’s, auntie’s or uncle’s home, the water meter starts to measure how much you are using. It is the Water Corporation’s responsibility to deliver water to your property. They will advise you if there are to be any interruptions to the supply of water. Australia’s water is a scarce and valuable resource and we must make sure that our taps have no leaks that would lead to a waste of this precious resource. To test for any leaks in your house, turn off all your taps and watch to see if the water meter is recording the use of any water. You will see its counter recording the use of water if you have any leaks.



## MODULE 3.8 POSSESSIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY

### Possessive recognition activity

Did you know that the **Water Corporation's (S)** website has educational resources (games, quizzes and lectures) for different levels? It's a great resource for materials.

See: [http://www.watercorporation.com.au/Education/education\\_fun\\_stuff.cfm](http://www.watercorporation.com.au/Education/education_fun_stuff.cfm)

There is also a fun possessives quiz available at:

[http://www.harcourtschool.com/activity/exploring\\_possessives](http://www.harcourtschool.com/activity/exploring_possessives)

**Key:** **S** stands for an apostrophe, **of** for an 'of' possessive construction and **P** for a possessive pronoun.

#### Your (P) water meter

**Your (P)** water meter is usually placed at the edge **of your (P) block (of)** – nearest the street. Every time a tap is turned on in **your (P) home** or **your (P) parents' \*(S), cousin's (S), auntie's (S) or uncle's (S) home**, the water meter starts to measure how much you are using. It is the **Water Corporation's (S)<sup>9</sup>**, responsibility to deliver water to **your (P) property**. They will advise you if there are to be any interruptions to the supply **of water (of)**. **Australia's (S)<sup>10</sup>**, water is a scarce and valuable resource and we must make sure that **our (P) taps** have no leaks, which would lead a waste **of this precious resource (of)**. To test for any leaks in **your (P) house**, turn off all **your (P) taps** and watch to see if the water meter is recording the use **of any water (of)**. You will see **its (P) counter** recording the use **of water (of)** if you have any leaks.

\* Note where we put the apostrophe if there is **more than one owner** (= plural) – *parents'* – so this could just as easily be *cousins'*, etc.

9 *Australia* is a 'borderline' word, as it is a **place** (see Handout).

10 *Australia* is a 'borderline' word, as it is a **place** (see Handout).



# MODULE 3.8 POSSESSIVES IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – HANDOUT

## What is a 'possessive'?

When a word tells us that it owns something or something is a part of it, we call it a possessive.

### In Standard Australian English:

- when **people** own something, an **apostrophe 's** is added, eg *Gary's car, Jane's sneakers*
- when **things** indicate that something is a part of them, then **'of**' is used, eg *the windows of the house, a shortage of water*
- some words can have both possessives, eg places (*Australia's economy* vs *The Commonwealth of Australia*) or institutions (*the government's decision* vs *the seat of the government*)
- possessive pronouns don't need an apostrophe as they are already possessive, eg *his, her/hers, our/ours, your/yours, their/theirs*.

The possessive pronoun *its* can be especially difficult, as it sounds like *it's = it is!*

### In Aboriginal English:

it is not necessary to mark the possessive.

- *I went to my cousin house.*
- *I bin say Tim boat comin in.*



# MODULE 3.9 QUANTIFICATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objectives

This module will help educators to:

- understand the concept of quantification
- experience ways to help Aboriginal English (AE) speakers use standard Australian English (SAE) quantification terms.

## Activity description (quantification activity)

The activities in this module alert learners as to how AE and SAE can differ in expressing quantities and demonstrate that although the words are similar, the reference is more often vague.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint: *Quantification* (provided)
  - Worksheet: *Quantification in Aboriginal English* (provided)
  - Facilitators key: *Quantification in Aboriginal English* (provided).
1. Record a story from an Aboriginal learner or use one from the ABC materials. An example of a constructed text is provided below – you may want to check with your Two-Way Team partner as to its accuracy and appropriateness before using it.
  2. Show the Powerpoint: *Quantification* and invite other examples of quantification in AE. These can be recorded on a whiteboard.
  3. Ask your workshop participants to form pairs, either as Two-Way Teams or by using the strategies described in Focus Area 12. Participants will notice that many of the quantification terms are similar to SAE, but do they carry the same meaning?
  4. Ask non-Aboriginal partners to discuss the meaning (or possible meanings) of each term in the given context with their Aboriginal partners.
  5. Invite pairs to share their discussions with the whole group. Use the examples from the Facilitators key if necessary.



# MODULE 3.9 QUANTIFICATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT

## Quantification

### What is quantification?

- When something is quantified in Standard Australian English (SAE), it is usually measured.
- Measuring can be very specific, eg *10 mls, 20 kms, 7 eggs*.
- Or it can be vague, eg *about ten rabbits, a few eggs*.

### Aboriginal English measurement might sometimes seem vague to SAE speakers:

- *They was a big mob dere/They was big mob dere. Yeah I got the biggest mob/ Yeah I got biggest mob.*
- Sometimes extending the sound of the word can increase this quantity: *An dere was a **bi-i-ig** mob of fishes.*
- *She starts trouble, she got a **bi-i-ig** mouth, unna.*  
(In SAE, it could be: *It was really really big. It was just so big.*)



## MODULE 3.9 QUANTIFICATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – WORKSHEET

### Quantification in Aboriginal English

**Task:** In pairs identify the quantification terms that are typical of Aboriginal English:

#### Huntin

Long time ago we went bush all us mob. Uncle Joe, little Joey, and sister girl Raylene. Gary and Lauren too. Uncle was drivin and at the gun too. We went a loong long way out bush and saw the bigges mob of roos, undreds of em. We chased em for long time along the fence line and uncle stopped the modor han we all jumped out. E shot one and we got im and skinned him with a knife. We had the bigges feed of roo.

We singing out to uncle we can get some more, we can get some more..... drekly uncle drekly sit down now, sit down. We right now

We got a big lotta feed for a long time.

#### Discussion

Many of the quantification terms are similar to Standard Australian English, but do they carry the same meaning? Discuss the meaning (or possible meanings) of each term in the given context.



# MODULE 3.9 QUANTIFICATION IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY

## Quantification in Aboriginal English



# MODULE 3.10 OBJECTS IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – OVERVIEW

## Learning objectives

This module will help educators to:

- revise the roles of subject and object
- review the types of verbs that occur in English
- become aware of how Aboriginal English (AE) may differ from Standard Australian English (SAE) with regard to verb morphology.

## Activity description (object activity)

This activity models an exercise by which learners can become familiar with the verb object requirements of SAE. By generating their own sentences, learners' literacy levels can be assessed and subsequently accommodated.

In a classroom situation with variable literacy levels, the educator may be required to prompt learners in their development of sentences through establishing a context/topic, such as a recent story, excursion or sporting event. In this case, make sure that the verbs chosen can be used in that context.

## Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Powerpoint: *Objects* (provided)
- Worksheet: *Object activity* (provided) or your own draft
- Facilitators key: *Object activity* (provided)
- Writing materials.

(continued on next page)



**Facilitators notes (continued)**

1. Prepare a list of verbs that includes:
  - verbs that must have an object
  - verbs that may/may not have an object
  - verbs that cannot have an object.
 You can also use the worksheet provided.
2. Show Powerpoint: *Objects* and invite participants to share other examples of objects in Aboriginal English and/or SAE.
3. Ask your workshop participants to form pairs, either as Two-Way Teams or by using the strategies described in Module 12.7.1: *Organising learners into pairs or groups*.
4. Provide each pair with writing materials and the list of verbs/worksheet and ask them to write a sentence using each of the verbs and indicating whether they include an object.
5. Ask for some examples of each type of sentence – one with a verb that needs an object, one with a verb that can't have an object and one where the verb may or may not have an object.

# MODULE 3.10 OBJECTS IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – POWERPOINT

## Objects

### Objects in Standard Australian English

Subjects and objects were introduced in Module 3.2. The object (also a noun) usually comes after the verb and undergoes the impact of the verb action:

*John hit **Peter*** – Peter is the object and he got hit!

**Note:** In Standard Australian English (SAE), an object follows the verb. It cannot begin with a preposition, eg *John goes to Perth* - 'to Perth' is a prepositional phrase, not an object.

There are verbs that don't always have an object. In SAE:

Peter moved, ie Peter moved himself.

*Peter moved **the computer*** – the computer is the object.

There are also verbs that cannot have an object. In SAE:

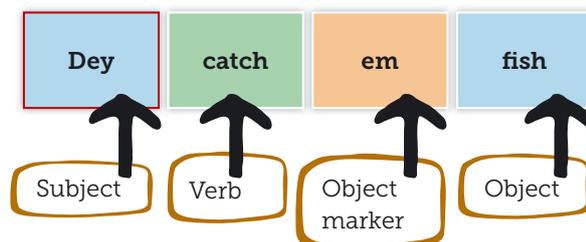
*Jim sneezed* – we can't sneeze a sneeze!

*Sally yawned* – we can't yawn and yawn!

### Object marking in Aboriginal English

Many languages add endings to indicate that a particular verb must have an object. This is called 'object marking'. Object marking is often found in Aboriginal English (AE) and shows evidence of Aboriginal language structures and therefore is more frequent in heavier forms of AE.

An example of object marking in Aboriginal English is: ***Dey catchem fish***



# MODULE 3.10 OBJECTS IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – WORKSHEET

## Object activity

**Task:** Write sentences using each of the following verbs. Which of your sentences contains an object? Which of the verbs can occur with or without an object in Standard Australian English?

- kick .....
- go .....
- eat .....
- give .....
- drive .....
- hold .....
- arrive .....
- load .....
- believe .....
- lie .....
- run .....
- swim .....
- sneeze .....
- sit .....
- die .....
- paint .....
- write .....
- clean .....
- roll .....
- rain .....
- break .....



## MODULE 3.10 OBJECTS IN ABORIGINAL ENGLISH AND STANDARD AUSTRALIAN ENGLISH – FACILITATORS KEY

### Object activity

Note that people may vary in their use of objects with some verbs. Language is changing all the time and verbs that previously may not have had an object, may now be used with an object.

Verb	Sample sentence (*Ungrammatical sentence in SAE)	Object (Yes/No/Yes and No)
kick	<i>He kicked the ball.</i> *He kicked.	Must have an object
go	<i>She is going.</i> *She is going to Perth. (If we add to Perth, it is a prepositional phrase - not an object.)	No object
give	<i>He gave \$100 to the charity.</i> *He gave. (The object is \$100, to the charity is called the indirect object.)	Must have an object
drive	<i>Karen will drive the car./Karen will drive.</i>	Occurs with/without an object
hold	<i>The basket holds vegetables.</i> *The basket holds.	Must have an object
arrive	<i>Joan has arrived.</i> *Joan arrived the house. (at the house would be a prepositional phrase, not an object.)	No object
load	<i>He is loading the truck.</i> *He loads.	Must have an object
believe	<i>I believe that story.</i> *I believe.	Must have an object
lie	<i>She is lying.</i> *She is lying a story.	No object
run	<i>He ran a marathon/He ran.</i>	Occurs with/without an object
swim	<i>She swam the length of the pool./She was swimming.</i>	Occurs with/without an object
sneeze	<i>I sneezed.</i> *I sneezed air.	No object
sit	<i>Harry is sitting.</i> *He is sitting a seat. (If we said in a seat, it would be a prepositional phrase, not an object)	No object
die	<i>Those flowers have died.</i> *The flowers died a death.	No object
paint	<i>She painted a picture/wall. She is painting.</i>	Occurs with/without an object
write	<i>She is writing a letter/He writes.</i>	Occurs with/without an object
clean	<i>I cleaned the house/ I cleaned.</i>	Occurs with/without an object
roll	<i>Gary rolled a cigarette.</i> *Gary rolled. But we can say: The whole family rolled up. (But to roll up has a different meaning.)	Must have an object
rain	<i>It's raining.</i> *It's raining raindrops.	No object
break	<i>I broke a glass.</i> *I broke.	Must have an object

**Some linguistic advice:**

- A verb that must take an object is called a transitive verb.
- A verb that cannot take an object is called an intransitive verb.

There are also ditransitive verbs. These take two objects, eg 'give' and 'write':

- *I gave \$100 to Brett.*
- *She wrote a letter to her friend.*

In these sentences '\$100' and 'to Brett' as well as 'a letter' and 'to her friend' are objects.



## MODULE 3.11 SHOWING VARIATION IN ABORIGINAL ENGLISH – OVERVIEW

### Learning objective

This module will help educators to:

- understand the range of variation that occurs between Aboriginal English (AE) and Standard Australian English (SAE).

### Activity description (variation activity)

This activity alerts participants to the range of AE that they may experience in their classrooms.

While some variation might be attributed to the light/heavy dimension of AE, other variation might be evidence of a learner’s movement toward SAE.

Therefore it is important to recognise any features of a sentence or utterance that go some way to achieving in SAE and praising it where appropriate (for example, when it has been made clear toward learners that they are expected to produce SAE text).

### Facilitators notes

***It is strongly advised that the facilitators read the Background reading for this Focus Area before proceeding with this activity.***

Materials required:

- Handout: *Which of these sentences are in Aboriginal English?* (provided)
  - Powerpoint 1: *All of these sentences are in Aboriginal English* (provided)
  - Facilitators key: *Which of these sentences are in Aboriginal English?* (provided)
  - Powerpoint 2: *Points to remember* (provided).
1. Distribute Handout to groups/tables and allow time for discussion of the four sentences.
  2. Ask for a representative from each table to provide their answer and a justification for it.
  3. Show Powerpoint 1 with features of AE in all four sentences. As the Powerpoint suggests, encourage participants to collaboratively identify aspects that are similar in SAE and Aboriginal English.
  4. To sum up, recap with Powerpoint 2 and possibly give out the Handout from Module 12.10.6.



## MODULE 3.11 SHOWING VARIATION IN ABORIGINAL ENGLISH – HANDOUT

### Which of these sentences are in Aboriginal English? <sup>11</sup>

#### Discussion:

1. Nyami e bin gedem two biiigwan barra las night.
2. My/mine pop e been gedem two biges barra las night.
3. Grandad he been get two big barra last night.
4. Grandad he got two big barra last night.

**Task:** Look at the sentences above that you have decided are in Aboriginal English. What aspects are shared with Standard Australian English and might be recognised in the sentences?

- word order
- tense
- vocabulary
- adjectives
- quantification
- adverbials, eg time phrases
- possessive pronouns.

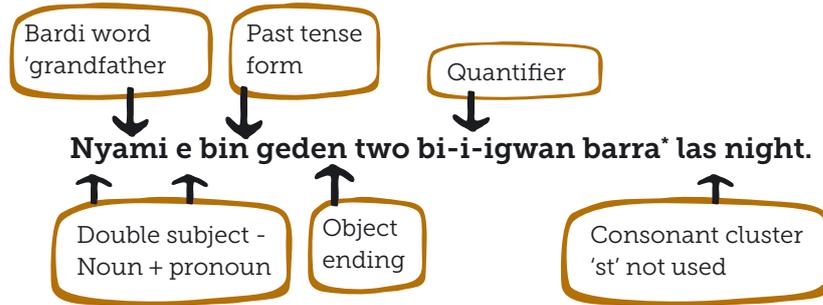
<sup>11</sup> The examples are taken from Malcolm, I. G., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. and Cahill, R. (1999). *Two-Way English: Towards more User-friendly Education for Speakers of Aboriginal English*. Perth: Education Department of Western Australia and Edith Cowan University, 44-51.



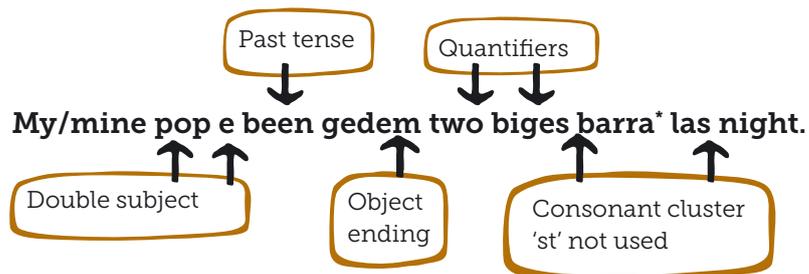
## MODULE 3.11 SHOWING VARIATION IN ABORIGINAL ENGLISH – POWERPOINT 1

### All of these sentences are in Aboriginal English <sup>12</sup>

1. Nyami e bin gedem two bi-i-igwan barra las night.



2. My/mine pop e been gedem two biges barra las night.

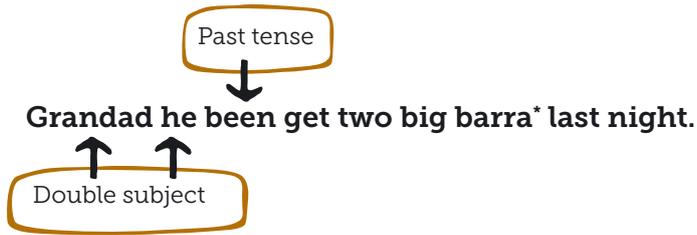


\* Barra - Barramundi

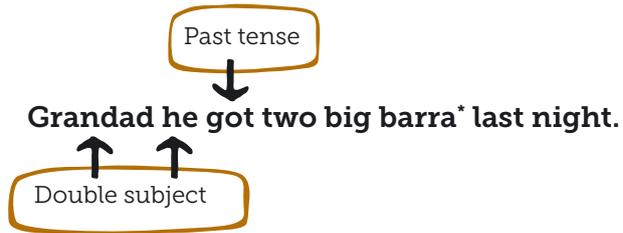
12 The examples are taken from Malcolm, I. G., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. and Cahill, R. (1999). *Two-Way English*. Perth: Education Department of Western Australia and Edith Cowan University, 44-51.



3. Grandad he been get two big barra last night.



4. Grandad he got two big barra last night.



\* Barra - Barramundi



## MODULE 3.11 SHOWING VARIATION IN ABORIGINAL ENGLISH – FACILITATORS KEY

### Which of these sentences are in Aboriginal English? <sup>13</sup>

The explanations in brackets can be used to stimulate further discussion.

- **word order** (is it subject/verb/object...?)
- **tense** (does the use of tense follow the Standard Australian English (SAE) rules of agreement with the time setting established with the adverbial 'last night'?)
- **vocabulary** (is any of the vocabulary also common to SAE?)
- **adjectives** (are the adjectives placed before the noun as they would be in SAE?)
- **quantification** (is the quantification feasible in an SAE sense?)
- **adverbials**, eg time phrases (does the adverbial time phrase fit with the tense use, following SAE rules?)
- **possessive pronouns** (are the possessive pronouns used the way they would be used in SAE – do they agree in number and gender?).

<sup>13</sup> The examples are taken from Malcolm, I., Haig, Y., Königsberg, P., Rochecouste, J., Collard, G., Hill, A. and Cahill, R. (1999). *Two-Way English*. Perth: Education Department of Western Australia and Edith Cowan University, 44-51.



## MODULE 3.11 SHOWING VARIATION IN ABORIGINAL ENGLISH – POWERPOINT 2

### Points to remember:

- Remember that it is important to make explicit to learners whether they are expected to produce text in Standard Australian English (SAE) or whether they are able to work in either SAE or Aboriginal English for a particular activity. Corrections should only occur when learners are clear that the correction relates to their attempt to produce SAE text, and not when the emphasis is on conceptualising new knowledge (see Module 12.10.6).
- Remember that the learner can still achieve without 'correction' but with acknowledgement of and praise for what is achieved that is SAE.
- Remember that the difference between an English as an Additional Language (EAL) and English as an Additional Dialect (EAD) learner is that the EAL learner knows that he/she doesn't know English and needs to learn it, whereas the EAD learner thinks that he/she already knows English and can be disheartened if continually corrected.



## MODULE 3.12 LANGUAGE GAMES – OVERVIEW

### Learning objective

This module will help educators to:

- understand the role of language games and activities in order to practise alternative grammatical features.

### Activity description

This activity allows participants to reflect on the role of language games and activities. The use of games can be especially effective when working with learners on recognising linguistic features in both Aboriginal English and Standard Australian English (SAE) and on practising command of newly-learned language features in SAE.

### Facilitators notes

***It is strongly advised that educators become thoroughly familiar with the material in this Focus Area before they reflect on the use of the strategies.***

***Assessment of teaching strategies requires a broad understanding of language variation and of the importance of Aboriginal English.***

Materials required:

- Handout: *Bridging with games to Standard Australian English*
  - Handout 2: Guide to useful language and literacy teaching strategies and learning experiences (provided in Module 12.7.3).
1. Organise learners into groups, using one of the grouping strategies suggested in Module 12.7.1 or one of your own.
  2. Distribute the Handout to groups/tables and allow time for participants to read.
  3. Allow for any questions and issues to be answered.
  4. As an additional activity, Handout 2 from Module 12.7.3 can be copied and used in conjunction with the Handout in this Module to allow participants to study and discuss various examples of types of activities that could be used.



## MODULE 3.12 LANGUAGE GAMES – HANDOUT

### Bridging with games to Standard Australian English

While there is some need for the educator to explain, clarify and compare aspects of the language, there is also a need for learners to participate in non-threatening situations in which they experiment and practise specific Standard Australian English (SAE) patterns.

Language games and activities can have a very explicit language learning focus: for example, using tense, prepositions and word order correctly in SAE. They have definite structures and rules that, once understood by the learners, enable them to focus on the language rather than the task. They can highlight vocabulary and language patterns at the same time as assisting with the development of speaking, listening, reading and writing skills.

Language games and activities also have other benefits: enjoyment, success, the involvement of all learners, suitability for a range of learning styles and opportunities for learners to observe others. They are relaxed and cooperative experiences and are effective with all ages. Language games and activities require learners to be responsible, take turns and move about.

There are numerous resources involving language games and activities. Some of them need to be modified to work with your class/context. Some language activities require considerable preparation in the form of board games, cards, etc.

The time taken to prepare is well spent, as they can be used many times over. If there is a plan to make games that are intended to last, use good-quality card, laminate, etc. Disposable materials can be used for those that are required only for a short time. Either way, the games/activities you prepare will provide focused communicative language learning opportunities that allow enjoyment and success for learners.

Regardless of the intended audience, it is likely that you will have to make some changes to most games/activities. Several things necessitate these changes:

- How much experience have your learners had with this type of strategy?
- Is the physical environment appropriate, ie suitable for groups, movement?
- Is the language level of the game right for your learners?
- Are you able to manage the group? There's a fine line between loosening the reins and losing control - the secret is to loosen the reins slowly and ensuring that you have put controls in place. Language games/activities are not a free-for-all.

For a list of games and activities, refer to Module 12.7.3.



These cards are part of Module 3.2 (page 37).

Sally	Sally	Paul
They	The new car	The ute
Aboriginal land councils	Davie	
Sonja's girls	Gaylene	Aboriginal leaders
lawyers	conservationists	their cases
ice-cream	ice-cream	ice-cream
lollies	a big engine	8 cylinders
Pav		



mag wheels      significant county

three goals      with their dad      the girls up

likes      like      like      has

has      will pick      kicked      are      ,

is bringing      work to protect      plan      .

discuss      and      and      and

and      and      .      .      .      .      .      .

.      .      .      .      his guitar      for court





## Tracks to Two-Way Learning

This Focus Area booklet is one of a series of 12 that forms Part 2 of the *Tracks to Two-Way Learning* package.



**Understanding language and dialect**  
*Our dialects, our lives*



**Our views, our ways**  
*Aboriginal knowledge, beliefs, today*



**The grammar of dialect difference**  
*Difference, talking, hearing, understanding*



**How we shape experience**  
*Yarning, seeing, watching, doing*



**How we represent our world**  
*Art, symbols, gestures, opportunity  
Manners, reading, knowledge, time limits*



**Language and inclusivity**  
*How we include and how we exclude*



**Making texts work**  
*... in a Two-Way learning environment*



**From speaking to writing**  
*What's right and what's wrong*



**How we talk**  
*How we talk, when we can talk*



**Making a difference for learners**  
*We can do it like this  
Show me what*



**Hearin' the voices**  
*Tell me your story  
(includes ten storybooks)*



**Toolkit for teaching**  
*What we do with our mob*