

HILIGAYNON LESSONS

PALI Language Texts: Philippines
(Pacific and Asian Linguistics Institute)

Howard P. McKaughan

Editor

HILIGAYNON LESSONS

by

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PREFACE

These Lessons in Hiligaynon have been developed under the auspices of the Pacific and Asian Linguistics Institute of the University of Hawaii with the help of a Peace Corps contract (PC 25-1507). They have been tested in training sessions for volunteers at Hilo Hawaii, a project of the University of Hawaii. This text is one of three on Hiligaynon. The other two are A Hiligaynon-English Dictionary by Miss Motus, and Hiligaynon: A Reference Grammar by Elmer P. Wolfenden. These three volumes in turn form a part of a larger series entitled Pali Language Texts: Philippines edited by Howard P. McKaughan.

It is the hope of the authors and the editor that the materials on Hiligaynon will assist learners of the language to become better acquainted with the Philippines, and that they will also foster the person-to-person understanding that is traditional to peoples of these two countries.

Howard P. McKaughan
Editor

INTRODUCTION

Hiligaynon is one of the eight major languages of the Philippines. It is 'the dominant language in Capiz, Iloilo, Negros Occidental, Romblon, and in some towns in Cotabato, Occidental Mindoro, and Oriental Mindoro.'*

Language materials never become fixed. No last word can be said. These materials cover only a limited aspect of Hiligaynon grammar and vocabulary. It is hoped that they will be of use to those interested in acquiring a speaking knowledge of Hiligaynon, and that to linguists and anthropologists they will prove a challenge for further study.

These materials were made possible through the Pacific and Asian Linguistics Institute of the University of Hawaii, under the direction of Dr. Howard McKaughan by support from Peace Corps, Washington D.C. Special thanks are due Dr. Ernesto Constantino for advice and encouragement; to Richard McGinn, for editorial suggestions; to Cora Henares and Cora Alkalde for reviewing Hiligaynon entries in both the text and the dictionary; to the Hiligaynon staff of Peace Corps Philippines XXIII for giving their time to the initial production of the supplementary materials; and to Peace Corps Hilo for testing tentative drafts during training of Peace Corps Volunteers.

How These Materials Are to be Used

I. Time Allotment

These lessons were written for an average of four or five classroom contact hours per lesson. The estimated number of contact hours for mastery of items introduced in this book is around three hundred.

*Ernesto Constantino, Tagalog and Other Major Languages of the Philippines. Unpublished. Honolulu: Institute of Advanced Projects, East West Center. 1968, p. 7.

II. Teacher's Role

A good model of native speech is extremely important for proper language acquisition programs. The instructors are the models of native Hiligaynon speech. They teach and guide the students to speak Hiligaynon, but are not to teach about the language. No grammar explanation will be made in class, except at special times designated by Language Coordinators for grammar sessions. The following general instructions for the teacher may prove helpful.

1. Master the dialogue thoroughly. Memorize all the lines in the dialogue. Introduce a dialogue three times at normal native speaker speed and intonation. Then, model it line by line, having the students repeat each line. Repetition of every line should be done at least three times per line. Repetition can be done chorally or individually. It is suggested that choral repetition be performed first until the students gain enough confidence to say an utterance individually.
2. Make the introduction of micro-dialogues as meaningful as possible. Dramatize, or use audio or visual aids.
3. Prepare teaching aids well ahead of class time. Because translation is not a recommended teaching method, visual aids will prove helpful especially when introducing new vocabulary items.
4. Conduct drills as briskly and as lively as possible. Master all the items given in the textbook. You are allowed to add your own entries to some drills, provided that vocabulary and structure conform to what has been covered.
5. Always correct pronunciation or grammatical errors on the spot. Reinforce correct responses.
6. No grammar explanation should be given by a teacher who is not sure of the analysis of Hiligaynon. Refer grammatical questions to Language Coordinators.
7. Role-playing is a must activity every day. Situations should center around possible job-roles of the students.

8. It is suggested that handouts for students be given half-way through the language schedule for the day. Lessons are not to be read in class while class is in progress.
9. Give the students 90 per cent of the class time to use the target language. Model, but do not lecture.

III. Format

The book is divided into twelve units. A brief summary of grammatical points introduces each unit. The number of lessons in a unit vary. The format is based on a Tagalog text being prepared by Miss Teresita V. Ramos at the Pacific and Asian Linguistics Institute of the University of Hawaii.

A structural content (short description of grammatical points) heads each lesson; micro-dialogues follow. These are called micro because they are composed of only two to four lines. The dialogues are the embryo of each lesson. They are authentic models of native conversation and illustrate grammatical points being introduced. Complete internalization of these dialogues should provide the fundamentals of simple conversational proficiency in the target language. Internalization infers more than mere memorization. It means complete mastery of structures learned, as evidenced by use in the learner's active repertoire of Hiligaynon, plus an automatic use of these inside and outside classroom situations. Model sentences (samples of native conversation organized around structures covered in the lesson) are marked in the micro-dialogues with 'M's' and numbers. The numbers count the lines of each dialogue. Complete dialogues marked 'C' follow. Complete dialogues are utterance-response arrangements of the model sentences and are also numbered to show how many complete dialogues can be derived from the models given.

Only after mastery of the micro-dialogues is achieved, can the instructor proceed to drill. Example drills are given with every lesson. Drilling should be thorough and programmed to insure movement from controlled use of structures to limited free conversation. Role-playing, which is dramatization of situations usually centering around the future job-role of Peace Corps trainees, is a good testing activity for comprehension

and production of dialogues in the target language. It provides encouragement for dialogue exchange of structures drilled day after day. Role-playing is limited free conversation and is one activity in which trainees can show how much of the native speaker's linguistic, as well as kinesic (body movement), communication signals they have internalized. Instructions for the Teacher contain suggested role-playing situations for every lesson.

The lessons are sequenced to cover only one grammar point at a time. The structural content summarizes grammatical points covered in the lesson; the micro-dialogues give samples of native speech using the structures, and drills provide habit-forming activities for internalization. Grammatical explanations are given toward the end of the lesson. These are brief descriptions of grammatical patterns. The student is encouraged to set aside extra review time for going over grammatical explanations.

Cultural notes are given in lessons on an as-needed and ad hoc basis. These are brief accounts of some behavioral or linguistic nuances in Hiligaynon culture.

Lists of new vocabulary items are given toward the end of each lesson. These contain vocabulary introduced for the first time in that lesson. They are provided for student reference during review periods. No time is allowed for teaching of vocabulary through translation. Words are to be mastered in the context of the situations. They are to become part of the student's active repertoire of native terms.

Cumulative dialogues and exercises appear in several lessons. These include samples of native conversation, Hiligaynon stories, or magazine features which contain sentences using most of the grammatical points already taken up by the class.

IV. Supplementary Lessons and Materials

Supplementary lessons are inserted in units which bear related grammatical structures. Some of the supplementary lessons provide additional expansion of structures already introduced. The supplementary lessons are as necessary as any of the regular lessons.

A glossary of words appears at the end of the book. Supplementary materials to go with this text have also been supplied. Part I contains supplementary vocabulary lists; Part II contains a brief introduction to Hiligaynon phonology and short pronunciation drills. Drills cover only sounds which are difficult for American English speakers learning Hiligaynon. Part III contains written exercises, reading exercises, and a miscellaneous section of poems, songs, etc. These miscellaneous materials are for extra-class reading consumption.

DEFINITION OF TERMS

adjective	a word, expression or clause qualifying or limiting the meaning of a noun or any of its substitutes.
adverb	a word, expression or clause limiting or qualifying the meaning of an adjective, a verb, or another adverb.
aspect	a verbal category indicating whether an action or state is viewed as completed, in progress, habitual, momentary, etc.
<u>ang</u> -phrase	a noun or noun formative phrase preceded by the particle <u>ang</u> .
conjunction	a word which coordinates, or subordinates one concept to another.
deictic	a locative pronoun which indicates the distance of an object in relation to the speaker and the hearer.
filler	a particle which adds to the semantic content of an utterance but performs no grammatical function.
focus	the grammatical relationship between the main verb and the topic of a sentence. It is the form or inflection of a verb to indicate the relationship of the topic to the action denoted in the verb.
marker	a word that identifies the function of another word or phrase.
mode	indicates the type of action found in the verb whether it is potential, imperative, causative, etc.
morph	a minimal unit of speech that is recurrent and meaningful.

nominal pronoun	a personal pronoun which fills the slot of the <u>sang</u> -phrase.
noun	a word root or affixed word which may occur after the particles <u>ang</u> , <u>sang</u> , <u>sa</u> , <u>si</u> , <u>ni</u> , <u>kay</u> , <u>sangday</u> , <u>nanday</u> , and <u>kanday</u> .
particle	a word which marks the grammatical relationship between two or more constructions; or, which adds to the semantic content of an utterance.
phoneme	a unit of sound having a distinctive feature in a particular language.
pre-verb	a verb with limited inflected forms.
pro-verb	a question word bearing a verbal affix.
<u>sang</u> -phrase	a noun or noun formative phrase preceded by the indefinite marker <u>sang</u> .
<u>si</u> -phrase	a personal name preceded by <u>si</u> .
source pronoun	a personal pronoun which fills the same slot as the <u>sang</u> -phrase.
stress	the prominence given to a syllable in a word or to a word in a sentence.
verb	a root or inflected root which may occur as the grammatical head or center of a sentence.

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HILIGAYNON LESSONS

UNIT I

Greetings and Leavetaking

LESSON 1: Greetings

LESSON 2: More on Greetings

LESSON 3: Leavetaking

LESSON 4: Introductions

SUPPLEMENTARY LESSON 1: This and That

SUPPLEMENTARY LESSON 2: Requests and
Commands

UNIT I

Greetings and Leavetaking

This first unit of this book gives samples of formulas for greetings and leavetaking. It also includes the use of deictics (locative pronouns which point out distance between an object and the speaker). Three deictics included here are iní, iná', and atú.

First contact with verbs is with the simple root form of the imperative mode. For example: Ká'un means '(You) eat.' The affix /pag-/ also renders a root imperative in form. For example: Pagka'ún, meaning '(You) eat.' The word palíhug gives a tone of polite request or mild command.

LESSON ONE
Greetings

A. STRUCTURAL CONTENT

Formulas for greetings

B. MICRO-DIALOGUES

1.

- | | | |
|-----|---------------------|------------------------|
| M1: | Ma'ayung aga. | Good morning. |
| | Ma'ayung udtu. | Good noon. |
| | Ma'ayung hapun. | Good afternoon. |
| | Ma'ayung gab'i. | Good evening. |
| M2: | Ma'ayung aga man. | Good morning, (too). |
| | Ma'ayung udtu man. | Good noon, (too). |
| | Ma'ayung hapun man. | Good afternoon, (too). |
| | Ma'ayung gab'i man. | Good evening, (too). |

C1: Ma'ayung aga.
Ma'ayung aga man.

C2: Ma'ayung udtu.
Ma'ayung udtu man.

C3: Ma'ayung hapun.
Ma'ayung hapun man.

C4: Ma'ayung gab'i.
Ma'ayung gab'i man.

2.

- | | | |
|-----|--------------------------------------|-------------------------------|
| M1: | Kamusta ka? | How are you? |
| | Kamusta ikaw? | How are you? |
| M2: | Ma'ayu man. | Fine. |
| | Sa kalu'uy sang Dyus,
ma'ayu man. | (By God's mercy) I'm
fine. |
| C1: | Kamusta ka? | |
| | Ma'ayu man. | |
| C2: | Kamusta ikaw? | |
| | Sa kalu'uy sang Dyus,
ma'ayu man. | |

C. DRILLS

1. Repetition Drill. Students repeat after the teacher:

Ma'ayung aga.	Good morning.
Ma'ayung udtu.	Good noon.
Ma'ayung hapun.	Good afternoon.
Ma'ayung gab'i.	Good evening.
Ma'ayung ugtu.	Good noon.
Ma'ayu man.	Fine.
Sa kulu'uy sang Dyus, ma'ayu man.	I'm fine. (By God's mercy)
Kamusta ka?	How are you?

2. Fixed Substitution Drill. Students substitute the cues in the same fixed slot.

- (a) Ma'ayung aga, Miss Cruz.

udtu
hapun
gab'i
ugtu

- (b) Ma'ayung hapun, Angela.

Juan
Carlos
Lucia
Barbara
etc.

3. Utterance-Response Drill. Students respond to the utterance.

UtteranceResponse

Ma'ayung aga.
udtu
ugtu
gab'i
hapun

Ma'ayung aga man.

4. Chain Drill. Teacher starts with the cue.

Teacher: Ma'ayung aga, Juan.

Juan: Ma'ayung aga man, Miss Santos.
Ma'ayung aga, David.

David: Ma'ayung aga man, Juan.
Ma'ayung aga, Nena.

Nena: Ma'ayung aga man, David.
etc.

D. GRAMMATICAL EXPLANATION

1. Ka is the short form of ikaw 'you' pronoun. The short form is more commonly used in conversation.
2. There is dialect variation between udtu and ugtu. Both mean 'noon'.
3. Man is a filler which can mean many things: 'also, well, too'.

E. CULTURAL NOTE

In this area of the Philippines, the use of Ma'ayung aga extends from early in the morning until lunch time. Ma'ayung udtu or ugtu is used between 11:00 a.m. and 1:00 p.m. approximately. One says Ma'ayung hapun when the time is between 1:00 p.m. and 6:00 p.m. From 6:00 p.m. until early morning, the greeting Ma'ayung gab'i is in order.

Some consider Filipinos to be fatalists. The response Sa kalu'uy sang Dyus, ma'ayu man may be evidence of this belief. This response is used mostly by older people of the barrios, and is quite uncommon among the younger generation and city folk.

F. VOCABULARY LIST

afternoon	hápun
evening	gáb'i
fine, good	ma'áyu
God	Dyús
How are you?	Kamústa?
morning	ága
noon	údtu, úgtu
pity, mercy	kalú'uy
you	ikáw, ka

G. CUMULATIVE DIALOGUES--Brief meeting

1.

Gabriel: Ma'ayung gab'i, Tomas.

Tomas: Ma'ayung gab'i man, Gabriel.

Gabriel: Kamusta ka?

Tomas: Ma'ayu man.

2.

David: Ma'ayung hapun, Tiyu'.

Old man: Ma'ayung hapun man, David.

David: Kamusta?

Old man: Sa kalu'uy sang Dyus, ma'ayu man, David.

Note: Tiyu' is a respect form used to address older men; it comes from tiyo 'uncle'.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 4)1. Micro-dialogue.

Bring drawings or pictures to class illustrative of the different times of the day, and the greeting formulas.

Dialogue 2 can be dramatized by shaking hands with one member of the class.

2. Drills.

(a) Repetition Drill. As the name suggests, repetition of the utterances is expected of the students. The teacher models all utterances once, having the whole group repeat. Then the teacher models again, and the students repeat individually. Pronunciation errors should always be checked carefully, especially for this drill where the students get first contact with new vocabulary items.

The teacher is expected to memorize all entries in the drill. Brisk drilling is facilitated by complete mastery of utterances to be drilled. Be-

cause new vocabulary items are introduced in all the lessons, usually through the repetition drill portion of the lesson, the teacher should stay within the controlled vocabulary items in each lesson.

(b) Substitution Drill. There are two types of substitution drill in this volume, the fixed substitution and the movable substitution drills.

A fixed slot substitution drill contains cue words which may occur in the same position or slot in the utterance. The teacher models an utterance and the class repeats. Then the teacher gives a cue word. The class puts this cue word in the correct slot, giving the whole utterance as a response. The teacher reinforces the correct answer, and the students repeat this answer. The rest of the drill continues with the teacher giving only the cue word, the students giving the full response changing whatever is given as the cue. This drill can be done chorally and individually.

A movable slot substitution drill has cues which can occur in two or more different positions in the sentence. The same procedure is followed in conducting this drill as in the fixed slot type.

(c) The Utterance-Response Drill is a two-part drill in that two different responses are expected. The responses may be a question and a response, or a cue sentence and a response. The teacher divides the class into two groups. Group A repeats the entries given in column A, and Group B responds with those given in column B. Once grouping is achieved, the teacher gives only cue words. The students give complete utterances and/or responses to the stimulus. This type of drill calls for switching roles to give both groups a chance to use the two patterns being drilled. The second time around, Group B gives the stimuli, while Group A responds.

(d) Chain Drill. A chain sequence progresses as follows. The teacher usually gives the stimulus utterance first. One student responds. This student then gives the same stimulus to the next student, who again answers with the same response.

The chain goes around the room until the last student is able to give the stimulus statement. The teacher can change the cue sentence and response as many times as needed.

3. Suggested Role-playing Situation.

- (a) Two students meet in the corridor at 10:00 a.m.
- (b) A teacher and a principal greet each other at 4:00 p.m.
- (c) A teacher and a student greet each other at 8:00 p.m.

LESSON TWO
More on Greetings

A. STRUCTURAL CONTENT

Greeting formulas

B. MICRO-DIALOGUES

1.

M1: Ma'ayung hapun,
Gregorio.
Ma'ayung gab'i,
Gregorio.

Good afternoon,
Gregory.
Good evening,
Gregory.

M2: Ma'ayung hapun man,
Fidel.
Ma'ayung gab'i man,
Fidel.

Same to you,
Fidel.
Same to you,
Fidel.

M3: Sulud anay.
Sulud lang.

Come in.
Come in.

M4: Salamat.

Thank you.

C1: Ma'ayung hapun,
Gregorio.
Ma'ayung hapun man,
Fidel.
Sulud anay.
Salamat.

C2: Ma'ayung gab'i,
Gregorio.
Ma'ayung gab'i man,
Fidel.
Sulud lang.
Salamat.

2.

M1: Uy, Jose, kamusta?
Uy, Jose, kamusta ka?

Oh, Jose, how are you?
Oh, Jose, how are you?

M2: Miyad man. Salamat
Mayad.

Fine. Thank you.
Fine.

C1: Uy, Jose, kamusta?
Miyad man. Salamat.

C2: Uy, Jose, kamusta ka?
Mayad man, salamat.

3.

M1: Tagbalay! Hello! (Anybody home?)

M2: Saka' anay, Estrella.
Dayun anay, Estrella.
Dayun lang, Estrella.

M3: Salamat, Kamusta? Thank you. How are you?

M4: Mayad man. Lingkud
anay.
Mayad man. Pungku'
anay.

C1: Tagbalay!
Saka' anay, Estrella.
Salamat. Kamusta?
Mayad man. Lingkud
anay.

C2: Tagbalay!
Dayun lang, Estrella.
Salamat. Kamusta?
Mayad man. Pungku'
anay.

4.

M1: Salamat. Thank you.

M2: Wala' sing anu man. You are welcome.
Wala' sang anu man.

C1: Salamat.
Wala' sing anu man.

C2: Salamat.
Wala' sang anu man.

C. DRILLS

1. Repetition Utterance-Response Drill

Sulud anay.	Salamat.
Salamat.	Wala sing anu man.
Kamusta?	Miyad man.
Kamusta ka?	Mayad man.
Dayun lang.	Salamat.
Tagbalay!	Saka' anay.
Lingkud anay.	Salamat.

2. Chain Drills

(a)

S1: Ma'ayung aga.
 S2: Ma'ayung aga man.
 Ma'ayung aga.
 S3: Ma'ayung aga man.
 etc.

Other cues:
 hapun, udzu, gab'i

(b)

S1: Kamusta ka?
 S2: Mayad man.
 Kamusta ka?
 S3: Mayad man.
 etc.

Other cue:
 miyad

(c)

S1: Tagbalay!
 S2: Uy, sulud lang Lucia.
 Tagbalay!
 S3: Uy, sulud lang,
 Angela.
 Tagbalay!
 S4: Uy, sulud lang, Juan.
 etc.

D. GRAMMATICAL EXPLANATION

1. Lang and anay are fillers, particles which add to the semantic content of an utterance, but do not perform any grammatical function. Lang may be called a 'limiting' or 'definite particle'

since it more or less limits what precedes it. It has a fairly close meaning equivalent in 'just, only'. Anay is one of the 'patience particles'¹ fillers which give a tone of politeness to the utterance they are part of. In this lesson, anay is used to mean 'please'.

2. Mayad and miyad, sing and sang are dialect variants.

E. CULTURAL NOTE

There are several ways of saying 'Come in' in Hiligaynon, depending on the place involved. Saka' anay is used when there is a stairway or steps for the visitor to climb. Sulud anay and Dayun lang are used for situations when the visitor is right outside the door. Sulud anay is the formal invitation to enter an office. Dayun lang is less formal and may be used only when house visiting.

F. VOCABULARY LIST

Come in.	Sulúd, Dáyun.
Come on up.	Sáka'.
fine, good	miyád, mayád
Hello! (Anybody home?)	Tagbaláy!
no, none	walá'
oh, hey	úy
(particles)	ánay, láng, síng, sáng
sit down	língkud, púngku'
Thank you.	Salámat.
what	anú
You are welcome.	Walá' sing anú man.

G. CUMULATIVE DIALOGUES--A man visits a lady at her house.

1.
Thelma: Ma'ayung gab'i.

¹R. David Zorc, 'Peace Corps Primer for Western Visayas,' Peace Corps, 1967 pp. 41-42.

Ramon: Ma'ayung gab'i man.

Thelma: Kamusta ka?

Ramon: Mayad man.

Thelma: Sulud anay.

Ramon: Salamat.

2.

Gerardo: Tagbalay!

Marcia: Uy, Gerardo, sulud lang.

Gerardo: Salamat. Kamusta ka, Marcia?

Marcia: Miyad man. Pungku' anay.

Gerardo: Salamat.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 4)

1. Micro-dialogue.

Dramatize every situation as well as you can to make it as meaningful to the students as possible. Translation is not to be given at any time.

2. Suggested Role-playing Situations.

(a) A PCV goes into the office of his principal at 9:30 a.m.

(b) A PCV visits the house of a co-teacher at 8:00 p.m.

(c) A teacher makes an informal visit to the house of a student at 5:00 p.m.

(d) A community development worker makes an informal call on the barrio captain at 10:30 a.m.

3. A fast pronunciation drill and vocabulary mastery drill can be conducted for five minutes. Flash cards can be used for vocabulary items from

Lessons 1 and 2. On-the-spot correction of pronunciation errors is recommended.

4. Have the students do the first writing exercise from the supplementary materials after this lesson is mastered. Have them write their own dialogues of four to six lines.

LESSON THREE
Leavetaking

A. STRUCTURAL CONTENT

Formulas for leavetaking

B. MICRO-DIALOGUES

1.

M1: Ti', ari na aku, ha. Well, I'm (on my way)
now.

Ti', malakat na aku, Well, I will go now.
ha.

M2: Sigi, Maria. Balik Okay, Mary. Come
liwat. again.

C1: Ti', ari na aku, ha.
Sigi, Maria. Balik
liwat.

C2: Ti', malakat na aku,
ha.
Sigi, Maria. Balik
liwat.

2.

M1: Malakat na aku. I will go now. Thank
Salamat gid. you so much.

M2: Wala' sing anu man. You are welcome. Come
Balik bwas. back tomorrow.

C: Malakat na aku.
Salamat gid.
Wala' sing anu man.
Balik bwas.

3.

M1: Anay ka, ulihi na Just a minute, I'm
aku. already late.

M2: Sigi. Okay.

C: Anay ka, ulihi na
aku.
Sigi.

C. DRILLS1. Repetition Drill

Ari na aku.	I am going now.
Malakat na aku.	I am going now.
Balik liwat.	Come again.
Sigi.	Okay.
Salamat gid.	Thank you very much.
Balik bwas.	Come back tomorrow.
Anay ka.	Just a minute.
Ulihi na aku.	I am already late.

2. Chain Drills

(a)

T: Malakat na aku, ha.

S1: Sigi. Balik liwat.
Malakat na aku, ha.S2: Sigi. Balik liwat.
Malakat na aku, ha.S3: Sigi. Balik liwat.
etc.

(b)

T: Salamat gid.

S1: Wala' sang anu man.
Salamat gid.S2: Wala' sang anu man.
Salamat gid.S3: Wala' sang anu man.
etc.D. GRAMMATICAL EXPLANATION

1. Ti' is a 'hesitating particle' which means 'well...'.
2. Na is a 'time-relating particle' which is used within actions at a particular time. If speaking of the present, it means 'now' or 'at this time'. When used in a past time construction,

na means 'still, only, already'.

3. Gid intensifies the quality of the word it follows.

E. CULTURAL NOTE

Filipinos are well-known for their hospitality, especially to foreigners; moreover, they go out of their way to extend invitations to new acquaintances.

F. VOCABULARY LIST

again	liwát
go/come back	balík
here	ári
I	akú
late	ulihí
okay	sígi
(particles)	ti', ha, na, gid
tomorrow	bwás
/will/ go	/ma/ lakát

G. CUMULATIVE DIALOGUES

1.

A1: Uy Manuel, kamusta?

B1: Ma'ayu gid, Pedro.

A2: Anay ka, ulihi na aku.

B2: Sigi.

2.

A1: Ma'ayung aga, Mr. de la Cruz.

B1: Ma'ayung aga man, Carlos.

A2: Kamusta ka, Mr. de la Cruz?

B2: Sa kalu'uy sang Dyus, mayad man. Lingkud anay.

A3: Salamat, pero malakat na aku.

B3: Sigi. Balik liwat.

Note: Pero is the conjunction 'buy'.

H. INSTRUCTIONS FOR THE TEACHER (contact hours: 3)

1. Be sure to collect your assigned written exercise from Lesson 2.
2. Suggested Role-playing Situations.
 - (a) A PCV visits another PCV at 6:00 p.m.
 - (b) A PCV meets the barrio captain on the way to town at 11:00 a.m.
 - (c) A PCV is invited to the house of a friend at 8:30 p.m.
 - (d) A new arrival calls on the principal of his host school at 8:00 a.m.
3. Formally, drill on the p sound using Phonology Drill 1 in the supplementary materials volume. Make the drilling as brisk as possible. Conduct the drill just like a repetition drill. Model the words first, then the phrases, and finally the sentences. Make the students repeat each item as correctly as possible. Give particular attention to the production of unaspirated p.

LESSON FOUR
Introductions

A. STRUCTURAL CONTENT

Introducing friends

B. MICRO-DIALOGUES

1.

M1: Marcia, gusto ku
ipakilala si
Tomas.

Tomas, sya si Marcia.
Tomas, si Marcia ini.

Marcia, I would like
to introduce
Thomas.

Thomas, she is Marcia.
Thomas, this is Marcia.

M2: Kalipay ku nga
makilala ka.
Kamusta ka, Tomas?
Kamusta?

I am glad to meet
you.
How are you, Thomas?
How are you?

C1: Marcia, gusto ku
ipakilala si
Tomas.
Kalipay ku nga
makilala ka.

C2: Tomas, sya si Marcia.
Kamusta ka, Tomas?

C3: Tomas, si Marcia ini.
Kamusta?

2.

M1: Anu ang ngalan mu? What is your name?

M2: Clarita ang ngalan ku. Clarita is my name.
Clarita.

C1: Anu ang ngalan mu?
Clarita ang ngalan ku.

C2: Anu ang ngalan mu?
Clarita.

C. DRILLS1. Repetition Drill

Gusto ku ipakilala si I would like to introduce Romeo.

Kalipay ku nga makilala I am glad to know you.

Anu ang ngalan mu? What is your name?

Si Cecilia ini. This is Cecilia.

2. Fixed Substitution Drill

(a) Tomas ang ngalan ku.

Wilma

Patricia

Lucia

Macario

Paterno

(b) Gusto ku ipakilala si Maria.

Nancy

Kathleen

Diane

Fred

Vincent

Bruce

3. Movable Substitution Drill

Janice, sya si Diane.

aku _____

Loretta _____

Dolores

Edwardo _____

Myrna

D. GRAMMATICAL EXPLANATION

1. Use of the markers si, ang and nga will be explained in later lessons.

2. Affixation of verbs will be covered in later lessons.

E. CULTURAL NOTE

Status difference is not marked by polite forms in Hiligaynon; formality of speech indicates what is formal.

F. VOCABULARY LIST

like	gústo
happiness, pleasure	/ka/ lípay
I	ku
name	ngálan
(particles)	si, ang, nga
she, he, it	sya
to introduce	/ipa/ kilála
you	mu

G. CUMULATIVE DIALOGUE

Principal: Lingkud anay kamu.

Visitors: Salamat.

Visitor A: Mr. Santos, gusto ku ipakilala si
Mr. Smith.

Visitor B: Kamusta ka, Mr. Santos.

Principal: Ma'ayu man, Salamat.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Drill on t sound using Phonology Drill 2 from the supplementary materials. Use only five minutes of class time.

2. Suggested Role-playing Situations.

(a) Roommates in a dorm get acquainted on the first day.

(b) Two students discover they come from the same town.

(c) A foreign student and a native exchange pleasantries.

(d) Three barrio workers introduce themselves to their foreman.

SUPPLEMENTARY LESSON ONE

This and That

A. STRUCTURAL CONTENT

Anu ini?(ini, ina,
ina'(ini, ina',
atuatu

B. MICRO-DIALOGUES

1.

M1: Anu sa Hiligaynon
ang 'teacher'?
Anu sa Hiligaynon
ang 'principal'?

What is 'teacher' in
Hiligaynon?
What is 'principal'
in Hiligaynon?

M2: Ma'estra.
Prinsipal man.

Teacher.
Principal, also.

C1: Anu sa Hiligaynon
ang 'teacher'?
Ma'estra.

C2: Anu sa Hiligaynon
ang 'principal'?
Prinsipal man.

2

M1: Anu ini?
Anu ina'?
Anu atu?

What's this?
What's that?
What's that (yonder)?

M2: Lapis ini.
Lapis ina'.
Lapis atu.

This is a pencil.
That is a pencil.
That is a pencil.

C1: Anu ini?
Lapis ini.

C2: Anu ina'?
Lapis ina'.

C3: Anu atu?
Lapis atu.

3.

M1: Anu ini?
Anu ina'?

What is this?
What is that?

M2: Libro ina'.
Libro ini.

That is a book.
This is a book.

C1: Anu ini?
Libro ina'.

C2: Anu ina'?
Libro ini.

C. DRILLS

1. Repetition Drill

Anu ini?
Lapis ini.

What is this?
This is a pencil.

Anu ini?
Libro ini.

What is this?
This is a book.

Anu ini?
Papel ini.

What is this?
This is paper.

Anu ina'?
Kwaderno ina'.

What is that?
That is a notebook.

Anu ina'?
Lamesa ina'.

What is that?
That is a table.

Anu ina'?
Pisara ina'.

What is that?
That is a blackboard.

Anu atu?
Kisame atu.

What is that (yonder)?
That is the ceiling.

Anu atu?
Pwerta atu.

What is that (yonder)?
That is a door.

Anu atu?
Dingding atu.

What is that (yonder)?
That is a wall.

Anu ini?	What is this?
Bintana ina'.	That is a window.
Anu ini?	What is this?
Siya ina'.	That is a chair.
Anu ini?	What is this?
Lamesa ina'.	That is a table.
Anu ina'?	What is that?
Dingding ini.	This is a wall.
Anu ina'?	What is that?
Pisara ini.	This is a blackboard.
Anu ini?	What is this?,
Kwaderno ina'.	That is a notebook.

2. Chain Drills. The student holds up an object as he asks a question:

(a)

S1: Anu ini?

S2: Lapis ina'.
Anu ini?

S3: Lapis ina'.

Switch roles in questioning:

(b)

S1: Anu ina'?

S2: Papel ini.
Anu ina'?

S3: Papel ini.
Anu ina'?

S4: Papel ini.
etc.

Students identify objects which are far from both:

(c)

S1: Anu atu?

S2: Kisame atu.
Anu atu?

S3: Pwerta atu.
Anu atu?

S4: Dingding atu.
etc.

3. Informant Session. The students take turns asking the instructor the Hiligaynon term for objects in the classroom:

S1: Anu sa Hiligaynon ang 'chair'?

T: Siya.

S2: Anu sa Hiligaynon ang 'table'?

T: Lamesa.

S3: Anu sa Hiligaynon ang 'notebook'?

T: Kwaderno.
etc.

D. GRAMMATICAL EXPLANATION

1. There are three deictics in Hiligaynon:

ini	'this'	(near the speaker)
ina'	'that'	(far from the speaker)
atu	'that'	(very far from both the speaker and the hearer).

2. Sentence patterns:

(a)

<u>Topic</u>	<u>Comment</u>	
Lapis	ini.	'This is a pencil.'
Libro	ina'.	'That is a book.'

(b)

<u>Comment</u>	<u>Topic</u>	
Ini	lapis.	'This is a pencil.'
Atu	lamesa.	'That (yonder) is a table.'

E. VOCABULARY LIST

blackboard	pisára
book	líbro
ceiling	kísame
chair	síya
door	pwértá
notebook	kwadérno
paper	papél
(particles)	sa, man
pencil	lápís
principal	prinsipal
table	lamésa
teacher	ma'éstra, ma'éstro
that	iná'
that (yonder)	atú
this	ini
wall	díngdíng
window	bintána

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 4 in sequence.
2. Take five minutes to drill on unaspirated **p** again. Write some ten words on flash cards and have the class read them chorally and then individually. Correct errors on the spot.
3. Take five minutes to drill on vocabulary items taken up so far. Pictures can be used to cue different terms. It is not advisable to use flash cards where English equivalents are written from which students may translate into Hiligaynon.
4. An informant session is not a class. It is provided to give the teacher a chance to catch his breath after hours of modelling. It is also a means towards widening the vocabulary of the students. Students will have to ask the pattern question in Hiligaynon, and the teacher gives only one-word responses for terms elicited. Unless there is some cultural difficulty or there is necessity for explanation, the teacher is urged not to give any lengthy answers. The teacher should take note of all items taken up everyday and should include these in the daily

list of vocabulary items. The students should also be urged to compile a vocabulary list of things that come up.

An informant session should be conducted at least five minutes every day, especially during the first three weeks of class.

5. The students read and memorize Supplementary Vocabulary List 1, Classroom and Office Articles, Two Parts of a Room, and Three Parts of a House.

SUPPLEMENTARY LESSON TWO

A. STRUCTURAL CONTENT

Verb Root (VR) + sa + NP

/pag-/ VR sang

B. MICRO-DIALOGUES

1.

M1: Ka'un sang mangga. Eat a mango.
Dala sang mangga. Bring a mango.
Kuha' sang mangga. Get a mango.

M2: Salamat. Thank you.
Bwas na. Tomorrow.
Hu'u. Yes.

C1: Ka'un sang mangga.
Salamat.

C2: Dala sang mangga.
Bwas na.

C3: Kuha' sang mangga.
Hu'u.

2.

M1: Ma'anu aku? What will I do?

M2: Palihug pagbakal sang
gatas. Please buy some milk.
Paghampong sa
lagwerta. Play in the yard.
Paghimu sang
'assignment'. Do the assignment.

C1: Ma'anu aku?
Palihug pagbakal sang
gatas.

C2: Ma'anu aku?
Paghampong sa lagwerta.

C3: Ma'anu aku?
Paghimu sang 'assign-
ment'.

C. DRILLS1. Repetition Drill

Ka'un sang adobo. Eat adobo.
 Pagka'un sang adobo.

Tudlu' sang Math Teach Math.
 Pagtudlu' sang Math.

Kuha' sang libro. Get a book.
 Pagkuha' sang libro.

Kanta sang kundiman. Sing a Filipino song.
 Pagkanta sang kundiman.

Tu'un sang leksyon. Study the lesson.
 Pagtu'un sang leksyon.

Sa'ut sang tinikling. Dance the tinikling.
 Pagsa'ut sang
 tinikling.

Lutu' sang utan. Cook some vegetables.
 Paglutu' sang utan.

Inum sang tubi'. Drink some water.
 Pag'inum sang tubi'.

Lakat sa buluthu'an. Walk to school.
 Paglakat sa buluthu'an.

Hambal sa klase. Talk in class.
 Paghambal sa klase.

Liku' sa tu'u. Turn to the right.
 Pagliku' sa tu'u.

Kadtu sa eskwelahan. Go to school.
 Pagkadtu sa eskwelahan.

Tulug sa katre. Sleep on the bed.
 Pagtulug sa katre.

Liku' sa wala. Turn to the left.
 Pagliku' sa wala.

2. Fixed Substitution Drill

- (a) Paglutu' sang utan.
 pagkuha'
 pagka'un
 pagbakal
- (b) Pagkanta sang Hiligaynon.
 pagtudlu'
 paghambal
 pagtu'un

3. Transformation Drill. Drop the /pag-/ prefixes of the verbs in the utterances:

<u>Cue</u>	<u>Response</u>
------------	-----------------

Paglutu' sang adobo.	Lutu' sang adobo.
Pagbakal sang utan.	
Pagtudlu' sang English.	
Paghampang sang 'basketball'.	
Pagka'un sang pagka'un.	
Paghambal sang Hiligaynon.	
Pagkuha' sang papel.	
Paglakat sa Hilo.	
Pagtudlu' sang Science.	
Paghambal sa 'Mayor'.	

D. GRAMMATICAL EXPLANATION

1. Sang is an indefinite noun marker. Usually, it precedes the direct object.

Bakal sang tinapay.	'Buy some bread.'
Inum sang tsa.	'Drink some tea.'
2. Sa is a directional marker relating the substantive object to the action word in the sentence. It can mean 'in, on, at, to, toward, of, etc.'
3. Tubi' and tubig are dialect variants for water.
4. Sentence patterns:

(a)

<u>Topic</u>	<u>Comment</u>		
Ø	<u>Vb</u>	<u>sang</u>	<u>N(Obj.)</u>
-	Ka'un	sang	saging. 'Eat a banana.'
-	Bakal	sang	tinipay. 'Buy some bread.'
-	Pagka'un	sang	saging. 'Eat a banana.'

(b)

<u>Topic</u>	<u>Comment</u>		
Ø	<u>Vb</u>	<u>sa</u>	<u>Dir</u>
-	Lakat	sa	buluthu'an. 'Walk to school.'
-	Pagliku'	sa	wala. 'Turn to the left.'

E. CULTURAL NOTE

Adobo is a popular meat dish among Filipinos and is said to represent Filipino cooking abroad. It is chicken and/or pork cooked with garlic, soy sauce, and vinegar.

Utan means fresh or cooked vegetables. It can also mean 'viand' or main dish/food of the meal eaten with rice.

Kundiman is a love song which may be of a gay or sad mood, written in the native language to mirror feelings of 'joy, melancholy, or despair--emotions associated everywhere with love'.

Tinikling is a dance imitating the movements of a long-legged bird called tikling. The dance is performed by jumping in and out of two clapping bamboo poles.

F. VOCABULARY LIST

adobo (Filipino meat dish)	adóbo
bed	kátre
bring	/pag/dalá
buy	/pag/bakál
class	kláse
cook	/pag/lútú'
dance	/pag/sá'ut
drink	/pag/inúm
eat	/pag/ka'ún
food	/pag/ká'un
get, take	/pag/kúha'
go	/pag/kádtu
left	walá
lesson	leksyón
make, do	/pag/hímu
mango	mángga
milk	gátas
Philippine bamboo	
dance	tiníkling
Philippine love song	kundíman
play	/pag/hámpang
please	palíhug
pro-verb (what to do?)	ma'anú
right	tu'ú
school	eskwelahán/buluthú'an
sleep	/pag/túlug
speak/talk	/pag/hámbal
study	/pag/tu'ún
sing	/pag/kánta
teach	/pag/túdlu'
turn	/pag/likú'
vegetable	útan
walk	lakát
water	túbi'/túbig
yard	lagwérta
yes	hú'u

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 7)

1. This material follows Supplementary Lesson 1 in sequence.
2. A Transformation Drill is conducted by changing one grammatical part of the sentence into another related to it. The change can be from one affix to another, from a positive construction to a negative construction, etc.

The teacher gives the cue sentence and the students transform from one form into another, giving complete sentence responses.

3. It is suggested that commands and requests (predicted as common to the future job orientation of the students) be drilled upon.
4. The students read and memorize Supplementary Vocabulary List 4, Common verb roots.
5. Suggested Role-playing Situations.
 - (a) A teacher gives his students materials for reading, singing, or writing.
 - (b) A teacher requests his students to get school supplies from the storeroom.
 - (c) A mother and father assign jobs for their children to do while they are gone for the day.
 - (d) A housewife gives the day's instructions to her cook or laundrywoman.
 - (e) A PCV gives cooking instructions to his houseboy.

UNIT II

Equational Sentences

LESSON 5: Identity

LESSON 6: The Staff and Government
Officials

LESSON 7: Nationality and Occupations

LESSON 8: More than One

LESSON 9: Tags and Choices

SUPPLEMENTARY LESSON 3: Home State and
Home Town

SUPPLEMENTARY LESSON 4: Time-telling

SUPPLEMENTARY LESSON 5: Birthdays

UNIT II
Equational Sentences

Hiligaynon like all other Philippine languages has a simple sentence pattern which is unlike anything in English. A simple English declarative sentence has two parts: the subject and the predicate. The predicate is always a verb.

In the Philippine languages, a simple sentence also has two major parts: a topic, and a comment. The topic is not necessarily the actor of the sentence. It is what is being talked about and is considered the most important element in the utterance. The topic can be the actor, or the object of the sentence; it can be a noun, preceded by an ang (before common nouns), or a si (before personal names); it can be a deictic, or a nominal pronoun.

Ma'estra <u>si Miss Santos.</u>	'Miss Santos is a teacher.'
Ma'estro <u>ang lalaki.</u>	'The man is a teacher.'
Ma'estro <u>sya.</u>	'He is a teacher.'

Unlike English, the comment or the predicate part of the sentence may or may not be a verb. A complete sentence can have two noun phrases together. If, for example, the predicate or comment about a topic ini 'this' is to identify it as a member of a class like 'house' balay; Balay ini means 'This is a house.' Or if the comment describes a topic like si Maria. The descriptive word matahum 'pretty' with the topic renders the statement Matahum si Maria as 'Maria is pretty'.

The order of topic and comment does not affect semantic content. The topic can occur before the comment or vice-versa.

Matahum <u>si Maria.</u>	'Maria is pretty.'
<u>Si Maria matahum.</u>	'Maria is pretty.'

This pattern of two noun phrases joined together is called an equational sentence.

In this unit, the nominal set of pronouns is also introduced. This set fills the position of the topic in the

sentence to substitute for an ang-phrase or a si-phrase. Hiligaynon pronoun system has two forms for first person plural: an inclusive kita 'we' (you, me, and others), and an exclusive kami 'we' (me and others, excluding you). The nominal set of pronouns is:

aku	'I, me'
ikaw, ka	'you (singular)'
sya	'he, she'
kita	'we (inclusive)'
kami	'we (exclusive)'
kamu	'you (plural)'
sila	'they'

This unit also includes the yes/no patterns of questions and responses which fall in the category of equational sentences. The negative particle differs according to the type of question asked. The affirmative particle is hu'u 'yes'. The negative particles are indi' and wala' 'no' or 'none'.

LESSON FIVE

Identity

A. STRUCTURAL CONTENT

Sin'u...? / Aku si...
ikaw
sya

B. MICRO-DIALOGUES

1.

M1: Ma'ayung udtu. Good noon.

M2: Ma'ayung udtu man. Same to you.

M3: Sin'u ina'? Who is that?
Sin'u na'? Who is that?

M4: Aku si Maria. I am Maria.
Si Maria. Maria.

M5: Ay, ikaw gali' Maria. Oh, it's you, Maria.
Sulud. Come in.
Ay, ikaw gali' Maria. Oh, it's you, Maria.
Dayun lang. Come in.

C1: Ma'ayung udtu.
Ma'ayung udtu man.
Sin'u ina'?
Aku si Maria.
Ay, ikaw gali' Maria.
Sulud.

C2: Ma'ayung udtu.
Ma'ayung udtu man.
Sin'u na'?
Si Maria.
Ay, ikaw gali' Maria.
Dayun lang.

2.

M1: Sin'u ini? Who is this?
Sin'u ni? Who is this?
Sin'u sya? Who is he/she/it?

M2: Ini si Rogelio. This is Roger.
Si Rogelio ni. This is Roger.
Si Rogelio sya. He is Roger.

C1: Sin'u ini?
Ini si Rogelio.

C2: Sin'u ni?
Si Rogelio ni.

C3: Sin'u sya?
Si Rogelio sya.

3.

M1: Sin'u aku?
Ikaw si Miss Cruz.
Si Miss Cruz ka.

Who am I?
You are Miss Cruz.
You are Miss Cruz.

C1: Sin'u aku?
Ikaw si Miss Cruz.

C2: Sin'u aku?
Si Miss Cruz ka.

4.

M1: Sin'u atu?
Sin'u tu?

Who is that (yonder)?
Who is that (yonder)?

M2: Si Carlos atu.
Si Carlos sya.

That is Carlos.
He is Carlos.

C1: Sin'u atu?
Si Carlos atu.

C2: Sin'u tu?
Si Carlos sya.

C. DRILLS

1. Repetition Drill

Aku si Senen.
Si Senen aku.

I am Senen.

Aku si Pedro.
Si Pedro aku.

I am Peter.

Aku si Romeo.
Si Romeo aku.

I am Romeo.

Ikaw si Ben.
Si Ben ikaw.

You are Ben.

Ikaw si Carlos. You are Charles.
Si Carlos ka.

Ikaw si Carmen. You are Carmen.
Si Carmen ikaw.

Sya si Lucila. She is Lucille.
Si Lucila sya.

Sya si Lourdes. She is Lourdes.
Si Lourdes sya.

Sya si Tomas. He is Thomas.
Si Tomas sya.

2. Question and Answer Drill. The student answers the questions using real names of his classmates.

Cue: Sin'u aku? Ikaw si Miss Reyes.
Ikaw _____.
Ikaw _____.
Ikaw _____.
Ikaw _____.

Cue: Sin'u ikaw? Aku si Ana.
Aku _____.
Aku _____.
Aku _____.
Aku _____.

Cue: Sin'u sya? Sya si Maria.
Sya _____.
Sya _____.
Sya _____.
Sya _____.

Cue: Sin'u ini? Si Alicia.
Si _____.
Si _____.
Si _____.
Si _____.

Cue: Sin'u ina'? Si _____.
Si _____.
Si _____.
Si _____.
Si _____.

Cue: Sin'u atu?

Si _____.
 Si _____.
 Si _____.
 Si _____.
 Si _____.

3. Transformation Drill--Positive to negativeCue

Ma'estra aku.
 Trainee aku.
 Estudyante ikaw.
 Abogado ikaw.
 Propesora sya.
 Pintor sya.

Response

Indi' aku ma'estra.
 Indi' aku trainee.
 Indi' ikaw estudyante.
 Indi' ikaw abogado.
 Indi' sya propesora.
 Indi' sya pintor.

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a)

Comment TopicIPPron

Anu	ka?	'What are you?'
Anu	sya?	'What is she?'

(b)

Comment TopicNPron

Amerikano	ka?	'Are you an American?'
Pilipino	ka?	'Are you Filipino?'
Amerikano	aku.	'I am an American.'
Hapun	ka.	'You are a Japanese.'

(c)

<u>Comment</u>	<u>Topic</u>	
<u>Adv</u>	<u>N</u>	<u>Pron</u>
Hu'u,	doktor	sya.
Indi'	doktor	sya.

'Yes, he is a doctor.'

'He is not a doctor.'

E. VOCABULARY LIST

oh, gee (particle)	áy galí'
that	ná'
that (yonder)	tú
this	ni
who	sín'u

F. CUMULATIVE DIALOGUES

1.

A1: Ma'ayung hapun.

B1: Ma'ayung hapun man.

A2: Aku si Maria.

B2: Aku si Mr. Ramos. Kamusta ka, Maria?

A3: Mayad man. Kag ikaw?

B3: Sa kalu'uy sang Dyus ma'ayo man. Lingkud anay.

A4: Salamat.

2.

A1: Ma'ayung aga.

B1: Ma'ayung aga man.

A2: Sulud anay.

B2: Salamat.

A3: Lingkud anay.

B3: Salamat. Aku si David.

A⁴: Kamusta ka, David. Aku si Marino. David, sya si Alfredo.

B⁴: Kamusta ka, Alfredo?

C¹: Mayad man, Salamat.

Note: Kag is the conjunction 'and'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. A question and answer drill is good (like a dialogue). The teacher asks the questions and the students provide patterned responses. Sometimes the questions may be asked by the students, cued by the teacher.
2. Suggested Role-playing Situations.
 - (a) Two PCV's meet each other for the first time.
 - (b) A PCV accompanied by a new PCV arrival makes a surprise visit at the home of a co-teacher after class hours.
 - (c) A community development worker makes his first call on the barrio captain at 8:30 a.m.
 - (d) A tourist meets an old man on the street.
3. Teach the song, Ay, ay Kalisud.

LESSON SIX

The Staff and Government Officials

A. STRUCTURAL CONTENT

Sin'u si...? / Si...ang...
 ang ang

B. MICRO-DIALOGUES

1.

M1: Sin'u si Richard Nixon? Who is Richard Nixon?
Sin'u si Dick McGinn.

M2: Si Richard Nixon ang Presidente sang Estados Unidos. Ang 'Country Director'.

Richard Nixon is the President of the United States. The Country Director

C1: Sin'u si Richard Nixon?
Si Richard Nixon
ang Presidente
sang Estados Unidos.

C2: Sin'u si Dick McGinn?
Ang 'Country Director'.

2.

M1: Sin'u ang Bisi-
Presidente?
Who is the Vice-
President?
Sin'u ang 'Site
Director'?
Who is the Vice-
President?

M2: Si Spiro Agnew ang Spiro Agnew is the
Bisi-Presidente. Vice-President.
Si Charley Rech. Charley Rech.
Ang 'Site Director' Charley Rech is the
si Charley Rech. Site Director.

C1: Sin'u ang Bisi-Presidente?
Si Spiro Agnew ang Bisi-Presidente.

C2: Sin'u ang 'Site
Director'?
Si Charley Rech.

C3: Sin'u ang 'Site
Director'?
Ang 'Site Director'
si Charley Rech.

C. DRILLS

1. Chain Question and Answer Drill

Cue

S1: Sin'u si Mayor Fasi?	Mayor Fasi
	Mao-Tse-Tung
S2: Si Mayor Fasi ang mayor sang Honolulu.	Ho Chi Minh
Sin'u si Gobernador	Marcos
Burns?	Lopez

2. Fixed Substitution Drill

Question

Answer

(a) Sin'u ang <u>Country</u> <u>Director</u> '?	Si Dick McGinn. 'Site Director' 'Center Director' 'Language Coordinator' 'CCS Cordinator' 'TESL Coordinator'
--	---

(b) Sin'u ang <u>estudyante</u> ?	Si Juan. supervisor prinsipal ma'estro presidente gobernador mayor
-----------------------------------	--

3. Completion Drill. The students construct their own sentences using the cues given by the teacher. Names are to be of personnel on the site:

(a) Si Charlie Rech _____.
Si Alan White _____.
Si Miss Alcalde _____.
Si Mrs. Sindico _____.

- (b) _____ ang 'Site Director'.
 _____ ang 'CCS Coordinator'.
 _____ ang 'Physical Education
Director'.
 _____ ang 'Assistant Site Director'.

The cues will be given on flash cards. The students construct their own sentences using the cues. Two corresponding cards are to be flashed together.

- | | |
|----------------|------------------|
| (c) Alan White | Center Director |
| Dick McGinn | Country Director |
| Charlie Rech | Site Director |
| Mr. Aportadera | Ma'estro |
| Mrs. Sindico | Ma'estra |

- (d) Students construct questions with sin'u using the same cues as in (c) above.

D. GRAMMATICAL EXPLANATION

1. Sentence pattern:

<u>Topic</u>	<u>Comment</u>
<u>Si PerName</u>	<u>ang</u> <u>N</u>
Si Maria	ang ma'estra. 'Maria is the teacher.'
Si Juan	ang prinsipal. 'Juan is the principal.'

2. Some nouns--borrowed from Spanish--change endings to determine gender: o signifies masculine gender, and a feminine gender.

ma'estro ma'estra

E. CULTURAL NOTE

After about four hundred years of Spanish and American colonization of the Philippines, it is inevitable that vocabulary terms from Spanish and English should become part of Hiligaynon or any Philippine language. Ma'estro, libro, and lamesa are Spanish borrowings. Supervisor is from the English word 'supervisor'.

F. VOCABULARY LIST

governor	gobernador
mayor	mayor
president	presidente
student	estudyante
supervisor	supervisor
United States	Estados Unidos
vice-president	bisi-presidente

G. CUMULATIVE DIALOGUE

A1: Ma'ayung hapun.

B1: Ma'ayung hapun man.

A2: Aku si Carlos, Peace Corps trainee aku.

B2: Aku si Lolita. Peace Corps trainee man aku.

A3: Kamusta ka, Lolita?

B3: Mayad man. Kag ikaw?

A4: Ma'ayu man. Salamat.

B4: Sin'u ang 'Site Director'?

A5: Si Charley Rech. Kag sin'u ang 'Math Coordinator'?

B5: Si Miss Lacsamana.

A6: Ay, sya gali'?

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)1. Completion Drill

Students fill in part of the sentence with grammatically patterned responses. The teacher may cue sentences orally or by flash cards. For (a) students construct their own sentences using cues given by the teacher. Names are to be of famous government officials or personnel in the training site. For (b) the cues will be given on flash cards. Two corresponding cards will be flashed together. Each sentence should contain the two cues given.

2. Students should go over Supplementary Vocabulary List 5, Public Officials.
3. Suggested Role-playing Situations.
 - (a) A civics teacher reviews his class on government officials.
 - (b) Two trainees help each other on information about training site personnel.
 - (c) A new arrival in the Philippines feels his way around his new school or job.
 - (d) A PCV is introduced to his co-workers during the first meeting.
 - (e) A PCV attends a dinner at the town hall given in his honor by the Mayor.

LESSON SEVEN
Nationalities and Occupations

A. STRUCTURAL CONTENT

Yes/No questions and responses

B. MICRO-DIALOGUES

1.

M1: Anu ka?	What are you?
Anu aku?	What am I?
Anu sya?	What is he/she?

M2: Peace Corps trainee	I am a Peacé Corps
aku.	trainee.
Propesor aku.	I am a Professor.
Doktor aku.	I am a doctor.

C1: Anu ka?	
Peace Corps trainee	
aku.	

C2: Anu aku?	
Propesor ikaw.	

C3: Anu sya?	
Doktor sya.	

2.

M1: Amerikano ka, Juan?	Are you an American,
	John?
Amerikano ikaw?	Are you an American?

M2: Hu'u, Amerikano aku.	Yes, I am an American.
Hu'u.	Yes.

C1: Amerikano ka, Juan?	
Hu'u, Amerikano aku.	

C2: Amerikano ikaw?	
Hu'u.	

3.

M1: Anu ka, Pilipino?	What are you, a Filipino?
Espanyol ka?	Are you a Spaniard?

- M2: Indi', indi' aku
Pilipino.
Indi'.
- C1: Anu ka, Pilipino?
Indi', indi' aku
Pilipino.
- C2: Espanyol ka?
Indi'.
- 4.
- M1: Peace Corps volunteer
ikaw?
Abogado sya?
Kusinero aku?
- M2: Hu'u, Peace Corps
volunteer aku.
Indi', indi' sya
abogado.
Indi', pintor ka.
- C1: Peace Corps volunteer
ikaw?
Hu'u, Peace Corps
volunteer aku.
- C2: Abogado sya?
Indi', indi' sya
abogado.
- C3: Kusinero aku?
Indi, pintor ka.
- 5.
- M1: Intsik aku.
Hapun aku.
Espanyola aku.
- M2: Indi' aku Intsik.
Hapun man aku.
Indi' sya Espanyola.
Amerikana sya.
- C1: Intsik aku.
Indi'aku Intsik.
- No, I am not a Filipino.
No.
- Are you a Peace Corps
Volunteer?
Is he a lawyer?
Am I a cook?
- Yes, I am a Peace Corps
Volunteer.
No, he is not a lawyer.
No, you are a painter.
- I am Chinese.
I am Japanese.
I am Spanish.
- I am not Chinese.
I am also Japanese.
She is not Spanish.
She is American.

C2: Hapun aku.
Hapun man aku.

C3: Espanyola aku.
Indi' sya Espanyola.
Amerikana sya.

C. DRILLS

1. Repetition Drill

Amerikano ka?	Hu'u, Amerikano aku.
Amerikano aku?	Hu'u, Amerikano ikaw.
Amerikano sya?	Hu'u, Amerikano sya.

Anu ka, Hapun?	Hu'u, Hapun aku.
Anu aku, Hapun?	Hu'u, Hapun ikaw.
Anu sya, Hapun?	Hu'u, Hapun sya.

Intsik ka?	Indi', indi' aku Intsik.
Intsik aku?	Indi', indi' ikaw Intsik.
Intsik sya?	Indi', indi' sya Intsik.

Anu ka, Pilipina?	Indi', Amerikana aku.
Anu ka, Hapunesa?	Indi', Intsik aku.
Anu ka, Espanyol?	Indi', Amerikano aku.

2. Fixed Substitution Drill

Pilipino ikaw?
Amerikano
Hapun
Intsik
Pilipina
Amerikana
Espanyol
Espanyola

3. Chain Drills

(a)

S1: Amerikano ka?

S2: Hu'u, Amerikano aku.
Amerikano ka?

S3: Hu'u, Amerikano aku.
Amerikano ka?

S4: Hu'u, Amerikano aku.

(b)

S1: Espanyola ka?

S2: Indi', indi' aku Espanyola.
Espanyola ka?

S3: Indi', indi' aku Espanyola.
Espanyola ka?

S4: Indi', indi' aku Espanyola.

4. Completion Drill

<u>Doktor</u> ikaw?	Are you a doctor?
Indi', indi' doktor	
aku.	

Asyendero _____?	big landowner
mangunguma _____?	farmer
dentista _____?	dentist
labandera _____?	laundrywoman
tindera _____?	salesgirl
sekretarya _____?	secretary
mangingisda _____?	fisherman
enhenyero _____?	engineer
estudyante _____?	student
nars _____?	nurse

D. GRAMMATICAL EXPLANATION

1. Si marks personal names.

2. Singular nominal personal pronouns are:

aku	'I, me'
ikaw, ka	'you'
sya	'he, she'

3. Short forms of deictics:

ini - ni	'this'
ina' - na'	'that'
atu - tu	'that' (yonder)

4. Gali' is a filler which changes meaning according to the context of the sentence. In this lesson, gali' is used to express surprise or discovery.

5. Sentence patterns:

(a)

<u>Topic</u>	<u>Comment</u>		
<u>Pronl</u>	<u>si</u>	<u>PerName</u>	
Aku	si	Cecile.	'I am Cecile.'
Ikaw	si	Jose.	'You are Jose.'

(b)

<u>Comment</u>		
<u>Si</u>	<u>PerName</u>	<u>Pronl</u>
Si Cecile	aku.	'I am Cecile.'
Si Jose	ikaw.	'You are Jose.'

E. CULTURAL NOTE

Asyendero/a is a term common to Hiligaynon speaking areas where private landholdings are vast sugar, rice, or coconut plantations. This term is used for the landowners.

F. VOCABULARY LIST

American	Amerikáno/a
big landowner	asyendéro/a
Chinese	Intsík
doctor	doktór
dentist	dentísta
engineer	enhenyéro
farmer	mangungúma
Filipino	Pilipíno/a
fisherman	mangingísda'
Japanese	Hapún/esa
laundryman/woman	labandéro/a
lawyer	abogádo/a
no	índi'
nurse	nars
painter	pintór
professor	propesór/a
salesman/woman	tindéro/a
secretary	sekretárya
Spanish/Spaniard	Espanyól/a

G. CUMULATIVE DIALOGUE

A1: Mr. Santiago, gusto ku ipakilala si Jim.

B1: O, Kamusta ka, Jim.

C1: Sa kalu'uy sang Dyus ma'ayu man.

B2: Amerikano ka, Jim?

C2: Hu'u Amerikano aku. Peace Corps Volunteer aku sang Cadiz.

A2: Si Jim ma'estro sang Math sa Cadiz Elementary School.

B3: A, gali'.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. There are five dialogues in this lesson. Make sure that the dialogues have been thoroughly mastered.

2. Completion Drill.

The students provide questions and answers as cued. The teacher cues both the question and the answer. The class is divided into two groups, the first to respond with the questions and the second with the answers.

3. Transformation Drill.

Positive statements are transformed into negative constructions.

4. Phonology Drill.

Allow a five minute drill on k using Drill 3 from the supplementary materials.

5. Suggested Role-playing Situations.

(a) A PCV and a Japanese exchange student get acquainted during a party given by the mayor of the town.

- (b) The PCV is given a luncheon in his honor a week after he arrives in the town. The town's professionals are introduced to him.
 - (c) A meeting among exchange students from the United States, Malaysia, the Philippines, Japan, Korea, and Nationalist China is going into its "breaking-the-ice" phase by round-the-table introductions.
6. Students go over Supplementary Vocabulary List 6, Occupations.

LESSON EIGHT
More than One

A. STRUCTURAL CONTENT

Sanday marker

Manga plural marker

Nominal Pronouns: kita
 kami
 kamu
 sila

B. MICRO-DIALOGUES

1.

M1: Manga trainees kamu?

Are you (plural)
trainees?

Manga trainees kita?

Are we (inclusive)
trainees?

Manga trainees kami?

Are we (exclusive)
trainees?

Manga trainees sila?

Are they trainees?

M2: Hu'u, manga trainees
 kami.

Yes, we are trainees.

Indi', indi' manga
 trainees kita.

No, we are not
trainees.

Indi', manga abogado
 kamu.

No, you are lawyers.

Indi'.

C1: Manga trainees kamu?
Hu'u, manga trainees
 kami.

C2: Manga trainees kita?
Indi', indi' manga
 trainees kita.

C3: Manga trainees kami?
Indi'. Manga abogado
 kamu.

C4: Manga trainees sila?
Indi'.

- 2.
- M1: Sin'u kamu?
 Sanday sin'u kita?
 Sanday sin'u kami?
 Sanday sin'u sila?
- Who are you (plural)?
 Who are we?
 Who are we?
 Who are they?
- M2: Sanday Marcia,
 George, kag Feling
 kami.
 Sanday Maria, Clara
 kag aku.
 Kami sanday Gloria,
 Mila kag aku.
 Sila sanday nena,
 Rosita kag Rodolfo.
- We are Marcia, George,
 and Feling.
 Maria, Clara and I.
 We are Gloria, Mila
 and myself.
 They are Nena, Rosita
 and Rodolfo.
- C1: Sin'u kamu?
 Sanday Marcia, George
 kag Feling kami.
- C2: Sanday sin'u kita?
 Sanday Maria, Clara
 kag aku.
- C3: Sanday sin'u kami?
 Kamu sanday Gloria,
 Mila kay ikaw.
- C4: Sanday sin'u sila?
 Sila sanday Nena,
 Rosita kag Rodolfo.

C. DRILLS

1. Chain Drills. Students use the names of their friends or classmates:
 - (a)
 S1: Si Ricardo ka?
 S2: Indi', si Rosemelia aku.
 Si Gerardo ka?
 S3: Indi', si Isabel aku.
 Si Teresita ka?
 S4: Indi', si Emma aku.
 etc.

(b)

S1: Pilipino kamu?

S2: Indi', Amerikano kami.
Pilipino kamu?

S3: Indi', Amerikano kami.
Pilipino kamu?

S4: Indi', Amerikano kami.
etc.

(c)

S1: Sin'u kami?

S2: Sanday Delfin, Sefalina, Wilma, kag Gilberto.
Sin'u kami?

S3: Sanday Sefalina, Wilma, Gilberto kag Nicolas.
Sin'u kami?

S4: Sanday Wilma, Gilberto, Nicolas, kag Delfin.
Sin'u kami?

S5: Sanday Gilberto, Nicolas, Delfin, kag Sefalina.

2. Fixed Substitution Drill.

Si <u>Berto</u> siya?	Indi' si <u>Berto</u> siya.
Si Manuel aku?	
Si Cornelio ikaw?	
Si Clarita siya?	
Si Consuelo aku?	
Si Juana ikaw?	
Si Lucia aku?	
Si Severino siya?	

3. Movable Substitution Drill.

Indi' kami manga trainees.	Hapun
_____	kamu _____
_____	kita _____
_____	doktor
_____	mangunguma
_____	sila _____
_____	kami _____
_____	mangingisda'

4. Transformation Drill. The students give plural pronouns corresponding to the items given on the left-hand side:

<u>Cue</u>	<u>Response</u>
aku kag ikaw	kita
aku kag sya	kamu
sya kag sya	sila
si Consuelo, si	
Roberto, kag	
si Agnes	sila
si Teodora kag	
ikaw	kami
ikaw kag sya	kami
aku kag ikaw	kita

D. GRAMMATICAL EXPLANATION

1. The nominal pronouns are:

aku	'I'
ikaw - ka	'you'
sya	'he, she'
kita	'we' (you, me, and others)
kami	'we' (me and others, excluding you)
kamu	'you' (plural)
sila	'they'

2. Manga marks plurality of nouns.

3. Kag is the conjunction 'and'.

4. There is no question marker for certain Hiligaynon interrogative sentences, only a change in intonation. The statements are given in a rising-falling intonation while the questions are of a rising intonation pattern.

Pilipino sya. Pilipino sya?

5. Plural personal name marker is sanday.

Sanday Roberto, Marilyn 'Those are Roberto,
kag Calbert atu. Marilyn and Calvert.'

6. Sentence patterns:

(a)

<u>Topic</u>		<u>Comment</u>
<u>manga</u>	N	<u>Pronl</u>
Manga	trainees	kami. 'We are trainees.'
Manga	doktor	kita. 'We are doctors.'

(b)

<u>Topic</u>		<u>Comment</u>
<u>sanday</u>	<u>PerName</u>	<u>Pronl</u>
Sanday	Maria, Carlos, kag Luisa	'We are Maria, kita. Carlos, and Luisa.'
Sanday	Juan	sila. 'They are Juan (and others).'

(c)

<u>Topic</u>	<u>Comment</u>		
<u>sanday</u>	<u>IPN</u>	<u>Pronl</u>	
Sanday	sin'u	kita?	'Who are we?'
Sanday	sin'u	sila?	'Who are they?'

E. VOCABULARY LIST

particles:

plural marker	mangá
plural personal name	
marker	sández
they	silá
we (inclusive)	kitá
we (exclusive)	kamí
you (plural)	kamú

F. CUMULATIVE DIALOGUE

Camilo: Ma'ayung udtu, Renato.

Renato: Ma'ayung udtu man, Camilo. Sulud anay kamu.

Camilo: Salamat. Renato, sya si Ana, Peace Corps trainee sya.

Renato: Kamusta ka, Ana?

Ana: Mayad man. Salamat.

Renato: Amerikana ka, Ana?

Ana: Hu'u, Amerikana aku.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. For the Chain Drill, use names of friends of the trainees, or exchange names among the group.
2. In the Transformation Drill, ask students to give plural pronouns corresponding to the items given on the left side of the column.
3. Suggested Role-playing Situations.
 - (a) Three PCV's visit the barrio captain, introduce themselves, and explain the kind of work they do.
 - (b) A PCV shops for his groceries for the first time and becomes acquainted with the owner of the store and the saleslady.
 - (c) A PCV is invited to dinner at the house of his co-worker and is introduced to the members of the family. The friend has a daughter who is a nurse, a son who is a lawyer and another son who is a teacher.

LESSON NINE
Tags and Choices

A. STRUCTURAL CONTENT

Tag question..., indi' bala?
anu?/nu?

Choice question with o

B. MICRO-DIALOGUES

1.

M1: Si Antonio ikaw, indi' bala?
Si Antonio ikaw, anu?
Si Antonio ikaw, nu?

You are Antonio, aren't you?
You are Antonio, aren't you?
You are Antonio, aren't you?

M2: Hu'u, si Antonio aku.
Indi', si Carlos aku.
Hu'u.

Yes, I am Antonio.
No, I am Carlos.
Yes.

C1: Si Antonio ikaw, indi' bala?
Hu'u, si Antonio aku.

C2: Si Antonio ikaw, anu?
Indi', si Carlos aku.

C3: Si Antonio ikaw, nu?
Hu'u.

2.

M1: Si Florencio ka o si David?
Nars ka o kusinera?

Are you Florencio or David?
Are you a nurse or a cook?

M2: Si Florencio aku.
Kusinera aku.

I am Florencio.
I am a cook.

C1: Si Florencio ka o si David?
Si Florencio aku.

C2: Nars ka o kusinera?
Kusinera aku.

C. DRILLS1. Fixed Substitution Drill

Si <u>Guillermo</u> ka o si <u>Jaime</u> ?	
Nicolas	Arturo
Dominador	Redentor
Lourdes	Priscila
Felicidad	Trinidad

2. Question and Answer Drill

Ma'estra ka o nars?	Nars aku.
Labandera ka o kusinera?	Kusinera aku.
Mangunguma ka o mangingisda'?	Mangunguma aku.
Tindera ka o sekretarya?	Sekretarya aku.
Enhennyero ka o dentista?	Enhennyero aku.
Asyendera ka o ma'estra?	Ma'estra.
Ma'estro ka, anu?	Hu'u, ma'estro aku.
Estudyante ka, anu?	Hu'u, estudyante aku.
Kusinero ka, anu.	Hu'u, kusinero aku.
Nars ka, anu?	Hu'u, nars aku.
Tindero sya, nu?	Indi', labandero sya.
Sekretarya sya, nu?	Indi', doktora sya.
Doktor sya, nu?	Indi', pintor sya.

D. GRAMMATICAL EXPLANATION

1. Bala is a question particle which most often expresses surprise or asks for confirmation. It is used in this lesson as a tag question particle.
2. O is the conjunction functioning like English 'or'.
3. Anu or the short form nu are used also as tag question words.
4. Sentence patterns:

(a)

<u>Topic</u>	<u>Comment</u>		
<u>*PerName</u>	<u>Pronl</u>	<u>TagQues</u>	
Si Antonio	ka,	indi' bala?	'You are Antonio, aren't you?'
Si Carmen	sya,	anu?	'She is Carmen, isn't she?'

(b)

	<u>Topic</u>	<u>Comment</u>				
	<u>*PerName</u>	<u>N</u>	<u>Pronl</u>	<u>C</u>	<u>*PerName</u>	<u>N</u>
1.	Si Elsa		ka	o	si Vida?	
2.		Abogado	sila	o		doktor?
1.	'Are you Elsa or Vida?'					
2.	'Are they lawyers or doctors?'					
	<u>*PerName</u>					
	<u>si PerName</u>					
	si Lucille					
	si Teresita					

E. VOCABULARY LIST

cook	kusinéro/a
or	ó
(particles)	balá, nu

F. CUMULATIVE DIALOGUE

Al: Tagbalay!

Bl: Sin'u ina'?

A2: Aku si Guillermo.

B2: O, ikaw gali' Guillermo. Sulud anay.

A3: Salamat, Tiyu'.

B3: Guillermo, sya si Marino, indi' bala?

C1: Indi' aku si Marino, Tiyu'. Aku si Victorio.

B4: Hu'u, anu? Lingkud kamu.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Question and Answer Drill.

The teacher asks the class questions individually, cueing the first pattern response needed.

2. Phonology Drill.

Review pronunciation of words containing the t sound by flashing them on cards and having the students read, first chorally and then individually. Insist on perfect pronunciation. Include words contained in the lessons which are often mispronounced.

3. Suggested Role-playing Situations.

(a) Guillermo is a dentist. One afternoon he visits his doctor friend, Juan, together with Carlos whom Juan does not know. Carlos is from Mexico and is in the Philippines as a trainee in rice production.

(b) A community development officer meets his PCV for the first time. The PCV is an engineer from Nevada.

(c) A malaria worker is assigned to the barrio of Tigayon. He goes to the house of the barrio captain to introduce himself and get acquainted.

4. Written Exercise.

Have students write their own dialogues of six to eight lines to be handed in after two days. Require at least two dialogues related to possible situations that may be encountered when they get to their future jobs.

SUPPLEMENTARY LESSON THREE
Home State and Home Town

A. STRUCTURAL CONTENT

Taga di'in...? Taga...

Di'in sa.....? Sa...

B. MICRO-DIALOGUES

1.

- | | |
|----------------------|-----------------------|
| M1: Taga di'in ka? | Where are you from? |
| Taga di'in ikaw? | Where are you from? |
| M2: Taga California. | From California. |
| Taga California aku. | I am from California. |
| C1: Taga di'in ka? | |
| Taga California. | |
| C2: Taga di'in ikaw? | |
| Taga California aku. | |

2.

- | | |
|--------------------------|-----------------------|
| M1: Taga di'in ka? | Where are you from? |
| M2: Taga Washington aku. | I am from Washington. |
| M3: Di'in sa Washington? | Where in Washington? |
| Taga di'in ka sa | Where in Washington |
| Washington? | are you from? |
| M4: Sa Seattle. | In Seattle. |
| Taga Seattle aku. | I am from Seattle. |
| C1: Taga di'in ka? | |
| Taga Washington aku. | |
| Di'in sa Washington? | |
| Sa Seattle. | |
| C2: Taga di'in ka? | |
| Taga Washington aku. | |
| Taga di'in ka sa | |
| Washington? | |
| Taga Seattle aku. | |

C. DRILLS1. Repetition Drill

Taga di'in ka,	Where are you from,
Mr. Reyes?	Mr. Reyes?
Taga prubinsya aku.	I am from the province.
Taga di'in ka,	Where are you from,
Miss Jones?	Miss Jones?
Taga uma aku.	I am from a farm.
Taga di'in ka?	Where are you from?
Taga Amerika aku.	I am from America.
Taga di'in aku?	Where am I from?
Taga Pilipinas ikaw.	You are from the Philippines.
Taga di'in sya?	Where is he from?
Taga baryu sya.	He is from the barrio.
Taga di'in si Mercedes?	Where is Mercedes from?
Taga banwa.	From town.
Taga di'in ka sa New York?	Where in New York are you from?
Sa Albany.	Albany.
Taga di'in ka sa Massachusetts?	Where in Massachusetts are you from?
Sa Boston.	Boston.
Taga di'in ka sa Pilipinas?	Where in the Philippines are you from?
Sa Iloilo.	Iloilo.
Taga di'in ka sa Aklan?	Where in Aklan are you from?
Sa Kalibo	Kalibo.
Taga di'in ka sa Antique?	Where in Antique are you from?
Sa syudad sang San Jose.	San Jose City.

2. Fixed Substitution Drill

Taga <u>Pilipinas</u> aku.	Taga <u>Pilipinas</u> ikaw.
Zamboanga	
Baguio	
Manila	
Negros	
Lanao	
Capiz	
Cotabato	

3. Movable Substitution Drill

Taga Amerika ikaw.
 Montana _____
 sya.
 Vermont _____
 Los Angeles _____
 aku.
 ikaw.

4. Completion Drill(a) Taga di'in sa Pilipinas
ka?

Sa Manila'.
Cebu
Bacolod
Kalibo
Roxas City
Dumaguete City

(b) Taga di'in sa Amerika
ka?

Sa California.
Washington
Kentucky
Michigan
Minnesota
Ohio
Nebraska

(c) Taga di'in sa California
sya?
Nebraska
Arizona
Ohio
Hawaii

Sa San Francisco.
Omaha
Phoenix
Cincinnati
Pepeekeo

D. GRAMMATICAL NOTE1. Taga di'in literally means 'from where'. Taga is 'from' and di'in is 'where'.E. CULTURAL NOTE

Names of some of the provinces, cities, and towns in the Philippines are given in this lesson. Emphasis has been given to names of Hiligaynon speaking areas.

F. VOCABULARY LIST

America

Améríká

from	tagá
farm	umá
province	prubínsya
Philippines	Pilipínas
rural barrio or village	báryu
town	bánwa
where	di'ín

G. CUMULATIVE DIALOGUE

A1: Ma'ayung hapun.

B1: Ma'ayung hapun man. Sulud anay.

A2: Salamat. Aku si Carlos, Peace Corps volunteer.

B2: Aku si Jovita, Peace Corps volunteer man aku.

A3: Taga di'in ka, Jovita?

B3: Taga Florida aku. Kag ikaw?

A4: Taga Texas aku.

B4: Di'in sa Texas?

A5: Sa Austin. Kag ikaw? Taga di'in ka sa Florida?

B5: Taga Tampa.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 6 in sequence.
2. Hold a quick five minute drill on vocabulary items from Lessons 1-5.
3. Drill on the t sound using Phonology Drill 2 given in the supplementary materials.

SUPPLEMENTARY LESSON FOUR

Yes or No?

A. STRUCTURAL CONTENT

Negative questions with affirmative responses

B. MICRO-DIALOGUES

1.

M1: Indi' ka Pilipino? Aren't you a Filipino?

M2: Indi', indi' aku Pilipino. (No), I'm not a
Indi'.

C1: Indi' ka Pilipino?
Indi', indi' aku
Pilipino.

C2: Indi' ka Pilipino?
Indi'.

2.

M1: Indi' ma'estro si Dick? Isn't Dick a teacher?

M2: Hu'u, indi' sya ma'estro. (Yes), he isn't a
Hu'u, indi'. teacher.
(Yes), he isn't.

C1: Indi' si Dick
ma'estro?
Hu'u, indi' sya
ma'estro.

C2: Indi' si Dick
ma'estro?
Hu'u, indi'.

C. DRILLS

1. Repetition Drill

Indi' kamu manga abogado? Aren't you lawyers?

Hu'u, indi' kami manga abogado.	(Yes), we are not lawyers.
Indi' sila manga Intsik?	Aren't they Chinese?
Hu'u, indi' sila manga Intsik.	(Yes), they are not Chinese.
Indi' kita manga ma'estro?	Aren't we teachers?
Hu'u, indi' kita manga ma'estro.	(Yes), we are not teachers.
Indi' kita manga doktor?	Aren't we doctors?
Hu'u indi' kita manga doktor.	(Yes), we are not doctors.
Indi' kami manga Amerikano?	Aren't we Americans?
Hu'u, indi' kamu manga Amerikano.	(Yes), you are not Americans.
Indi' aku Espanyol? Hu'u, indi'.	Aren't I Spanish? (Yes), you're not.
Indi' ikaw Pilipino? Hu'u, indi'.	Aren't you Filipino? (Yes), I am not.
Indi' sya Hapun? Hu'u, indi'.	Aren't you Japanese? (Yes), he's not.

2. Chain Substitution Drill.

(a)

T: Indi' ka Espanyol?

S1: Hu'u, indi' aku Espanyol.

Cue

S1: Indi' ka Pilipino?

Pilipino

S2: Hu'u, indi' aku Pilipino.

S2: Indi' ka Hapun?

Hapun

S3: Hu'u, indi' aku Hapun.

S3: Indi' ka Intsik?

Intsik

- S4: Hu'u, indi' aku Intsik.
- S4: Indi' ka Espanyola? Espanyola
- S5: Hu'u, indi' aku Espanyola.
- (b)
- T: Indi' ka taga Washington? Washington
- S1: Hu'u, indi'.
- S2: Indi' ka taga Nevada? Nevada
- S3: Hu'u, indi'.
- S3: Indi' ka taga Ilo'ilo? Iloilo
- S4: Hu'u, indi'.
- S4: Indi' ka taga Bacolod? Bacolod
- S5: Hu'u, indi'.

D. GRAMMATICAL EXPLANATIONS

1. Sentence patterns:

(a)

<u>Comment</u>	<u>Topic</u>	<u>Comment</u>	
<u>Adv</u>	<u>Adv</u>	<u>Pronl</u>	<u>N</u>
Indi',	indi'	sku	Pilipino. '(No), I'm not a Filipino.'
Hu'u,	indi'	aku	Pilipino. '(Yes), I'm not a Filipino.'

(b)

<u>Comment</u>	<u>Topic</u>	<u>Comment</u>
<u>Adv</u>	<u>Pron</u>	<u>N</u>
Indi'	sya	Espanyol? 'Isn't he a Spaniard?'
Indi'	kamu	Amerikano? 'Aren't you Americans?'

E. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Lesson 9 in sequence.
2. Suggested Role-playing Situations.
 - (a) A PCV teacher asks his pupils where they are from.
 - (b) A PCV malaria worker works with one family, gathering data to fill out a form he has to complete for each member of the family.
 - (c) A community worker works with a new team of five laborers.

SUPPLEMENTARY LESSON FIVE

Telling Time

A. STRUCTURAL CONTENT

Anung oras subung? Ala...
Alas..

B. MICRO-DIALOGUES

1.

M1: Anung oras subung?
Anu nga oras subung?
Anu ang oras subung?

What time is it now?
What time is it now?
What is the time now?

M2: Alas tres.
Alas singko y medya.
Ala una.

Three o'clock.
Five thirty.
One o'clock.

C1: Anung oras subung?
Alas tres.

C2: Anu nga oras subung?
Alas singko y medya.

C3: Anu ang oras subung?
Ala una.

2.

M1: Anung oras na?
Anung oras na gali'?

What time is it already?
Oh, what time is it
already?

M2: Alas dos na.
Minus dyes para alas
onse.

It is already two o'clock.
Ten of eleven.

C1: Anung oras na?
Alas dos na.

C2: Anung oras na gali'?
Minus dyes para alas
onse.

C. DRILLS

1. Repetition Drill

Anung oras subung?	What time is it?
Alas dyes y medya.	Ten thirty.
Anung oras subung?	What time is it now?
Alas dos kinse subung?	It is two fifteen now.
Anung oras na?	What time is it already?
Alas dos impuntu na.	Two o'clock sharp.
Anung oras na gali'?	What time is it?
Alas seys kwarenta y singko na.	It is six forty-five already.
Anung oras na gali'?	Oh, what time is it?
Minus kinse para ala una.	Fifteen of one.
Anung oras subung?	What time is it now?
Minus beynte para alas otso.	Twenty of eight.
Anung oras na gali'?	Oh, what time is it?
Minus syete para alas dose.	Seven of twelve.

2. Substitution Drill

Alas tres beynte y singko.
 dos dyes.
 Ala una .
 kinse.
 y medya.
 Alas tres .
 singko .
 treynta y singko.
 dose .

3. Identification. Using flash cards give the cue for the time of day to be read in Hiligaynon:

7:00 a.m.	4:30 p.m.	6:45 p.m.
8:55 p.m.	2:15 p.m.	12:00 a.m.
8:00 a.m.	12:00 p.m.	9:30 p.m.

D. GRAMMATICAL EXPLANATION

1. Na is a particle which varies in meaning according to the aspect of the sentence. If used in the completed action constructions, na means 'already'. In durative or proposed constructions it means 'now, already, no more'.

2. Sentence patterns:

(a)

Topic Comment

<u>Ø</u>	<u>ala/alas</u>	<u>Num</u>	<u>Part</u>
	Alas	tres	na. 'It's three o'clock now.'
	Ala	una	na. 'It is one o'clock.'

(b)

Topic CommentIP N Part Adv

Anung	oras	na	gali'?	'What time is it now?'
Anung	oras	na	subung?	'What time is it now?'

E. CULTURAL NOTE

Hiligaynon uses Spanish numbers for telling time.

F. VOCABULARY LIST

and (time)	y
eight	ótsø
eleven	ónse
five	síngko
fifteen	kínse
for	pára
forty	kwarénta
half	médyá
less, minus	mínus
now	subúng
one	úno/a
particles:	
'modifier connector'	ngá
'time particle'	alá/alás
seven	syéte
sharp (time)	impúntu
six	séys
ten	dyés

thirty	tréynta
three	trés
time	óras
twelve	dóse
twenty	béynte
two	dós

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This lesson follows Supplementary Lesson 4 in sequence.
2. Prepare flash cards on time items before coming to class. Write only numbers on the cards. Have the students identify, in Hiligaynon, the time flashed. You can have more entries than are given in the lesson.
3. Bring visual aids to class to help you in drilling on numbers. A model timepiece should be one of the materials. Make the hands movable to facilitate changing of cues.
4. Suggested Role-playing Situations.
 - (a) A PCV forgot his watch at home so he asks around for the time.
 - (b) A Math teacher introduces numbers to his students in the first grade. The numbers one through ten are introduced first. He uses several objects to illustrate the change in quantity.
5. Students go over Supplementary Vocabulary List 7, Numbers; and Supplementary Vocabulary List 8, Parts of a Flower, a Plant, and a Tree.
6. A guessing game can be conducted for extra class activity. Bring a box to class together with ten pebbles. Put the pebbles in the box (varying the number every time). Let the students guess how many pebbles there are in the box. Ask for each student's guess to give a chance for all of them to say the number orally.

SUPPLEMENTARY LESSON SIX

Birthdays

A. STRUCTURAL CONTENT

San'u ka natawu? Sang...

Di'in ka natawu? Sa...

B. MICRO-DIALOGUES

1.

M1: San'u ka natawu?
San'u aku natawu?
San'u sya natawu?

When were you born?
When was I born?
When was he/she born?

M2: Sang Enero 2, 1945
(aku natawu).
Sang Marso 31, 1944
(aku natawu).
Sang Abril 22, 1943
(aku natawu).

(I was born) on January
2, 1945.
(I was born) on March
31, 1944.
(I was born) on April
22, 1943.

C1: San'u ka natawu?
Sang Enero 2, 1945
(aku natawu).

C2: San'u aku natawu?
Sang Marso 31, 1944
(ikaw natawu).

C3: San'u sya natawu?
Sang Abril 22, 1943
(sya natawu).

2.

M1: Di'in ka natawu?
Di'in aku natawu?

Where were you born?
Where was I born?

M2: Sa Phoenix, Arizona
(aku natawu).
Sa Tampa, Florida.

(I was born) in
Phoenix, Arizona.
(I was born) in
Tampa, Florida.

C1: Di'in ka natawu?
Sa Phoenix, Arizona
(aku natawu).

C2: Di'in aku natawu?
Sa Tampa, Florida.

C. DRILLS

1. Repetition Drill.

- | | |
|------------------------------|-------------------------------------|
| (a) San'u ka natawu? | Sang Hunyo 4, 1950. |
| San'uaku natawu? | Sang Mayo 2, 1945. |
| San'usya natawu? | Sang Hulyo 10, 1948. |
| San'usi Juan natawu? | Sang Septyembre 13, 1942. |
| San'usi Guillermo
natawu? | Sang Desyembre 15, 1941. |
| San'usi Manolito
natawu? | Sang Nobyembre 20, 1940. |
| San'usi Edwardo
natawu? | Sang Hulyo 30, 1945. |
| | |
| (b) Di'in ka natawu? | Sa Kansas, Kansas. |
| Di'inaku natawu? | Sa Bacolod, Negros
Occidental. |
| Di'insya natawu? | Sa Romblon. |
| Di'insi Nina natawu? | Sa Davao City. |
| Di'insi Susana natawu? | Sa Iloilo. |
| Di'insi Lilia natawu? | Sa Manila. |
| Di'insi Patricia
natawu? | Sa Victorias, Negros
Occidental. |

2. Completion Drill. The teacher asks for the students' birth dates:

Cue

San'u ka natawu? Sang Marso 19, 1949.
San'u ka natawu? _____

D. GRAMMATICAL EXPLANATION

1. Phrase answers are more common in conversation usage than full sentences.
2. Phrases enclosed in parentheses are optional elements of the sentence.
3. Sentence patterns:

(a)

<u>Topic</u>	<u>Comment</u>
--------------	----------------

<u>Ø</u>	<u>sang/sa</u>	<u>Time</u>
----------	----------------	-------------

Sang	Mayo 2, 1944.	'On May 2, 1944.'
------	---------------	-------------------

Sa	Enero 3, 1970.	'On January 3, 1970.'
----	----------------	-----------------------

(b)

<u>Comment</u>	<u>Topic</u>	<u>Comment</u>
----------------	--------------	----------------

<u>IP</u>	<u>Pronl</u>	<u>Vb</u>
-----------	--------------	-----------

San'u	ka	natawu? 'When were you born?'
-------	----	-------------------------------

Di'in	sya	natawu? 'Where was she born?'
-------	-----	-------------------------------

3. Sang with time adverbs indicates past time, sa indicates future time.

E. VOCABULARY LIST

April	Abríl
born	/na/táwu
December	Desyémbre
January	Enéro
July	Húlyo
June	Húnyo
March	Márso
May	Máyo
November	Nobyémbre
September	Septyémbre
when	sán'u

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. This lesson follows Supplementary Lesson 5 in sequence.

2. Completion Drill.

Ask for birth dates of the students in your class. Give your birth date first so that the students will have an idea of what you want.

3. Hand out Supplementary Vocabulary List 9, Days of the Week and Months of the Year.
4. Teach the song, Lubi lubi.
5. Hand out Written Exercise 3 from the supplementary materials. Allow five minutes of class time for this. The students are to rearrange the words to make logical, grammatically acceptable sentences. Only numbers are written in the blanks provided.

UNIT III

Source Pronouns and Pre-verbs

LESSON 10: The Family

LESSON 11: The Family (continued)

LESSON 12: Courtship

LESSON 13: Foods

LESSON 14: Activities

UNIT III

Source Pronouns and Pre-verbs

One set of pronouns is the source pronouns which are normally possessive pronouns. However, these pronouns also function as actors in certain sentence patterns. There are two sets of source pronouns, the pre-position source pronouns which occur before the object possessed in the construction, and the post-position pronouns which occur after the object possessed in the sentence.

This unit introduces the post-position source pronouns.

nakun	'my'
nimu	'your (singular)'
niya	'his, hers'
natun	'our (inclusive: yours, mine and others)'
namun	'our (exclusive: mine and others, excluding yours)'
ninyu	'your (plural)'
nila	'their'

The possessor can also be a noun, in which case it is marked by either ni (preceding a personal name), nanday (preceding a list of personal names), or sang (preceding a common noun). Nouns with these markers function like the post-position pronouns.

Ang lapis <u>nakun</u> ara'.	'My pencil is there.'
Ang lapis <u>ni Juan</u> ara'.	'Juan's pencil is there.'
Ang balay <u>nanday Carmen kag Pablo</u> ara'.	'The house of Carmen and Pablo is there.'
Ang balay <u>sang ma'estro</u> ara'.	'The teacher's house is there.'

LESSON TEN
The Family

A. STRUCTURAL CONTENT

Kay sin'u...? ...nakun
 nimu
 niya
 ...ni...

B. MICRO-DIALOGUE

- | | | |
|-----|---|------------------------|
| M1: | Kay sin'u bana sya? | Whose husband is he? |
| | Kay sin'u asawa sya? | Whose wife is she? |
| | Kay sin'u iluy sya? | Whose mother is she? |
| M2: | Bana nakun sya. | He is my husband. |
| | Asawa nimu. | Your wife. |
| | Iluy niya. | Her mother. |
| | Iluy sya ni Maria. | She is Maria's mother. |
| C1: | Kay sin'u bana sya?
Bana nakun sya. | |
| C2: | Kay sin'u asawa sya?
Asawa nimu. | |
| C3: | Kay sin'u iluy sya?
Iluy niya. | |
| C4: | Kay sin'u iluy sya?
Iluy sya ni Maria. | |

C. DRILLS

1. Repetition Drill

- | | |
|-------------------------------------|-----------------------------------|
| Kay sin'u amay sya? | Whose father is he? |
| Amay nakun sya. | He is my father. |
| Kay sin'u Tatay sya? | Whose father is he? |
| Tatay ku sya. | He is my father. |
| Kay sin'u iluy si
Manang Goring? | Whose mother is
Manang Goring? |
| Iluy nakun sya. | She is my mother. |
| Kay sin'u Nanay si
Lourdes? | Whose mother is
Lourdes? |

Nanay ku.	My mother.
Kay sin'u utud si Maria?	Whose sister is Maria?
Utud niya si Maria. Kay sin'u tiyo si Manong Tomas?	Maria is her sister. Whose uncle is Manong Thomas?
Tiyo ni Pamela sya. Kay sin'u asawa si Marina?	He is Pamela's uncle. Whose wife is Marina?
Asawa ni Marino. Kay sin'u bana si Kulas?	Marina's wife. Whose husband is Kulas?
Bana sya ni Lolita.	He is Lolita's husband.

2. Movable Substitution Drill

Paryente nimu si David.	David is your relative.
_____ Timoteo	Timoteo is your relative.
Ugangan _____	Timoteo is your in-law.
_____ nakun _____	Timoteo is my in-law.
Utud _____	Timoteo is my brother.
Manghud _____	Timoteo is my younger brother.
_____ Victorio	Victorio is my younger brother.
_____ niya _____	Victorio is his younger brother.
Tiyo _____	Victorio is his uncle.
Paka'isa _____	Victorio is his first cousin.
_____ Manang Emma	Manang Emma is his first cousin.
Tiya _____	Manang Emma is his aunt.
Maninay _____	Manang Emma is his god- mother.
_____ nakun _____	Manang Emma is my god- mother.
_____ Nanay Meding	Nanay Meding is my god- mother.

D. GRAMMATICAL EXPLANATION

1. Singular source pronouns in the post-position set are:

nakun	'my'
nimu	'your'
niya	'hers, his'

2. The term post-position implies that the pronoun occurs after another word to indicate its grammatical relationship to other words.
3. The ni-phrase occurs in the same position in the sentence as the post-position source pronouns.
4. Sentence patterns:

(a)

<u>Comment</u>	<u>Topic</u>		
<u>N</u>	<u>Pron3</u>	<u>PerName</u>	<u>Pron1</u>
Bana	nakun	siya.	'He is my husband.'
Asawa	nimu	si Maria.	'Maria is your wife.'

(b)

<u>Comment</u>	<u>Topic</u>	<u>Comment</u>	
<u>N</u>	<u>Pron1</u>	<u>*PerName</u>	<u>Pron3</u>
Iluy	sya	ni Maria.	'She is the mother of Maria.'
Amay	ka	ni Jose.	'You are the father of Jose.'
Tatay	sya	nakun.	'He is my father.'
Tiyo	aku	nimu.	'I am your uncle.'

*PerName

<u>ni</u>	<u>PerName</u>
ni	Maria
ni	Jose

E. CULTURAL NOTE

There are respect forms in Hiligaynon which have no equivalents in English: manung and manang are used for people addressed who are older in chronological age than the speaker. These may also be used as honorifics for the eldest brother and the eldest

sister in the family. Nanay and tatay are the native forms for 'father' and 'mother', but are honorifics when used before the names of aunts and uncles in the family.

Familial relationship in the Philippines is the extended family system. How Hiligaynons reckon family ties is well treated in Gonzales', 'Ilongo Kinship System and Terminology', Philippine Sociological Review. XIII, January 1965, No. 1.

F. VOCABULARY LIST

aunt	tíya
father	amáy, Tátay
first cousin	paka'isá
godmother	manínay
his, her, its	níya
husband	bána
mother	ilúy, Nánay
my	nákun
parents-in-law (particles)	ugángan
relative	kay, ni
respect forms:	panyénte
older men	mánung, tiyú', tátay
older women	mánang, tiyá', nánay
sibling	útud
uncle	tíyo
whose (singular)	kay sín'u
wife	asáwa
your (singular)	nímu
younger sibling	mánghud

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Allow a five minute drill on vocabulary items. Bring pictures of people in different national costumes and different occupations and have the students identify these pictures in terms of occupation and nationality.
2. Suggested Role-playing Situations.
 - (a) Let the students identify their own things on top of their desks.

- (b) A couple visits the house of friends for the first time. The two couples exchange pleasant-
ries.
- 3. Bring to class a picture of a family with the husband and wife, two children of different sexes, and grandparents all in the same picture. The introduction to this lesson will be more meaningful with this visual aid.
- 4. Students go over Supplementary Vocabulary List 10, Family Relations.

LESSON ELEVEN
The Family (continued)

A. STRUCTURAL CONTENT

Kanday sin'u... ...nila
 namun
 ninyu
 natun
 ...nanday...

B. MICRO-DIALOGUES

1.

M1: Kanday sin'u kwartu Whose room is this?
 ini?
 Kanday sin'u balay Whose house is this?
 ini?
 Kanday sin'u uma ini? Whose farm is this?
 Kanday sin'u lamesa Whose table is this?
 ini?

M2: Kwarto natun ini. This is our room.
 Balay namun ini. This is our home.
 Uma ninyu ini. This is your farm.
 Lamesa nila ini. This is their table.

C1: Kanday sin'u kwarto
 ini?
 Kwarto natun ini.

C2: Kanday sin'u balay
 ini?
 Balay namun ini.

C3: Kanday sin'u uma ini?
 Uma ninyu ini.

C4: Kanday sin'u lamesa
 ini.
 Lamesa nila ini.

2.

M1: Kanday sin'u ginikanan Whose parents are they?
 sila?

Kanday sin'u manga
utud sila?
Kanday sin'u manga
paryente sila?

Whose brothers and sis-
ters are they?
Whose relatives are they?

M2: Ginikanan nila (sila).
Manga utud sila nanday
Marino kag Miguela.
Manga paryente natun
sila.

They are their parents.
They are the brothers of
Marino and Miguela.
They are our relatives.

C1: Kanday sin'u ginikanan
sila?
Ginikanan nila (sila).

C2: Kanday sin'u manga
utud sila?
Manga utud nanday
Marino kag Miguela.

C3: Kanday sin'u manga
paryente sila?
Manga paryente natun
sila.

C. DRILLS

1. Repetition Drill

Kanday sin'u ginikanan
sila?
Ginikanan namun.
Kanday sin'u manga
amigo sila?
Manga amigo namun
sila.
Kanday sin'u manga
paryente sila?
Manga paryente natun
sila.
Kanday sin'u manga
hinablus sila.
Manga hinablus ninyu.
Kanday sin'u manga
primo sila?
Manga primo nila.
Kanday sin'u manga
hinablus sila?

Whose parents are they?
Our parents.
Whose friends are they?
They are our friends.
Whose relatives are they?
They are our relatives.
Whose nieces/nephews
are they?
Your nephews and nieces.
Whose cousins are they?
Their cousins.
Whose nieces and nephews
are they?

Manga hinablus nanday Mr. kag Mrs. Mendoza.	They are the nieces and nephews of Mr. and Mrs. Mendoza.
Kanday sin'u balay ina'?	Whose house is that?
Balay nanday Mr. Luces.	The house of the Luces.
Kanday sin'u uma ina'?	Whose farm is that?
Uma nanday Jurilla ina'.	The Jurillas' farm.
Kanday sin'u kalubihan ina'.	Whose coconut grove is that?
Kalubihan nanday Motus ina'.	That is the coconut grove of the Motuses.

2. Question and Answer Drill

Cue

Kay sin'u lapis ini?
Lapis ni Maria ina'.

- (a) Kay sin'u libro ina'? Jovito Whose book is that?
 Kay sin'u papel atu? Narco Whose paper is that?
 Kay sin'u kwaderno ini? nakun Whose notebook is this?
 Kay sin'u payung atu? Maria Whose umbrella is that?
 Kay sin'u relo ina'? nya Whose watch is this?
 Kay sin'u pitaka ina'? nimu Whose purse is that?
 Kay sin'u isu ina'? nya Whose chalk is this?
 Kay sin'u radyo atu? nakun Whose radio is that?
- (b) Kanday sin'u manga
bayu' atu? Clara, Claro, Nene Whose dresses are those?
 Kanday sin'u manga
prutas ina'? Vida, Emma, Pat Whose fruits are those?
 Kanday sin'u balay ini? nila Whose house is this?
 Kanday sin'u kwarto
ina'? namun Whose room is that?

Kanday sin'u manga amigo sila? <u>natun</u>	Whose friends are they?
Kanday sin'u manga primo sila? <u>ninyu</u>	Whose cousins are they?

D. GRAMMATICAL EXPLANATION

1. A complete set of post-position source pronouns:

nakun	ku	'my'
nimu	mu	'your' (singular)
niya		'his, her, its'
natun		'our' (inclusive)
namun		'our' (exclusive)
ninyu		'your' (plural)
nila		'their'

2. One way of making a collective noun is by affixing /ka-/ and /-an/ to a root:

lubi	'coconut'	kalubihan	'coconut grove'
amigo	'friend'	ka'amigohan	'circle of friends'
balay	'house'	kabalayan	'group of houses'

/-an/ has an allomorph /-han/. /-an/ is used after roots which end in consonants, while /-han/ is the form used after roots ending in vowels.

3. ku is the short form of nakun; mu of nimu.

E. VOCABULARY LIST

chalk	ísu
clothes, dress	báyu'
cousin	prímo/a
coconut grove	/ka/lubi/hán/
friend	amígo
fruit	prútas
house	baláy
niece/nephew	hináblus
our (inclusive)	natun
our (exclusive)	namun
parent	ginikanan
(particles)	nánday, kánday
purse, handbag	pitáka

radio	rádyo
room, bedroom	kwárto
their	nilá
umbrella	páyung
whose (plural)	kánday sín'u
wrist watch, watch	reló
your (plural)	nínyu

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Drill on glottal stop using Phonology Drill 4.

2. Question and Answer Drill.

The teacher asks the questions while students provide complete answers using names given as cues.

3. Suggested Role-playing Situations.

(a) A PCV refuses an invitation due to a terrible cough he has been having for the last four weeks.

(b) A PCV apologizes for not being able to attend a party he was invited to because of inclement weather.

LESSON TWELVE
Courtship

A. STRUCTURAL CONTENT

Gusto + source pronoun + Nominal Pronoun

Luyag + ni-NP + ang-NP

Kinahanglan + nanday-NP + si-NP

B. MICRO-DIALOGUES

1.

M1: Gusto mu sya?
Luyag mu sya?
Kinahanglan mu sya?
Do you like her/him?
Do you like her/him?
Do you need her/him?

M2: Hu'u, gusto ku sya.
Indi' ku sya luyag.
Indi', indi' ku sya
kinanglan.
Yes, I like her/him.
I don't like her/him.
No, I don't need her/
him.

C1: Gusto mu sya?
Hu'u, gusto ku sya.

C2: Luyag mu sya?
Indi' ku sya luyag.

C3: Kinahanglan mu sya?
Indi', indi' ku sya
kinanglan.

2.

M1: Gusto ni Manuel si
Maria?
Luyag ni Manuel si
Maria?
Kinahanglan gid niya
si Maria?
Does Manuel like Maria?
Does Manuel like Maria?
Does he really need
Maria?

M2: Gusto gid sya ni
Manuel.
Luyag gid ni Manuel
si Maria.
Kinahanglan gid ni
Manuel sya.
Manuel likes her very
much.
Manuel likes Maria very
much.
Manuel needs her very
much.

C1: Gusto ni Manuel si
Maria?
Gusto gid sya ni
Manuel.

C2: Luyag ni Manuel
si Maria?
Luyag gid ni Manuel
si Maria.

C3: Kinanglan gid niya
si Maria?
Kinanglan gid ni
Manuel sya.

3.

M1: Gusto nanday Pedro kag Marion ang ma'estra? Do Pedro and Marion like
the teacher?
Luyag nanday Pedro kag Marion ang ma'estra?
Kinahanglan nanday Pedro kag Marion ang ma'estra?

M2: Hu'u gusto nila sya. Yes, they like her.
Indi' nila luyag sya. They don't like her.
Indi', indi' nila No, they don't need
kinahanglan sya. her.

C1: Gusto nanday Pedro kag Marion ang ma'estra?
Hu'u gusto nila sya.

C2: Luyag nanday Marion kag Pedro ang ma'estra?
Indi' nila luyag sya.

C3: Kinahanglan nanday Pedro kag Marion ang ma'estra?
Indi', indi' nila kinahanglan sya.

C. DRILLS

1. Substitution Question and Answer Drill

QuestionGusto mu aku?Positive Response

Hu'u, gusto ku ikaw.

Negative Response

Indi' ku gusto ikaw.

sya
 kami
 sila
 si Carlos
 si Lucille
 ang Presidente
 ang mayor

Luyag mu ang dalaga?

Do you like the young lady?

soltero young man
 kanta song
 estudyante student
 si Johnson
 si Nixon
 sila
 sya

Kinahanglan si Carmen?

Maraya
 Julieta
 Macario
 ang doktor
 ang nars

2. Movable Substitution Drill

Gusto ni Juanito si Juanita.

Ofelia

Victorio

Luyag

Romeo

Margarita

Kinahanglan

Mercedes

Arturo

Gusto

3. Completion Drill

Gusto ku sya
 ang ma'estro
 si Teresita

Luyag ku sila
ang manga lalaki _____
si Rosita kag si Nena _____

Kinahanglan sya
ni Ricardo ang doktor
si Dr. Reyes

D. GRAMMATICAL EXPLANATION

1. Gusto and luyag can be interchanged to mean 'like', but gusto has a connotation which can be taken to mean 'want' or 'desire' especially when used with food. The connotation can be carried over to people relationships: thus luyag is used more often than gusto when referring to persons.
 2. The three pre-verbs do not undergo grammatical change in some constructions. They can, however, take affixes when used in completed and proposed actions constructions:

na-gusto-han	liked
na-luyag-gan	liked
ma-gusto-han	will like
ma-luyag-gan	will like

- ### 3. Sentence pattern:

<u>Vb</u>	<u>Act</u>	<u>Obj</u> (topic)		
<u>PV</u>	<u>Pron3</u> <u>PerName</u>	<u>N</u>	<u>Pron1</u> <u>PerName</u>	<u>N</u>
(1) Gusto	ku		sya.	
(2) Luyag	ni Jose		si Maria.	
(3) Gusto	sang iluy		ang bata'.	
(1)	'I like her/him.'			
(2)	'Jose likes Maria.'			
(3)	'The mother likes the child.'			

4. Kinahanglan and kinanglan are dialect variants of 'need'.

5. Pre-verbs are so called because of their limited number of affixes compared to other verbs.

*ACT

Pron3 PerName

niya	<u>ni</u>	<u>PerName</u>	<u>sang</u>	<u>N</u>
nakun	ni	Carlos		
	ni	Lucille	sang tawu	
			sang lalaki	

*OBJ (topic)

<u>Pronl</u>	<u>PerName</u>		<u>N</u>
sila	<u>si</u>	<u>PerName</u>	<u>ang</u>
aku	si	Consuelo	
	si	Ernesto	ang ma'estra
			ang abogado

E. VOCABULARY LIST

need	kinahánglan/kinanglan
want, like, desire	lúyag
young lady, bachelor	
woman	dalága
young man, bachelor	soltéro

F. CUMULATIVE DIALOGUE--Family Jokes

Marciano: Manung, luyag mu si Corazon, indi' bala?

Teofisto: Uy...ikaw Marciano, ha.

Marciano: Nanay, si Manung, luyag kunu niya si Corazon.

Teofisto: Indi' ku luyag sya, Nay. Si Marciano gid.
Basi' ikaw siguru.

Nanay: Hustu na ina', Marciano, Teofisto.

G. GRAMMATICAL NOTES

1. Kunu is a quoting particle used to quote what was said by another person.
2. Basi' is 'maybe'.
3. Hustu na ina'! is the reprimand 'that is enough'. Hustu by itself means 'right'.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Substitution Question-and-Answer Drill.

Divide the class into two groups. One group gives positive answers while the other gives negative responses. Switch roles.

2. Test on mastery of glottal stop recognition using Phonology Drill 5. The teacher gives the sentences orally and the students write either a or b as answers.

3. Hand out Written Exercise 4. Allow one day for the writing of the exercise.

4. Suggested Role-playing Situations.

(a) Give a short introduction of yourself and your family.

(b) Two students compare notes on their favorite singers, authors, etc.

LESSON THIRTEEN

Food

A. STRUCTURAL CONTENT

Use of pre-verbs in noun phrases.

Anu ang PV + Pron? NP + PV + Pron

B. MICRO-DIALOGUES

1.

M1:	Anu ang gusto mu?	What would you like?
	Anu ang luyag mu?	What would you like?
	Anu ang kinanglan mu?	What would you need?
M2:	Mansanas ang gusto ku.	I would like an apple.
	Luyag nakun kafe.	I would like coffee.
	Kalamay ang kinanglan ku.	I need sugar.

C1: Anu ang gusto mu?
Mansanas ang gusto ku.

C2: Anu ang luyag mu?
Luyag nakun kafe.

C3: Anu ang kinanglan mu?
Kalamay ang kinanglan ku.

C. DRILLS

1. Repetition Drill

Gusto nakun manuk.	I would like some chicken.
Gusto namun karne.	I would like some meat.
Karne ang gusto namun.	
Gusto niya ilimnun.	He would like some beverage.
Ilimnun ang gusto niya.	
Gusto nila kan'un.	They would like some rice.
Kan'un ang gusto nila.	

Luyag nakun utan. I would like some
Utan ang luyag nakun. vegetables.

Luyag namun sorbete. We would like some ice
Sorbete ang luyag namun. cream.

Luyag niya tsa. She would like some tea.
Tsa ang luyag niya

Luyag nila isda'. They would like some
Isda' ang luyag nila. fish.

Luyag nila patatas. They would like some
Patatas ang luyag nila. potatoes.

Kinahanglan ku asin. I need salt.
Asin ang kinahanglan ku.

Kinahanglan ku plato. I need a plate.
Plato ang kinahanglan
ku.

Kinahanglan niya She needs some chocolate.
tsokolate.
Tsokolate ang
kinahanglan nya.

Kinahanglan nila tubi'. They need water.
Tubi' nng kinahanglan
nila.

2. Chain Substitution Drill

(a)

T: Anu ang gusto mu? Cue

S1: Manuk ang gusto ku. manuk
Anu ang gusto mu?

S2: Karne ang gusto ku. karne
Anu ang gusto mu?

S3: Isda' ang gusto ku. isda'
Anu ang gusto mu?

S4: Kan'un ang gusto ku. kan'un
Anu ang gusto mu?

(b)

T: Anu ang luyag mu?

S1: Luyag nakun tsokolate.
Anu ang luyag mu?

tsokolate

S2: Luyag ku tsa.
Anu ang luyag mu. tsa

S3: Luyag ku kafe.
Anu ang luyag mu? kafe

S4: Gatas ang luyag ku. gatas

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a)

<u>Obj</u>	<u>NomVb</u>	<u>Act</u>	
Tsa	ang gusto	ku.	'Tea is what I like.'
Sorbet	ang luyag	namun.	'Ice cream is what we like.'

(b)

<u>PV</u>	<u>Act</u>	<u>Obj</u>	
Gusto	nakun	tsa.	'I would like some tea.'
Luvag	niva	isda'.	'She likes fish.'

E. VOCABULARY LIST

apple	mansanas
chicken	manúk
chocolate	tsokolate
coffee	kafé
cooked steamed rice	kan'un
drinks, beverage	
liquor	ilimnun
fish	isda'
ice cream	sorbeté

meat	karne
plate	plato
potato	patatas
refined sugar	asukar, kalamay
salt	asín
tea	tsa

F. CUMULATIVE DIALOGUE--Ordering a meal

David: Anu ang gusto mu, Carlos?

Carlos: Gusto ku karne, isda', kag kan'un.

David: Gusto kunu sya sang karne, isda' kag kan'un.

Waiter: Anu ang gusto mu nga ilimnun?

Carlos: Cocacola.

Waiter: Kag ikaw, Sir? Anu ang order mu?

David: Gusto ku manuk, salad kag patatas. Luyag
man aku sang kafe.

Waiter: Sigi.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Hold a five minute test on glottal stop recognition using Phonology Drill 6. Read the items orally. The students write a check if the answer is with a glottal stop and a cross if without one.
2. Hold a five minute vocabulary mastery review of past vocabulary items.
3. Bring visual aids for introduction of food vocabulary items. You may use real objects, models, or pictures of different entries.
4. Students go over Supplementary Vocabulary List 11, Vegetables; and Supplementary Vocabulary List 12, Condiments.
5. Suggested Role-playing Situations.
 - (a) Two PCV's order a meal in a restaurant.

- (b) A PCV is treated to lunch by his co-teacher.
- (c) A PCV tells her maid what to buy at the grocery store.

LESSON FOURTEEN
Activities

A. STRUCTURAL CONTENT

Gusto + Pronoun + /mag-/ Verb root... + (NP)

Luyag

B. MICRO-DIALOGUES

1.

M1: Anu ang gusto mu? What would you like?
Anu ang gusto niya?

M2: Gusto ku magsa'ut. I want to dance.
Gusto ku magtu'un. I want to study.

C1: Anu ang gusto mu?
Gusto ku magsa'ut.

C2: Anu ang gusto niya?
Gusto nya magtu'un.

2.

M1: Anu ang gusto mu? What would you like?
Anu ang luyag mu?

M2: Gusto ku magka'un
sang adobo. I would like to eat
adobo.
Gusto ku mag'inum
sang tsa. I would like to drink
tea.
Gusto ku maglutu'
sang panyaga. I would like to cook
lunch.

C1: Anu ang gusto mu?
Gusto ku magka'un
sang adobo.

C2: Anu ang gusto mu?
Gusto ku mag'inum
sang tsa.

C3: Anu ang luyag mu?
Luyag ku maglutu'
sang panyaga.

C. DRILLS1. Repetition Drill

Anu ang gusto mu?	What would you like (to do)?
Gusto ku maglaba sang bayu'.	I would like to wash clothes.
Anu ang gusto mu?	What would you like (to do)?
Gusto ku magbakal sang sapatus.	I would like to buy shoes.
Anu ang gusto ninyu?	What would you like (to do)?
Gusto namun magtan'aw sang sini.	We would like to see a movie.
Anu ang gusto nila?	What would they like (to do)?
Gusto nila maghambal sang Hiligaynon.	They would like to speak Hiligaynon.
Anu ang luyag mu?	What would you like (to do)?
Luyag ku maglanguy.	I would like to swim.
Anu ang luyag niya?	What would he like (to do)?
Luyag nya magpamasyar.	He would like to take a walk.
Anu ang luyag ninyu?	What would you like (to do)?
Luyag namun magbasa.	We would like to read.
Anu ang luyag nila?	What would they like (to do)?
Luyag nila magtrabaho.	They would like to do some work.

2. Chain Substitution Drill

T: Anu ang gusto mu?

S1: Gusto kù magkanta. magkanta
Anu ang gusto mu?S2: Gusto ku maglingkud. maglingkud
Anu ang gusto mu?S3: Gusto ku magtindug. magtindug
Anu ang gusto mu?

S4: Gusto ku maghampang. maghampang

3. Question and Answer Drill(a) Cue

Gusto mu maghambal?	Would you like to speak?
Hu'u, gusto ku <u>maghambal.</u>	Yes, I would like to speak.
magbulig	to help
magpani'udtu	to eat lunch
magkanta	to sing
magkuna'kuna'	to think
magtan'aw	to observe
magpamangkut	to ask a question

(b) Cue

Gusto mu magdala sang pagka'un?	Would you like to bring some food?
Hu'u, gusto ku magdala sang pagka'un.	Yes, I would like to bring some food.
magkuha' sang mang prutas	to get some fruit
maghulam sang libro	to borrow a book
magdakup sang píspis	to catch a bird
maghabuy sang basura	to throw out the garbage
magka'un sang panyapun	to eat dinner

D. GRAMMATICAL EXPLANATION1. /mag-/ is infinitive actor focus affix.

2. Sentence pattern:

PV	Act	Inf
----	-----	-----

Gusto	nakun	magka'un.	'I would like to eat.'
Gusto	aku	magka'un.	'I would like to eat.'
Luyag	namun	magbulig.	'We would like to help.'
Luyag	kami	magbulig.	'We would like to help.'

E. VOCABULARY LIST

bird	píspis
dinner	panyápun
lunch, (to eat) lunch	panyága, /mag/panyága, pani'údtu
movie	siní

shoes	sapátus
trash, garbage	basúra
(to) ask	/mag/pamángkut
(to) borrow	/mag/hulám
(to) catch with hands	/mag/dakúp
(to) help	/mag/búlig
(to) observe, watch	/mag/tán'aw
(to) read	/mag/básá
(to) swim	/mag/langúy
(to) stand	/mag/tíndug
(to) think	/mag/huna'húna'
(to) throw out	/mag/habúy
(to) take a walk	/mag/pamasyár
(to) wash clothes	/mag/labá
(to) work	/mag/trabáho

F. CUMULATIVE EXERCISE--Reading Comprehension

Si Juan kag si Pedro nagka'un sa restaurant. Gusto ni Pedro magka'un sang kan'un kag utan. Gusto man o niya mag'inum sang serbesa. Si Juan luyag mag'inum sang 'coke' lang kag magka'un sang sorbete. Ginhambal (or Ginsiling) nila ang gusto nila sa 'waitress'.

1. Anu ang gusto ni Juan?
2. Luyag sya magka'un sang patatas, indi' bala?
3. Sin'u kay Juan o kay Pedro ang gusto mag'inum sang serbesa?
4. Luyag bala ni Pedro magka'un sang utan?
5. Anu ang gustong pagka'un ni Juan?
6. Di'in sila subung?

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Chain-substitution Drill.

The teacher asks the question first and gives the cue word for the response. Student 1 answers. Student 1 then asks the cue question of Student 2. The teacher gives a cue word and

Student 2 answers using the cue given.

2. Suggested Role-playing Situations.

(a) Two friends plan for a weekend at the beach.

(b) A family plan for a Sunday picnic.

3. Teach the song, Daw Pispis nga Bukaw.

UNIT IV

Goal Focus

LESSON 15: Survival Kit

LESSON 16: Clothes

LESSON 17: Cooking

LESSON 18: Miscellaneous

LESSON 19: The Hospital

UNIT IV

Goal Focus

What is focus? Focus is a key concept in Philippine languages. It is crucial to sentence structure and meaning.

In English, when a speaker wants to emphasize one part of the sentence, he usually does it by intonation variation. The voice is louder or stronger on the part that is emphasized.

1. The child is buying candy from the store for her friend.
2. The child is buying candy from the store for her friend.
3. The child is buying candy from the store for her friend.
4. The child is buying candy from the store for her friend.
5. The child is buying candy from the store for her friend with money.

Further, English uses active and passive grammatical constructions to put focus on the actor as subject or the object as subject:

The child bought candy. The candy was bought by the child.

In Philippine languages, sentence focus is built into the sentence construction by a grammatical mechanism. This phenomenon is called focus. Focus is marked by verbal affixes and a special particle before the noun in focus. With the following vocabulary items, Hiligaynon translations of the above English sentences are given to show the different focus forms of Hiligaynon.

bata'	'child'
bakal	'buy'
pastilyas	'candy'
tindahan	'store'
amigo	'friend'
kwarta	'money'

1. Nagabakal ang bata' sang pastilyas sa tindahan para sa iya amigo.

2. Ginabakal sang bata' ang pastilyas sa tindahan para sa iya amigo.
3. Ginabaklan sang bata' sang pastilyas ang tindahan para sa iya amigo.
4. Ginabaklan sang bata' sang pastilyas sa tindahan ang iya amigo.
5. Ibakal sang bata' sang pastilyas sa tindahan para sa iya amigo ang kwarta.

Inflection of the verb changes from one sentence to the other. Also, ang moves around and goes before different words. The words that follow ang are in focus. These five sentences illustrate the four common focuses in Hiligaynon. Sentence 1 focuses on the actor. Ang precedes bata' which is the actor of the sentence. Sentence 2 focuses on the object or goal of the action. Ang precedes pastilyas which is the object. This sentence is an example of a goal focus construction. Sentence 3 is a referent focus utterance giving grammatical importance to the location of an action. Sentence 4 is also a referent focus construction stressing the benefactor of an action. The location and benefactor constructions are both included in the referent focus group because the verbal affixes and function markers in these constructions are exactly the same. Sentence 5 points out the instrument used to perform an action. This is known as the instrument focus. This last focus is rarely used in spoken or written Hiligaynon.

The particle ang usually functions as a focus marker, preceding the word in focus. However, it can have other functions which are beyond the scope of this book. Wherever ang appears, before the actor, object, place etc., it generally points out the focused part of the sentence. Two other elements can fill the position of the topic of a sentence aside from an ang-phrase: a personal name preceded by si, or any of the nominal pronouns.

Actor Nagabakal ang bata' sang manga pastilyas sa tindahan para iya amigo.
Nagabakal si Maria sang manga pastilyas sa tindahan para sa iya amigo.
Nagabakal sya sang manga pastilyas sa tindahan para sa iya amigo.

Goal

Ginabakal sang bata' ang manga pastilyas sa tindahan para sa iya amigo.

Ginabakal ni Maria ang manga pastilyas sa tindahan para sa iya amigo.

Ginabakal niya ang manga pastilyas sa tindahan para sa iya amigo.

Referent

Ginabaklan sang bata' sang manga pastilyas ang tindahan para sa iya amigo.

Ginabaklan ni Maria sang manga pastilyas ang tindahan para sa iya amigo.

Ginabaklan niya sang manga pastilyas ang tindahan para sa iya amigo.

If the phrase is not in focus, then the marker sang precedes a common noun, or a ni precedes a personal name--or the source pronoun set is used. Another particle, sa, marks direction of an action, be it to a place, person, or thing.

It is easy to talk about focus, but there are no rules stating when to use one over the other. Suffice it to say that goal focus constructions seem to be the 'favorite sentence' type of Hiligaynon speakers. As suggested above, English uses the passive to focus the goal of the action as subject. Such constructions are not as common in English speech as they are in Hiligaynon, and since English passive and Hiligaynon goal focus are sometimes equated, we turn to this unit early in the study.

This unit introduces the following verbal affixes of the goal focus:

Completed action:	/gin-/
Durative action:	/gina-/
Proposed action:	/-un/

The lessons in this unit deal chiefly with the verbal affixes shown above, as these are the most productive forms in Hiligaynon and the most practical to learn for the beginning student. There are other affixes for causative mode, distributive mode, etc., but these are beyond the scope of this book. The grammar reference text will cover other forms.

LESSON FIFTEEN
Survival Kit

A. STRUCTURAL CONTENT

/gin-/ VR

/gina-/ VR

/-un/ VR

Particles: pa, na

B. MICRO-DIALOGUES

1.

M1: Gingutum ka ka'ina?

Did you feel hungry earlier?

Ginatuyu ka subung?
Basi' hilanatun ka
bwas.

Are you sleepy now?
You might come down with a fever tomorrow.

M2: Hu'u, gingutum aku.
Indi'.
Basi'.

Yes, I felt hungry.
No.
Maybe.

C1: Gingutum ka kaina?
Hu'u gingutum aku.

C2: Ginatuyu ka subong?
Indi'.

C3: Basi' hilanatun ka
bwas.
Basi'.

2.

M1: Ginatamad ka na?
Natamad ka na?
Ginauhaw ka pa?
Nauhaw ka pa?

Do you feel lazy already?
Are you bored already?
Are you still thirsty?
Are you still thirsty?

M2: Hu'u ginatamad na
aku.
Indi', indi' pa.
Hu'u natamad na aku.
Indi', indi' na aku
gina'uhaw.
Hu'u, na'uhaw pa aku.

Yes, I am already lazy.
No, not yet.
Yes, I am already bored.
No, I am not thirsty anymore.
Yes, I am still thirsty.

C. DRILLS1. Repetition Drill.

Ginatuyu aku.	I am sleepy.
Ginakapoy ikaw.	You are tired.
Ginamingaw sya.	He/she is lonely.
Ginanerbyos kami.	We are nervous.
Ginahadluk kita.	We are afraid.
Ginasip-un kamu.	You have a cold (running nose).
Ginakataru sila.	They have a cold.
Ginahilanat si Mariano.	Mariano has a fever.
Gina'uhu si Edna.	Edna has a cough.

2. Fixed Substitution Drill.(a) Ginagutum na si Carlos.

gina'uhaw
ginatuyu
ginakapuy
ginahadluk
ginatamad

(b) Ginsip'un ang manga estudyante.

ginhilanat
gingutum
gintuyu
ginkapuy
gintamad

(c) Sip'unun ang manga bata kun sigi ang pag'ulan.

kataruhun
ubuhun
hilanatun

3. Transformation Drill. Change the affixes of the verbs from /gin-/ to /gina-/ to /-un/.

Gingutum si Consuelo sa bus.
Gin'uhaw si Maria sa kuarto.
Ginhilanat sya sa hospital.
Ginkapuy kami sa pagbulig.
Gintamad aku sa klase.

D. GRAMMATICAL EXPLANATION

1. Verb roots in this lesson are stative verbs,

used to express states of being or existence when affixed with the /-un/ affixes.

2. /-un/ has an alternate form /-hun/, used after roots that end in vowels, the /-un/ variant follows consonants.
3. Na expresses 'already, now'.
4. Pa expresses 'still, yet'.
5. Sentence pattern:

<u>Vb</u>		<u>Act</u>	
/gin-/	/gina-/	/-un/	<u>Pronl</u> <u>N</u> <u>Adv</u>
(1) Gingutum		aku.	
(2)	Ginakapuy	kami	karun.
(3)	Kapuyun	ang bata'.	
	(1) 'I felt hungry.'		
	(2) 'We are tired now.'		
	(3) 'The child will tire out.'		

E. VOCABULARY LIST

(is) afraid	/gina/hádluk
(has) cold/s	/gina/katáru
(is) coughing	/gina/ubú
earlier in the day, a while ago	ka'ína
(will have) fever	hilanát/un/
(was) hungry	/gin/gutúm
if	kún
(is) lazy	/gina/tamád
(is) lonely	/gina/mingáw
(is) nervous	/gina/nérbyos
(particles)	pa, na
rain	/pag/'ulán
(has) running nose	/gina/síp'un
(is) sleepy	/gina/tuyú
(is) thirsty	/gina/'úhaw
(is) tired	/gina/kápuy

E. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Phonology Drill for five minutes. Use Phonology Drill 7 on the ng sound.
2. Suggested Role-playing Situations.
 - (a) A PCV just arrived at a barrio and stays the night at the house of the barrio captain. The barrio captain and his wife offer him their hospitality.
 - (b) Two friends look for refreshments after swimming at a beach resort.

LESSON SIXTEEN

Clothes

A. STRUCTURAL CONTENT

/gin-/ VR + post-position source pronoun

/gina-/

B. MICRO-DIALOGUES

1.

M1: Gin'anu mu ang de
largo?
Gin'anu mu ang
sapatus?

What did you do with the
pair of long pants?
What did you do with the
pair of shoes?

M2: Ginbaligya' ku ang
de largo.
Ginbakal nakun.
Ginbakal ku.

I sold the pair of long
pants.
I bought it.
I bought it.

C1: Gin'anu mu ang de
largo?
Ginbaligya' ku ang
de largo.

C2: Gin'anu mu ang
sapatus?
Ginbakal nakun.

C3: Gin'anu mu ang
sapatus?
Ginbakal ku.

2.

M1: Gina'anu mu ang
falda?;
Gina'anu mu ang
kalu'?

What are you doing with
the skirt?
What are you doing with
the hat?

M2: Gina'uli' ku sa
estante.
Ginatilaw nakun.

I am returning it to the
shelf.
I am trying it on.

C1: Gina'anu mu ang falda?
Gina'uli' ku sa estante.

C2: Gina'anu mu ang kalu'?
Ginatilaw nakun.

3.

Ml: Anu ang ginbaligya'
niya?
Anu ang ginabakal
niya?

What did she sell?

What is she buying?

M2: Tsinelas ang
ginbaligya' niya.
Panyu'.

She sold a pair of
slippers.

Cl: Anu ang ginbaligya'
niya?
Tsinelas ang
ginbaligya' niya.

C2: Anu ang ginabakal
niya?
Panyu'.

A handkerchief.

C. DRILLS

1. Repetition Question and Answer Drill.

Anu ang ginapangita'
mu? What are you looking for?

Blosa ang ginapangita
ku. I am looking for a
blouse.

Anu ang ginpangita'
nila? What were they looking
for?

Kamisadentro ang
ginpangita' nila. They were looking for
a shirt.

Anu ang ginabilid niya? What is he looking at?
Medyas. Socks.

Anu ang ginbilid niya? What was she looking at?
Medyas. Stockings.

Anu ang gin'uli' nimu? What are you returning?
Gin'uli' ku ang
kurbata. I am returning the tie.

Anu ang gin'uli' nimu? What did you return?
Ang bayu'. The dress.

2. Transformation Drill. Change the /gin-/ to /gina-/

Gindala nila ang manga baligya'.
 Ginbakal namun ang tela.
 Gintan'aw ku ang 'bargain sale' sa 'Kress'.
 Gibilid natun ang manga kamisadentro.
 Gin'uli' niya ang blosa.
 Gintilaw nila ang manga de largo.
 Ginpangita' nila ang tyanggi.

3. Question and Answer Drill.

Anu ang ginabaligya' mu?	<u>Cue</u>
Kalu' ang ginabaligya' ku.	<u>kalu'</u>

Anu ang ginabakal nila?	medyas
Anu ang ginatilaw mu?	falda
Anu ang ginatan'aw namun?	'sale'
Anu ang ginapangita' ku?	panyu'

D. GRAMMATICAL EXPLANATION

1. /-un/ set of affixes is used in constructions focusing on the object of one's action. /gin-/ expresses completed action and /gina-/ expresses durative action.

2. Sentence patterns:

(a) Vb Act Obj

<u>Pron3</u>	<u>ang</u>	<u>N</u>
--------------	------------	----------

Gin'anu	mu	ang papel?	'What did you do with the paper?'
Ginbakal	ku	ang sapatus.	'I bought the shoes.'
Gindala	nila	ang lamesa.	'They carried the table.'

(b) Obj NomVb Act

<u>N/IP</u>	<u>ang</u>	<u>Vb</u>	<u>Pron3</u>
-------------	------------	-----------	--------------

Anu	ang ginbakal	nila?	'What did they buy?'
Kalu'	ang ginbakal	ku.	'I bought a hat.'

E. VOCABULARY LIST

blouse, top	blósa
cloth	téla
handkerchief	panyu'
hat	kálú'
inspecting, looking at items for sale	/gina/bilíd
long pants	balígya'
(am) looking for	de lárgo
pre-verb	/gina/pangítá'
(was) returned	gin'anú
shelf	/gin/'úli'
shirt (men)	estánte
skirt	kamisadéntro
slipper	fálida
sock, stocking	tsinélás
store, small street	médyas
corner store	tyanggi
tie, necktie	kurbáta
(am) trying on	/gina/tiláw

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)1. Question and Answer Drill.

Aside from asking questions, the teacher cues the answers also. Students respond in the pattern being drilled, making complete sentence constructions.

2. Students go over Supplementary Vocabulary List 13, Women's Clothes; and Supplementary Vocabulary List 14, Men's Clothing Items.

3. Suggested Role-playing Situations.

(a) Set up a grocery store in the classroom and have the students act as vendors and customers.

(b) Three PCV's go to town to buy new clothes.

LESSON SEVENTEEN

Cooking

A. STRUCTURAL CONTENT

/-un/ or /-hun/ VR + Pron3

Markers: ni, sang, nanday

B. MICRO-DIALOGUE

- | | |
|---|---|
| M1: Anu ang lutu'un ni
Maria? | What will Maria cook? |
| Anu ang lutu'un sang
kusinero? | What will the cook cook? |
| M2: Sud'an ang lutu'un
ni Maria.
Lutu'un sang kusinero
ang sud'an. | Maria will cook the meat
dish.
The cook will cook the
meat dish. |
| M1: Anu ang lutu'un ni
Maria?
Sud'an ang lutu'un
ni Maria. | |
| M2: Anu ang lutu'un sang
kusinero?
Lutu'un sang kusinero
ang sud'an. | |

C. DRILLS

1. Repetition Question and Answer Drill.

	<u>Cue</u>
Anu ang kuha'un mu?	lapis
Lapis ang kuha'un ku.	
Anu ang pangayu'un ni Carlos?	papel
Anu ang baklun ni Mildred?	sapatus
Anu ang imnun ni Camilo?	serbesa
Anu ang dal'un nanday Hector?	ilimnun
Anu ang ka'unun mu?	manuk
Anu ang tahi'un ku?	bayu'
Anu ang sulatun nila?	sulat
Anu ang tudlu'un sang manga PCV?	Math
Anu ang hulamun sang bata?	libro
Anu ang tamnun sang estudyante?	lubi

2. Expansion Drill. Connect the cues to the original sentence:

Ka'unun nya.

Cue

Ka'unun nya ang dulsi.

ang dulsi

Ka'unun nya ang dulsi sa lata.

sa lata

Ka'unun nya kag ni Alfonso ang

kag ni Alfonso

dulsi sa lata.

Dal'un sang bata.

Dal'un sang bata' ang baskit.

ang baskit

Dal'un sang bata' ang manga
baskit.

manga

Dal'un sang bata' ang manga
baskit sang prutas.

sang prutas

Dal'un sang bata' ang manga
baskit sang prutas sa balay.

sa balay

Dal'un sang bata' ang manga
baskit sang prutas sa balay
nila.

nila

3. Completion Drill. Complete the utterance. The student makes his own sentence patterned after the cue sentence, changing the aspect as clued:

Ginlulu' na nila ang adobo?

Wala' pa. Ginalulu' pa nila.

durative

Wala pa. Lutu'un pa nila.

proposed

Ginhulam na ni Marcia ang libro?

durative

proposed

Ginka'un na nila ang 'cake'?

durative

proposed

Gintanum na nila ang palay?

durative

proposed

Gindala na nila ang kahon?

durative

proposed

Ginhatag na ninyu ang manga
lapis?

durative

proposed

Ginplantsa na sang mutsatsa
ang bayu'?

durative

proposed

D. GRAMMATICAL EXPLANATION

1. /-un/ expresses proposed action for goal focus constructions.

2. Sentence patterns:

- (a) Obj (topic) *Act
- | | | | | | |
|-------------|------------|-----------|--------------|----------------|----------|
| <u>N/IP</u> | <u>ang</u> | <u>Vb</u> | <u>Pron3</u> | <u>PerName</u> | <u>N</u> |
|-------------|------------|-----------|--------------|----------------|----------|
- (1) Anu ang lutu'un mu?
- (2) Anu ang baklun ni Maria?
- (3) Anu ang dal'un sang bata'?
- (4) Adobo ang lutu'un ku.
- (5) Libro ang baklun nanday Jose.
- (6) Libro ang dal'un sang bata'.
- (1) 'What will you cook?'
- (2) 'What will Maria buy?'
- (3) 'What will the child bring?'
- (4) 'I will cook adobo.'
- (5) 'Jose (and others) will buy books.'
- (6) 'The child will bring a book.'

- (b) Vb *Act Obj (topic)
- | | | | | |
|--------------|----------------|----------|------------|----------|
| <u>Pron3</u> | <u>PerName</u> | <u>N</u> | <u>ang</u> | <u>N</u> |
|--------------|----------------|----------|------------|----------|
- (1) Dal'un mu ang libro?
- (2) Dal'un ni Jose ang libro.
- (3) Kuha'un sang tawu ang libro.
- (1) 'Are you going to bring the book?'
- (2) 'Jose will bring the book.'
- (3) 'The man will get the book.'

(a) and (b) *Act

<u>Pron3</u>	<u>PerName</u>	<u>N</u>
nila		
natun		
ni Cora		
ni Fina		
	sang doktor	
	sang ma'estro	

3. Ni marks singular non-focused personal names.
Nanday marks plural non-focused personal names.

E. VOCABULARY LIST

(will) ask for	pangayú'/un/
basket	báskit
beer	serbésa
box, carton	kahún
child	báta'
(was) given	/gin/hátág
letter	sulát
maid, girl servant	mutsátsa
(will) plant	támn/un/
(was) pressed, ironed	/gin/plántsa
rice plant	pálay
(will) sew	tahi'/ún/
tin can	láta
(will) use	gamít/un/
viand	súd'an

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Expansion Drill.

The cue sentence is made longer or expanded with the addition of cues given. The teacher gives the cue words or phrases and the students add these on to the cue sentence putting them in the right slots.

2. Completion Drill.

The students are divided into two groups. One group gives the durative aspect responses while the other group gives the proposed aspect

responses. The teacher asks the questions and cues the aspect of responses.

3. Suggested Role-playing Situations.
 - (a) A young man invites a lady for a snack.
 - (b) A couple take their coffee break at the school cafeteria.
4. Students go over Supplementary Vocabulary List 5, List of Common /gin-/ Verbs.

LESSON EIGHTEEN
Miscellaneous

A. STRUCTURAL CONTENT

PV + /mag-/ VR
/-un/

B. DICRO-DIALOGUE

- | | |
|--|---|
| M1: Anu ang gusto mu
buhatun? | What do you want to do? |
| M2: Gusto ku imnun ang
tubi'.
Gusto ku mag'inum
sang tubi'. | I want to drink the
water.
I would like to drink
some water. |
| C1: Anu ang gusto mu
buhatun?
Gusto ku imnun ang
tubi'. | |
| C2: Anu ang gusto mu
buhatun?
Gusto ku mag'inum
sang tubi'. | |

C. DRILLS

1. Repetition Drill.

- | | |
|-------------------------------------|----------------------------------|
| Gusto ku imnun ang
serbesa. | I want to drink the
beer. |
| Gusto ku lutu'un ang
adobo. | I want to cook the
adobo. |
| Gusto ku husayun ang
problema. | I want to solve the
problem. |
| Gusto ku basahun ang
periyodiko. | I want to read the
newspaper. |
| Gusto ku dal'un ang
libro. | I want to bring the
book. |

2. Fixed Substitution Drill. .

Gusto ni Kulas sa'utun ang Tinikling.
bugaloo

twist
soul
jerk

Gusto nya basahun ang peryodiko.

istorya
libro
sulat

Gusto ku magtudlu' sa Pilipinas.

eskwelahan
kwarto
Pepeekeo
Detroit

3. Transformation Drill. The student changes the statements to questions:

Gusto ku imnun ang tubi'.

Anu ang gusto mu imnun?

Gusto ku husayun ang problema.
Gusto nya baklun ang manga medyas.
Gusto mu basahun ang magasin.
Gusto ku lu'tu'un ang utan.
Gusto nya kan'un ang mansanas.
Gusto mu kuha'un ang siya.
Gusto nya sa'utun ang 'soul'.
Gusto mu dal'un ang libro.

4. Deletion Drill. Delete from the cue sentence the words listed:

Gusto ku kan'un ang tinapay,
sorbete, kag 'cake'.
Gusto ku kan'un ang tinapay sorbete
kag 'cake'.
Gusto ku kan'un ang tinapay. kag 'cake'

Luyag nila magtanum sang kamatis,
kamuti, kag mais sa hardin.
Luyag nila magtanum sang kamuti kamatis
kag mais sa hardin.
Luyag nila magtanum sang kamuti sa hardin
kag ma'is.
Luyag nila magtanum sang ma'is. kamuti kag
Luyag nila magtanum. sang ma'is.

Kinahanglan natum kalamay,
 asin, kag gatas subung.
 Kinahanglan natun kalamay asin
 kag gatas subung.
 Kinahanglan natun kalamay subung
 kag gatas.
 Kinahanglan natun kalamay. kag gatas.

D. GRAMMATICAL EXPLANATION

1. /-un/ and /mag-/ are infinitive verbal affixes.

2. Sentence patterns:

(a) PV Act Vb Obj (topic)

Pron3 PerName N /-un/ ang N

(1) Gusto ku imnun ang tubig.

(2) Gusto ni Cora imnun ang tubig.

(3) Luyag sang bata' imnun ang tubig.

- (1) 'I would like to drink water.'
 (2) 'Cora would like to drink water.'
 (3) 'The child would like to drink water.'

(b) PV Act Vb Obj (topic)

Pron3 PerName N /mag-/ sang N

(1) Gusto ku magkuha' sang papel.

(2) Gusto ni Amy magkuha' sang papel.

(3) Luyag sang tawu magkuha' sang papel.

- (1) 'I would like to get some paper.'
 (2) 'Amy would like to get some paper.'
 (3) 'The man would like to get some paper.'

E. VOCABULARY LIST

bread	tinápay
corn	ma'ís
garden	hardín

(will) make, do	buhát/un/
native custard	leche flán
newspaper	peryódiko
problem	probléma
(will) solve	husáy/un/
story, conversation	istórya
tomato	kamátis
yam, sweet potato	kamúti

F. CUMULATIVE DIALOGUE

A1: Nay, ari si Fe, kuha'un nya ang bayu' nya.
Tapus na?

B1: Hu'u, ara' sa lamesa.

A2: Fe, dal'un mu ini kay Nanay mu, ha. 'Cake',
ini. Ginlulu' ku ka'ina.

C1: Salamat gid. Gusto ni Nanay sang 'cake'.
Tudlu'an mu man aku maglulu' sa Dominggo.

A3: Sigi. Kadtu lang di sa balay.

C2: Sigi. Dal'un ku ang manga kinahanglan natun.
Anu ang manga kinahanglan natun? Gusto ku
maglulu' sang 'chiffon cake'.

A4: Ti', magdala ka sang itlug, harina, 'baking
powder', kag gatas. Bahala' na aku sa iban.

C3: O, sigi. Salamat liwat.

G. VOCABULARY LIST

be responsible for	bahálá'
egg	ítlug
finished	tapús
flour	harína
here	di
others	ibán
Sunday	Domínggo
there	ára'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Transformation Drill. Have students change the

statements into questions.

2. Deletion Drill. The deletion drill starts with a long sentence given by the teacher. The students delete the part cued and end up with a shorter sentence.
3. Suggested Role-playing Situations.
 - (a) A young lady refuses an invitation to go swimming, but suggests a movie date instead.
 - (b) An invitation to a fiesta in a certain barrio is extended to a PCV.

LESSON NINETEEN

The Hospital

A. STRUCTURAL CONTENT

Negation of /mag-/ and /-un/ statements

B. MICRO-DIALOGUES

1.

M1: Gusto mu tawgun ang doktor? Do you want to call the doctor?

M2: Hu'u, gusto ku tawgun ang doktor.
Indi', indi' ku gusto tawgun ang doktor. Yes, I want to call the doctor.
No, I don't want to call the doctor.

C1: Gusto mu tawgun ang doktor?
Hu'u gusto ku tawgun ang doktor.

C2: Gusto mu tawgun ang doktor?
Indi', indi' ku gusto tawgun ang doktor.

2.

M1: Gusto mu magtawag sang doktor? Would you like to call a doctor?

M2: Hu'u.
Indi'. Yes.
No.

C. DRILLS

1. Fixed Substitution Drill.

Indi' ku gusto magka'un	I don't want to eat
sang 'cake'.	cake.
dulsi	candy
kan'un	rice
ubas	grape
peras	pear

Gusto ku magkuha' sang	I would like to get the
'temperature'.	<u>temperature</u> (reading).
bulung	medicine
tabletas	tablets
ineksyun	injection
dagum	needle

2. Transformation Drill. Convert the statements in the preceding substitution drill into questions:

Indi' ku gusto magka'un sang ubas.
Anu ang indi' mu gusto kan'un?

3. Expansion Drill. The student adds the cues to the cue sentence.

Gusto ni Nonoy.

Cue

Gusto ni Nonoy magtawag.	magtawag
Gusto ni Nonoy magtawag sang nars.	sang nars
Gusto ni Nonoy magtawag sang nars kag doktor.	kag doktor
Gusto ni Nonoy magtawag sang nars kag doktor sa kwarto.	sa kwarto
Gusto ni Nonoy magtawag sang nars kag doktor sa kwarto sang ospital.	sang ospital

Indi' luyag sang lalaki.

Indi' luyag sang lalaki magbisita.	magbisita
Indi' luyag sang lalaki magbisita sa ospital.	sa ospital
Indi' luyag sang lalaki magbisita sa ospital sa syudad.	sa syudad
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod.	sang Bacolod
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod bwas.	bwas
Indi' luyag sang lalaki magbisita sa ospital sa syudad sang Bacolod bwas sa hapun.	sa hapun

D. GRAMMATICAL EXPLANATION

Sentence patterns:

(a) Adv Act PV Vb /-un/ Obj (topic)

Pron3 *PerName N ang N

(1) Indi' ku gusto tawgun ang doktor.

(2) Indi' nanday Vida luyag kuhau'un ang lamesa.

(1) 'I don't want to call the doctor.'

(2) 'Vida (and others) do not want to get the table.'

(b) Adv Act PV Vb /mag-/ *Obj

Pron3 *Per
Name N

(1) Indi' sang amay luyag magtan'aw

(2) Indi' ni Lito gusto magtu'un

*Obj

sang N

(1) sang sini.

(2) sang Hiligaynon.

(1) 'The father does not want to go to a movie.'

(2) 'Lito does not want to study Hiligaynon.'

ni *PerName PerName

ni Carmen

ni Ginny

nanday Fina kag Miguel

nanday Elena kag Lulu

E. VOCABULARY LIST

candy	dúlsi
city	syudád
endearment term for young boys	Nónoy
grape	úbas
hospital	ospitál
injection	ineksyón
man, male person	laláki
medicine	bulúng
needle	dágum
nine	nwébe
pear	pérás
tablets	tablétas
(to) visit	/mag/bisíta

F. CUMULATIVE DIALOGUE

A1: Sin'u ang gusto mu nga 'singer'.

B1: Ang grupu ni Peter, Paul kag Mary. Kag ikaw?
Gusto mu sila?

A2: Indi', indi' ku gusto ang manga kanta nila.
Gusto ku magpamati' sa manga kanta sang
'5th Dimension'.

B2: Gusto ku man sila. Ginbakal ku kahapun ang
plaka nila.

A3: Mahimu pamati'an subung?

B3: Indi' mahimu subung. Kadtu'un ku pa si
Benjamin. Bwas nalang.

G. VOCABULARY LIST

group	grúpu
(to) listen	/mag/památi'
nine	nwébe
(particle)	naláng
phonograph record	pláka

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

- Students go over Supplementary Vocabulary List 16, Trees and Flowers; and Supplementary Vocab-

ulary List 17, Places.

2. Suggested Role-playing Situations.

(a) A PCV inquires at the reception desk for a friend he wants to visit in the hospital.

(b) A doctor and a nurse confer on the condition of a patient.

(c) A PCV malaria worker is confined in the hospital for fever and symptoms of malaria.

3. Assign Written Exercise 4 from the supplementary materials as homework.

UNIT V

Actor Focus

LESSON 20: Questions

LESSON 21: Miscellaneous

LESSON 22: Travel

LESSON 23: Travel

UNIT V
Actor Focus

The sentence pattern of Hiligaynon which comes nearest to the English sentence construction is the actor focus pattern. As the term implies, the topic is the actor. It has the simplest form and admits of the fewest root changes and reductions. The focused part of the sentence, then, carries the focus marker ang or si, or is represented by the nominal set of pronouns.

<u>Ang</u> <u>ma'estro</u> <u>nagkadto</u>	'The teacher went to school.'
<u>Si</u> <u>Mr. Marquez</u> <u>nagkadto</u>	'Mr. Marquez went to school.'
<u>Nagkadto</u> <u>sya</u> <u>sa</u> eskwelahan.	'He went to school.'

Verbal affixes for this focus are:

Completed action:	/nag-/
Durative action:	/naga-/
Proposed action:	/ma-/

LESSON TWENTY
Questions

A. STRUCTURAL CONTENT

San'u.../ma-/ Vb...? Sa...
Sang...

Ma'anu...?/ma-/ Vb...

Nag'anu...?/nag-/ Vb...

B. MICRO-DIALOGUES

1.

M1: Ma'anu ka? What will you do?

M2: Maka'un aku. I will eat.
Mahampang aku. I will play.

C1: Ma'anu ka?

Maka'un aku.

C2: Ma'anu ka?

Mahampang aku.

2.

M1: Nag'anu ka? What did you do?
Nag'anu sya? What did he/she do?

M2: Nagka'un aku. I ate.
Nagtudlu' sya sang He taught English.
English.

C1: Nag'anu ka?

Nagka'un aku.

C2: Nag'anu sya?

Nagtudlu' sya sang
English.

3.

M1: San'u ka makadtu sa When will you go to
eskwelahan? school?
San'u ka nagkadtu sa When did you go to
eskwelahan? school?

M2: Karun sa alas syete. Later at seven o'clock.
 Kaina sang alas seys. Earlier at six o'clock.

C1: San'u ka makadtu sa
 eskwelahan?
 Karun sa alas syete.

C2: San'u ka nagkadtu sa
 eskwelahan?
 Ka'ina sang alas seys.

C. DRILLS

1. Repetition Drill.

San'u ka masulat?	When will you write?
Karun sa gab'i.	Tonight.
San'u ka masimba?	When will you go to church?
Bwas sa aga.	Tomorrow morning.
San'u ikaw makanta?	When will you sing?
Karun sa hapun.	Later this afternoon.
San'u si Ana mabakal sang bayu'.	When will Ana buy a dress?
Bwas sa udtu.	Tomorrow at noon.
San'u si Jaime matulug?	When will Jaime go to sleep?
Karun dayun.	Right now.
San'u si Thelma maligu'?	When will Thelma take a bath?
Bwas sa ka'agahun.	Early tomorrow morning.
San'u sya naglakat sa Hilo?	When did he go to Hilo?
Ka'ina sang alas kwatro.	Earlier (this afternoon) at four.
San'u si Carmen nagsimba?	When did Carmen go to church?
Kahapun.	Yesterday.
San'u nag'upud si Jaime sa baryu?	When did Jaime go (with them) to the barrio?
Sang Lunes.	Last Monday.
San'u nagsakay si Cielito sa eroplano?	When did Cielito take the plane?
Sang nagligad nga semana.	Last week.

Mabantay aku sang bus.	I will watch for the bus.
Mahibi' si Nena.	Nena will cry.
Madiskurso ang Presidente.	The President will speak.
Mapa'uli' ang trainee sa 'mainland'.	The trainee will go back to the mainland.
Nagbantay aku sang bus.	I watched for the bus.
Naghibi' si Nena.	Nena cried.
Nagdiskurso ang Presidente.	The President spoke.
Nagpa'uli' ang trainee sa 'mainland'.	The trainee went back to the mainland.

2. Completion Drill. The student constructs his sentences changing the verbs in the statements as cued, and the topic in the questions also as cued:

Ma'anu <u>ka?</u>	<u>Maka'un</u> aku.
aku	sulat
si Roberto	kanta
si Juan	hampang
Gregorio	tanum
si Nina	lakat
si Teresa	upud
ang bata'	pungku'

3. Transformation Drill. The student changes the affixes:

Maka'un aku. Nagka'un aku.

Mahampang ikaw.
Matanum sya.
Mahibi' si Nena.
Maupud si Graciana.
Mapungku' ang ma'estra.
Madiskurso ang Presidente.

4. Completion of Affixes. The student puts in the blanks the correct aspect affix. The choice is between /nag-/ and /ma-/:

____ tanum sya kahapun.
____ bakal aku ka'ina.
____ tudlu ikaw bwas.
____ sulat si Manuel karun sa gab'i.

sakay ang lalaki sa bus karun.
 bulig ang estudyante kahapun.
 pa'uli ang trainee sa dormitoryo sa alas tres.

5. Completion Drill. The student supplies the appropriate time particles for the utterances given below:

Nagka'un si Maria _____
Mapa'uli ang tawu _____
Nagbantay aku _____
Naghulat sya sang bus _____
Naghulam ikaw sang libro _____
Matulug si Corazon _____
Nagtudlu ang ma'estra sa klase _____

D. GRAMMATICAL EXPLANATION

1. Actor focus constructions have the ang preceding the doer of the action. /ma-/ expresses proposed action. It is the short form of /maga-/. /nag-/ indicates that the action is completed.

2. Sentence patterns:

(a)

Vb *Act Obj

/nag-//naga-/
/ma-//mag-/ Pronl PerName N sang
/naga-//ma-/ N

(1) 'I will buy a pair of shoes.'
(2) 'They will study Hiligaynon.'

(b)

<u>Vb</u>	<u>*Act</u>	<u>Obj</u>
	<u>Pronl</u> <u>PerName</u>	<u>N</u>
	<u>sa</u>	<u>N</u>
(1) Malakat	kami	sa Hilo.
(2) Masakay	sila	sa bus.
(3) Malingkud		ang bata' sa siya.
	(1) 'We will go to Hilo.'	
	(2) 'They will ride the bus.'	
	(3) 'The child will sit on the chair.'	

(c)

Vb

	<u>Pronl</u>	<u>PerName</u>	<u>N</u>	<u>Adv</u>
(1) Masimba		si Maria		bwas.
(2) Nagdiskurso		ang Presidente	kag'ina.	
(3) Nag'upud	sya			kaga'i.
	(1) 'Maria will go to church tomorrow.'			
	(2) 'The President spoke earlier.'			
	(3) 'He/she went with (the group) last night.'			

(a), (b) and (c) *Act

<u>Pronl</u>	<u>PerName</u>	<u>N</u>
<u>si</u>	<u>PerName</u>	<u>ang</u>
		<u>N</u>
ikaw		
kamu		
	si Jose	
	si Elsa	
		ang sekretarya
		ang pintor

E. MORE DRILLS (from Zorc, and Hilado, Advanced Drills in Hiligaynon)

San'u ka nag'abut diri sa Iloilo?	Sang <u>Lunes.</u> Martes Myerkoles Hwebes Byernes Sabado Dominggo
Anung oras ka nagkadtu sa sini?	Sang <u>ala una.</u> ala una y medya alas dos alas tres alas singko alas syete alas nwebe
San'u ka mapa'uli' sa 'States'?	Sa <u>Mayo.</u> Hunyo Hulyo Agosto Septyembre Nobyembre Desyembre
San'u ka nagpa'uli' sa 'States' halin sa 'Europe'?	Sang mil nwebe syentos sing- kwenta y otso. 1959 1960 1961 1962 1963
Anung oras ka malakat sa baryo?	Sa <u>alas seys.</u> alas syete alas otso alas nwebe alas dyes

F. VOCABULARY LIST

airplane	eropláno
August	Agósto
bus	bús
coming from	halín
(will) cry	/ma/hibí'
dawn, early morning	ka'agánhun

dormitory	dormitorio
fifty	singkwénta
four	kwátro
Friday	Byérnes
(will) go home	/ma/pa'úli'
(will) go along	/ma/'upúd
(will) go to church	/ma/símba
hundred	syéntos
later	karún
Monday	Lunes
pass, last, passed	/nag/lígad
proverb	nag'anú
(will) ride	/ma/sakáy
Saturday	Sabado
(will) speak, give a speech	/ma/diskúrso
(will) take a bath	/ma/lígu', lígus
thousand	míl
Thursday	Hwébes
Tuesday	Mártes
(will) watch	/ma/bántay
Wednesday	Myerkolés
week	semána
yesterday	kahápun

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Students go over Supplementary Vocabulary List 18, Fruits; and Supplementary Vocabulary List 19, Time Particles.
2. Hold a five minute drill on identification of food items. Use pictures to cue responses.
3. Suggested Role-playing Situations.
 - (a) Ask for the time of day, date, and day of the week for a party you have been invited to.
 - (b) Set up an interviewer and interviewee situation between an employer and employee for a teaching job.
 - (c) Give a brief autobiography.

LESSON TWENTY-ONE
Miscellaneous

A. STRUCTURAL CONTENT

/naga-/ VR... (Verb Root)
/ga-/ VR...
sa versus sang

B. MICRO-DIALOGUES

1.

M1: Naga'anu kamu? What are you (plural) doing?
Naga'anu sila? What are they doing?

M2: Nagatanum kami sang We are planting tomatoes.
kamatis.
Nagatanum. Planting.

C1: Naga'anu kamu?

Nagatanum kami sang
kamatis.

C2: Naga'anu sila?

Nagatanum.

2.

M1: Naga'anu si Manuel? What is Manuel doing?

M2: Nagahambal sya sa He is talking on the
telepono.
Nagasakay sya sa awtu. He is riding in the car.

C1: Naga'anu si Manuel?

Nagahambal sya sa
telepono.

C2: Naga'anu si Manuel?

Nagasakay sya sa awtu.

3.

M1: Ga'anu kita? What are we doing?

M2: Gahampang kita sang We are playing basket-
'basketball'.

Cl: Ga'anu kita?
 Gahampang kita sang
 'basketball'.

C. DRILLS

1. Completion Drill. Supply sa or sang in the blanks:

Nagadala ang tawu _____ prutas.	The man is carrying fruit.
Nagaka'un sya _____ balay.	He is eating in the house.
Nagabakal si Maria _____ ma'is.	Maria is buying corn.
Nagatubu' ang tanum _____ duta'.	The plant is growing in the soil.
Nagaka'un aku _____ abokado.	I am eating avocado.
Nagakuha' sila _____ kamuti.	They are gathering kamoti.
Nagasaki' sya _____ kahuy.	He is climbing a tree.
Gadala ang lalaki _____ libro.	The man is carrying a book.
Gaka'un ang babayi _____ 'restaurant'.	The lady is eating in a restaurant.
Galanguy sila _____ dagat.	They are swimming in the sea.
Gatan'aw kami _____ telebisyon.	We are looking at television.
Gapamati' kamu _____ radyo.	You are listening to the radio.
Gakadto si Noel kag si Jose _____ Hilo.	Noel and Jose are going to Hilo.

2. Movable Substitution Drill.

Nagatanum si Marlena sang kamuti sa hardin.
Claro _____.
humay _____.
mais _____.
kuha' _____.
Florencia _____.
lamesa _____.
kahun.

3. Transformation Drill. Change the short form /ga-/ to /naga-/; then change /naga-/ to /nag-/ and /ma-/.

Gatahi' sya sang bayu'.	She is sewing a dress.
Gabakal sya sang kapayas.	She is buying a papaya.
Gapamati sila sang diskurso.	They are listening to the speech.
Gasulat sya sa Pilipinas.	She is writing to someone in the Philippines.
Gadala kami sang manga kwaderno.	We are bringing some notebooks.
Gasakay kamu sa trak.	You are riding on a truck.
Ga'obra aku sang kalu'.	I am making a hat.
Gatawag ikaw sa telepono.	You are calling on the telephone.

4. Expansion Drill.

Ga'inum si Sara.	<u>Cue</u> Coca-cola sa balay
Nagakanta si Doming.	kag si Arturo sang 'Ay, ay kalisud' sa programa sa buluthu'an subung

5. Fixed Substitution Drill.

Nagapa'uli' sila subung.	They are <u>going</u> home now.
kadtu	<u>going</u>
baligya'	<u>selling</u>
tu'un	<u>studying</u>
tudlu'	<u>teaching</u>
hambal	<u>speaking</u>
basa	<u>reading</u>
sulat	<u>writing</u>
ilis	<u>changing</u>

D. GRAMMATICAL EXPLANATION

1. /naga-/ is an actor focus verbal prefix which marks actions in progress, and is thus durative. It can be equated to both the present and the present progressive forms in English.

2. /ga-/ is the short form of /naga-/.
3. /sa/ is used to introduce locational phrases,
/sang/ introduces other non-focus phrases.

E. VOCABULARY LIST

avocado	abokádo
call(ing)	/naga/tawág
car, automobile	áwto
climb(ing)	/naga/sáka'
everyday	ádlaw'ádlaw
grow(ing)	/naga/túbu'
land, soil	dúta'
materials, devices	materiyáles
make(ing)	/naga/'óbra
man, person	táwu
papaya	kapáyas
pay	báyad
program	prógráma
rice plant	humáy
sea, ocean	dágat
telephone	teleponó
television	telebísyon
tree	káhuy
truck	trák
wait(ing)	/naga/hulát
woman, female	babáyi

F. CUMULATIVE DIALOGUE

- Al: Greg, mamati kita sa diskurso ni Humphrey sa radyo.
- Bl: Makadtu nalang kita sa balay ni Caridad kag matan'aw sang 'football' sa telebisyon.
- A2: Ikaw gid Greg, indi' ka gid ma'ayu nga Amerikano. Sin'u abi ang mada'ug sa eleksyon?
- B2: Ambut lang. Gusto ku si McCarthy. Parehu kami. Indi' namun gusto ang gera sa Vietnam.
- A3: A, 'Democrat' ka gali. 'Republican' aku. Gusto ku si Rockefeller mada'ug.
- B3: Nagbutu ka na?

A₄: Hu'u, atung isa pa ka tuig. Kag ikaw?

B₄: Hu'u, eh. Beynte y singko anyos na aku.

G. VOCABULARY LIST

election	eleksyón
I don't know.	Ambút.
one	isá
(particles)	ábi, á, ká, éh.
same	parého
vote(d)	/nag/bóto
war	géra
(will) win	/ma/da'úg
year	tú'ig, ányos

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Drill thoroughly on the use of sa and sang as time indicators. Add your own entries to the drills if possible. This is one basic grammatical point which has to be mastered by the students.
2. Suggested Role-playing Situations.
 - (a) Discuss election results.
 - (b) Describe the kind of work you do.
3. Do Written Exercise 5 from the supplementary materials in class for five minutes.

LESSON TWENTY-TWO

Travel

A. STRUCTURAL CONTENT

/naga-/ VR + NP? Wala'...

/nag-/ Hu'u...

B. MICRO-DIALOGUES

1.

M1: Nagabyahe si Maria?
Gasakay ang pasahero
sa bus? Is Maria taking a trip?
Is the passenger riding
on the bus?·

M2: Hu'u nagabyahe si
Maria.
Wala'. Yes, Maria is taking a
trip.
No.

C1: Nagabyahe si Maria?
Hu'u nagabyahe si
Maria.

C2: Gasakay ang pasahero
sa bus?
Wala'.

2.

M1: Nagkadtu sila?
Nag'upud ang bata'
sa banwa kahapun? Did they go?
Did the child go with
them yesterday?

M2: Hu'u.
Wa'ay nag'upud ang
bata'. Yes.
No, the child did not
go.

C1: Nagkadtu sila?
Hu'u.

C2: Nag'upud ang bata'
sa banwa kahapun?
Wa'ay nag'upud ang
bata'.

C. DRILLS1. Repetition Drill.

- | | |
|--|---|
| Nagabakasyun sya
subung?
Wala'. | Is she on vacation
now? |
| Nagatu'un ang manga
estudyante?
Wala'. | No.
Are the students
studying? |
| Nagatudlu' ang PCV
sang Math?
Wala'. | No.
Is the PCV teaching
Math? |
| Nagahimus sya sang
karga?
Wala'. | No.
Is he putting away
pieces of baggage? |

2. Repetition Question and Answer Drill.

- | | |
|---|--|
| (a) Gabyahe si Carlos
bulanbulan?
Hu'u, nagabyahe sya
pa-Manila'.
Gasakay sila sa ero-
plano kun kis'a?
Hu'u, gasakay man
sila.
Gapamatip kamu sang
'lecture'?
Hu'u, gapamatip kami.
Gapaligu' ka
adlawadlaw?
Hu'u, gapaligu' aku. | Does Carlos take a trip
every month?
Yes, he goes to Manila.

Do they ride the plane
sometimes?
Yes, they do (ride).

Are you listening to
the lecture?
Yes, we are listening.
Do you take a bath
every day?
Yes, I do. |
| (b) Nagbakasyun sya sang
nagligad nga tu'ig?
Wa'ay sya nagbakasyun.

Nagtunun ang manga
estudyante?
Wa'ay sila nagtu'un.
Nagtudlu' ang PCV
sang Math?
Wa'ay sya nagtudlu'
sang Math.
Naghimus ang tawu
sang karga?
Wa'ay, wa'ay sya
naghimus. | Did he take a vacation
last year?
No, he did not take a
vacation.
Did the students
study?
They did not study.
Did the PCV teach
Math?
He did not teach
Math.
Did the man put away
some bags?
No, he did not. |

- (c) Nagbyahe si Carlos sang Did Carlos take a trip
 nagligad nga tu'ig? last year?
 Hu'u, nagbyahe sya pa- Yes, he went to
 Manila'. Manila.
 Nagsakay sila sa ero- Did they take the plane
 plano kahapun? yesterday?
 Hu'u, nagsakay sila. Yes, they did.
 Nagpamati' kamu sang Did you listen to the
 'lecture'? lecture?
 Hu'u, nagpamati' kami. Yes, we did.

3. Question and Answer Drill. The student gives the affirmative responses first, and then the negative responses to the following questions:

Nagasinba ka adlawadlaw?	Do you go to church every day?
Nagasakiy ka sa dyip adlawadlaw?	Do you ride the jeep every day?
Nagatulug ka sa otel kun kis'a?	Do you stay in a hotel sometimes?
Nagahambal ka sa telefono subung?	Are you talking on the phone now?
Nagasulat ka sa pisara subung?	Are you writing on the blackboard now?
Nagbakal ka sang mansanas ka'ina?	Did you buy an apple earlier today?
Naghulam ka sang libro kahapun?	Did you borrow a book yesterday?
Nagtan'aw ka sang sini kagab'i?	Did you see a movie last night?
Nagbakasyun ka sa Baguio?	Did you go to Baguio for a vacation?

D. GRAMMATICAL EXPLANATION

1. Wala' and wa'ay are dialect variants of 'no, none'.
2. Sentence pattern:

<u>Adv</u>	<u>Vb</u>	<u>Act</u>	
<u>Neg</u>	/nag-/	/naga-/	<u>Pronl</u> <u>PerName</u> <u>N</u>
(1) Wala'	nag'upud		aku.
(2) Wala'		naga'upud	si Lito.
(3) Wala'		nagabyahe	ang estudyante.
	(1) 'I did not go along.'		
	(2) 'Lito is not going along.'		
	(3) 'The student is not going on a trip.'		

E. VOCABULARY LIST

cargo, baggage	kárga
hotel	otél
jeepney	dyíp
last night	kagáb'i
monthly	búlanbúlan
passenger	pasahéro
pro-verb (to go to)	pa-Maníla'
(is) putting away	/naga/hímus
sometimes	kís'a
(is) travelling	/naga/byáhe
(is) vacationing	/naga/bakasyún

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Concentrate on negative responses in drilling.
Make sure the students have automatic mastery of usage before the next lesson is introduced.
2. Suggested Role-playing Situations.
 - (a) Two PCV's compare their travel experiences enroute to the Philippines.
 - (b) Three trainees compare their route from the mainland to Hawaii.
 - (c) A student arranges for his trip to Europe through a travel agent.
3. Students go over Supplementary Vocabulary List 20, Means of Transportation.

LESSON TWENTY-THREE
Travel (continued)

A. STRUCTURAL CONTENT

/ma-/ VR + NP? Indi'...
Hu'u...

B. MICRO-DIALOGUES

1.

M1: Magabyahe si Maria sa sunud nga semana?
Masakay ang pasahero sa tren?
Will Maria take a trip next week?
Will the passenger take a train?

M2: Hu'u, magabyahe si Maria.
Indi', indi' sya masakay.
Yes, Maria will take a trip.
No, he will not.

C1: Magabyahe si Maria sa sunud nga semana?
Hu'u, magabyahe si Maria.

C2: Masakay ang pasahero sa tren?
Indi', indi' sya masakay.

2.

M1: Ma'abut sila sa Dominggo?
Nag'abut sila sang Dominggo?
Will they arrive on Sunday?
Did they arrive last Sunday?

M2: Indi' sila ma'abut.
Wala' sila nag'abut.
They will not.
They did not arrive.

C1: Ma'abut sila sa Dominggo?
Indi' sila ma'abut.

C2: Nag'abut sila sang
Dominggo?
Wala' sila nag'abut.

C. DRILLS

1. Repetition Drill

Maga'upud ka sa amun bwas?	Will you go with us tomorrow?
Indi'.	No.
Magabakasyun sya sa Davao sunud nga bulam?	Will she go to Davao next month?
Indi'.	No.
Matu'un ang manga estudyante?	Will the students study?
Indi'.	No.
Matudlu' ang PCV sang Math sa Lunes?	Will the PCV teach Math on Monday?
Indi'.	No.
Masakay sila sa bapor?	Will they ride in the boat?
Indi'.	No.
Mabyahe si Carlos sa Baguio?	Will Carlos go to Baguio?
Indi'.	No.
Magasakay sila sa eroplano sa Sabado?	Will they take the plane on Saturday?
Hu'u magasakay sila.	Yes, they will.
Magalakat kamu pa-banwa?	Will you go to town?
Hu'u malakat kami.	Yes, we will.
Mamati' sya sang 'lecture'?	Will she listen to the lecture?
Hu'u, mamati' sya.	Yes, she will.

2. Question and Answer Drill. The student gives both affirmative and negative responses to the following questions:

Masimba ka sa Dominggo?	Will you go to church on Sunday?
Nagsimba ka sang Dominggo?	Did you go to church last Sunday?
Ma'upud ka sa Lunes?	Will you go (along) on Monday?
Nag'upud ka sang Lunes?	Did you go (along) last Monday?

Mahambal ka sa telepono karun?	Will you talk on the telephone now?
Naghambal ka sa telepono ka'ina?	Did you talk on the telephone earlier?
Mabakal ka sang bayu' bwas?	Will you buy a dress tomorrow?
Nagbakal ka sang bayu' kahapun?	Did you buy a dress yesterday?
Mata'aw sila sang sini karun sa gab'i?	Will they go to a movie tonight?
Nagtan'aw sila sang sini kagab'i?	Did they go to a movie last night?

3. Transformation Drill. Make these affirmative statements into negative.

Makanta si Carlos. Indi' makanta si Carlos.

Mabasa ang estudyante.
Mahambal ang Mayor.
Mahulat si Vida.
Mamakinilya si Elsa.
Mamati' ang bata'.
Malupad ang pispis.
Makadtu sila sa Maui.
Masakay kami sa tren.
Mabyahe si Senen sa
Yuropa.
Mahalin kami sa Amerika.

4. Fixed Substitution Drill

Nag <u>asimba</u> sila adlawadlaw.	They <u>go to church</u> every day.
inum	drink
ka'un	eat
sakay	ride
lutu'	cook
hulat	wait
obra	work
languy	swim

Nag <u>lakat</u> sila kahapun.	They <u>left</u> yesterday.
kadtu	went
hambal	spoke
hampang	played
sugilanun	told stories, conversed
panyaga	ate lunch

harana	serenaded
umpisa	star
laba	washed clothes

Makadtu sila bwas.	They will go tomorrow.
baligya'	sell
bayad	pay
sakay	ride
pa'uli'	go home
tu'un	study
basa	read
paligu'	take a bath

5. Transformation Drill. Make these affirmative statements into negative constructions:

Nagakanta si Carlos. Wa'ay gakanta si Carlos.

Nagabasa ang estudyante.
 Nagahambal ang Mayor.
 Nagahulat si Vida.
 Nagamakinilya si Elsa.
 Nagapamatì' ang manga
 bata'.
 Nagalupad ang pispis.

Nagkadtu sila sa
 Honolulu.
 Nagsakay kami sa tren.
 Nagbyahe sya sa Yuropa.
 Naghalin kami sa
 Amerika.
 Nagpa'uli' aku sa
 Pilipinas.

D. GRAMMATICAL EXPLANATION

1. Mamati' is mang- + pamati and is the result of a morphophonemic change. Morphophonemic change is the alteration in the sound-shape of morphemes, usually conditioned by surrounding sounds or morphemes. Morphophonemics can occur at word or morpheme boundaries. In mamati', the root pamati' 'to listen' was affixed with /mang-/. The bilabial stop p changes to m in this environment. This phenomenon is called assimilation,

i.e., 'when two phonemes acquire² common characteristics, or become identical.' Morphophonemic change is common in Philippine languages. P and b become m, l becomes r, t becomes n, etc. conditioned by the shape of the morpheme affixed to the root.

2. Sentence patterns:

- | | | | | |
|-----|-----------|---------------------------------------|------------------------|---------------|
| (a) | <u>Vb</u> | <u>Act</u> | <u>*Adv</u> | |
| | | <u>Pronl</u> | <u>PerName</u> | <u>N</u> |
| (1) | Magabyahe | aku | | sa Dominggo. |
| (2) | Malakat | si Juan | | sa alas tres. |
| (3) | Nagbyahe | | ang lalaki sang Lunes. | |
| | (1) | 'I will take a trip on Sunday.' | | |
| | (2) | 'Juan will go at 3:00.' | | |
| | (3) | 'The man went on a trip last Monday.' | | |
-
- | | | | | | | | |
|-----|-----------------|-------------------------|----------------|------------------|--------------|----------------|----------|
| (b) | <u>Vb</u> | <u>Act</u> | | | | | |
| | / <u>nag-</u> / | / <u>naga-</u> / | / <u>ma-</u> / | / <u>maga-</u> / | <u>Pronl</u> | <u>PerName</u> | <u>N</u> |
| (1) | Nagsulat | | | | aku. | | |
| (2) | Nagasulat | | | | si Juan. | | |
| (3) | Masulat | | | | | ang bata'. | |
| (4) | | | | | Magasulat | kami. | |
| | (1) | 'I wrote.' | | | | | |
| | (2) | 'Juan is writing.' | | | | | |
| | (3) | 'The child will write.' | | | | | |
| | (4) | 'We will write.' | | | | | |

²Mario Pei, Glossary of Linguistic Terminology, Garden City, New York: Doubleday and Co. 1966. p.22.

(c) *Adv

TM (Adv) (nga) time day week month year

- | | | | |
|--------------------|-------|-----|--------|
| (1) sa | sunud | nga | tu'ig |
| (2) sa | | | Martes |
| (3) sang | | | Martes |
| (4) sang | | | Abril |
| (1) 'next year' | | | |
| (2) 'on Tuesday' | | | |
| (3) 'last Tuesday' | | | |
| (4) 'last April' | | | |

E. VOCABULARY LIST

(will) arrive	/ma/'abút
boat, ship	bapór
Europe	Yurópa
(will) fly	/ma/lupád
start, begin	umpisá
story	sugilánun
ticket	tíkit

F. CUMULATIVE DIALOGUE--At a Bus Station

- A: Di'in ka makadtu, Jose? Daw sa mabakasyun ka haw?
- B: Hu'u, mabakasyun aku sa Baguio. Ginhatagan aku sang tatlu ka semana nga bakasyun sang 'boss' ku.
- A: Ma'ayu ka pa. Tani' masakay man aku pakadtu sa Manila', apan wala' aku sang tyempo subung. Matugnaw' siguro sa Baguio subung no?
- B: Tuud. Amu gani nagdala aku sang 'sweater'.
- A: Hu'u maayu gid nga magdala ka. Abaw ginagutum na aku. Wala' aku nagka'un ka'ina. Maka'un 'ta anay.
- B: Sigi, wala' pa man ang bus.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Drill on the use of indi' and wala' in negative responses. Add your own drills if there is time.
2. Suggested Role-playing Situations.
 - (a) Two PCV's discuss their trip to Manila.
 - (b) A PCV talks to his co-teacher about a planned workshop for next month.
 - (c) A barrio worker answers questions on methods of building a proposed road through one part of the barrio.
 - (d) A food production worker talks over plans for building a piggery.

UNIT VI

The Source Pronouns

LESSON 24: The Things We Own

LESSON 25: Whose are They?

LESSON 26: More on Ownership

UNIT VI

Pre-position Source Pronouns

The second set of source pronouns is the pre-position set. This set occurs before the thing possessed in the word order of a construction. Unit III dealt with the post-position source pronouns which occur after things possessed.

Ang akun libro ara'	'My book is on the
sa lamesa.	table.'
Ang libro nakun ara'	'My book is on the
sa lamesa.	table.'

This unit introduces the pre-position source pronouns:

akun	'my, mine'
imu	'you, yours (singular)'
iya	'his, hers, her'
atun	'our, ours, (yours, mine, and others)'
amun	'our, ours (mine, and others but not yours)'
inyu	'your, yours (plural)'
ila	'their, theirs'

Some particles mark personal or non-personal possessors. The following are personal possessor markers included in this unit.

<u>ni</u>	used before a personal name occurring after the possessed object in the utter- ance.
<u>nanday</u>	used before two or more personal names occurring after the possessed object in the utterance.
<u>kay</u>	used before a personal name occurring before the thing possessed in the utter- ance.
<u>kanday</u>	used before two or more personal names occurring before the thing possessed in the construction.

sang used before personal nouns occurring before or after the thing possessed in the sentence.

Sang functions both as a personal and non-personal possessor marker and also can occur before or after the thing possessed in the construction.

Ina' ang <u>balay</u> <u>ni</u> <u>Mrs. Reyes.</u>	'That's the house of Mrs. Reyes.'
Ina' ang <u>balay</u> <u>nanday</u> <u>Carmen kag Jose.</u>	'That's the house of Carmen and Jose.'
Ina' ang <u>balay</u> <u>sang</u> prinsipal.	'That's the house of the principal.'
Ina' <u>kay</u> <u>Carmen</u> nga <u>balay.</u>	'That's Carmen's house.'
Ina' <u>kanday</u> <u>Carmen kag</u> <u>Jose</u> nga <u>balay.</u>	'That's Carmen and Jose's house.'

LESSON TWENTY-FOUR
The Things We Own

A. STRUCTURAL CONTENT

Kay sin'u...? Akun...
imu
iya
kay...

B. MICRO-DIALOGUES

1.

M1: Kay sin'u libro ini? Whose book is this?
Kay sin'u sapatus Whose shoes are these?
ini?

M2: Kay Maria libro ini. This is Maria's book.
Kay Maria ini
sapatus. These are Maria's
shoes.

C1: Kay sin'u libro ini?
Kay Maria libro ini.

C2: Kay sin'u sapatus
ini?
Kay Maria ini
sapatus.

2.

M1: Kay sin'u tudlu'
ini?
Kay sin'u pa'a ina'? Whose finger is this?
Kay sin'u kutsilyo
atu? Whose leg is that?
Whose knife is that
(yonder)?

M2: Akun libro ini. This is my book.
Imu libro ina'. That is your book.
Iya libro atu. That is his book.

C1: Kay sin'u libro ini?
Akun libro ini.

C2: Kay sin'u libro ina'?
Imu libro ina'.

C3: Kay sin'u libro atu?
Iya libro atu.

3.

M1: Kay sin'u sipilyo ini? Whose toothbrush is this?
Kay sin'u habun ini? Whose soap is this?
Kay sin'u pulbus atu? Whose powder is that
(yonder)?

M2: Akun. Mine.
Imu. Yours.
Iya. His/hers.

C1: Kay sin'u sipilyo ini?
Akun.

C2: Kay sin'u habun ini?
Imu.

C3: Kay sin'u pulbus atu?
Iya.

C. DRILLS

1. Repetition Drill

Kay sin'u ini? Akun ini.
 Ini akun.
 Akun.

Kay sin'u ina'? Akun ina'.
 Ina' akun.
 Akun.

Kay sin'u atu? Akun atu.
 Atu akun.
 Akun.

Kay sin'u ini? Imu ini.
 Ini imu.
 Imu.

Kay sin'u ina'? Imu ina'.
 Ina' imu.
 Imu.

Kay sin'u atu? Imu atu.
 Atu imu.
 Imu.

Kay sin'u ini?	Iya ini. Ini iya. Iya.
Kay sin'u ina'?	Iya ina'. Ina' iya. Iya.
Kay sin'u atu?	Iya atu. Atu iya. Iya.
Kay sin'u ulo ini? Akun ini ulu. Ulu nakun ini.	Whose head is this? This is my head. This is my head.
Kay sin'u kamut ini? Imu ina' kamut. Kamut nimu ina'.	Whose hand is this? That is your hand. That is your hand.
Kay sin'u ti'il ina'? Iya ina' ti'il. Ti'il niya ina'.	Whose foot is that? That is his foot. That is his foot.
Kay sin'u abaga atu?	Whose shoulder is that (yonder)? That (yonder) is Clarita's shoulder.
Kay Clarita atu abaga.	Whose neck is that? That is Juan's neck.
Kay sin'u li'ug ina'? Kay Juan li'ug ina'.	

2. Chain Drill. The teacher begins. The students should ask about different items.

(a)

T: Kay sin'u ini papel?

S2: Imu ina' papel.
Kay sin'u ini siya?

S3: Imu ina' siya.
Kay sin'u ini lapis?

S4: Imu ina' lapis.
etc.

(b)

T: Kay sin'u ina' tudlo'?

S1: Akun ini tudlu'.
Kay sin'u ina pa'a?

S2: Akun ini pa'a.
Kay sin'u ini kamut?

S3: Akun ini kamut.
etc.

(c)

T: Kay sin'u ina' kwaderno?

S1: Kay Maria ina' kwaderno.
Kay sin'u ina' libro?

S2: Kay Pedro ina' libro.

S3: Kay sin'u ina' kutsilyo?

S4: Kay Martin ina' kutsilyo.
etc.

3. Movable Substitution Drill

Akun ilung ini.
____ ba'ba' ____
Imu _____ ina'
_____ lawas ____
Iya _____ atu
Kay Maria _____
_____ mata ____
_____ buhok ____
Kay Sener _____

4. Transformation Drill

Akun ilung ini. Mata nakun ini.

Akun ilung ini.
Akun ba'ba' ini.
Imu buhuk ina'.
Imu ti'il ina'.
Iya ulu atu.
Iya abaga atu.
Akun li'ug ini.
Akun buhuk ini.
Imu tudlu' ina'.
Iya manga kamut ina'.
Iya manga mata atu.
Iya manga pa'a atu.

D. GRAMMATICAL EXPLANATION

1. Source pronouns function usually as possessors of objects in a construction. The pre-position set occurs before the noun in the construction. The post-position set occurs after the noun of which it is an attribute.
2. Kay marks singular possessor preceding personal names.
3. Sentence patterns:

(a) (IP = Interrogative Pronoun)

<u>Topic</u>	<u>Comment</u>		
<u>IP</u>	<u>Pron2</u>	(D)	(N)
(1) Kay sin'u		ini	libro?
(2)	Akun	ini	libro.
(3)	Iya	ina'.	
(4)	Iya.		
	(1) 'Whose book is this?'		
	(2) 'This is my book.'		
	(3) 'That is hers.'		
	(4) 'Hers.'		
(b)			
	<u>IP</u>	<u>Pron2</u>	(N)
(1) Kay sin'u		libro	ini?
(2)	Imu		ina'.
	(1) 'Whose book is this?'		
	(2) 'That's yours.'		

E. VOCABULARY LIST

body	láwas
eye	matá
finger	tudlu'
foot	ti'íl
hair	buhók

hand	kamút
head	úlu
his, her, hers, its	íya
knife	kutsílyo
mouth	bába'
my, mine	ákun
neck	lí'ug
nose	ilúng
powder	púlbus
shoulder	abága
soap	habún
thigh	pá'a
toothbrush	sipílyo
your, yours (singular)	ímu

F. CUMULATIVE DIALOGUE

A1: Noel, kay sin'u 'sweater' ini sa imu katre?

B1: Kay Gabriel ina'.

A2: Hulamun ku anay. Nalipatan ku ang akun sa eskwelahan kag matugnaw ang hangin.

B2: Indi' man siguru sya ma'akig. Silingun ku lang sya.

A3: Salamat.

B3: Di'in ka makadtu?

A4: Kay Donaldo. Mahulam aku sang iya libro sa 'Sociology'.

B4: Palihug nalang, ina' nga kwaderno sa lamesa, uli' kay Donaldo. Iya ina'.

A5: Sigi.

G. VOCABULARY LIST

(will be) angry	/ma/ákig
cold	/ma/túgnaw
forgot(ten)	/na/lipat/án/
(will) tell, say	siling/ún/
wind	hángin

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 21, Parts of the Body; and Supplementary Vocabulary List 22, Math Terms.
2. Make a brisk introduction of new vocabulary on parts of the body by pointing to parts or by the use of a big drawing. Always make the students repeat each new vocabulary term at least three times after you have modelled it.
3. To enliven drills or reviews at the end of the day, hold a contest among the students. Divide the class into two groups. Have the students answer by turns, one per team. The first contestant to identify the part pointed to gets a point for his team. The team with the most points wins.
4. Suggested Role-playing Situations.
 - (a) A young man visits his doctor for an examination of an aching back and swollen ankle after a fall during a basketball game.
 - (b) A PCV visits his dentist for his six-month check-up.
 - (c) A science teacher introduces the visible part of the head to her class.

LESSON TWENTY-FIVE
Whose Are They?

A. STRUCTURAL CONTENT

Kanday sin'u...? Kanday...
 Amun...
 Atun...
 Inyu...
 Ilia...

B. MICRO-DIALOGUES

1.

- | | |
|--|--|
| M1: Kanday sin'u manga
baso ini? | Whose glasses are
these? |
| Kanday sin'u manga
tasa ini? | Whose cups are these? |
| M2: Kanday Clarita,
Priscila, kag Lita.
Kanday Marilyn,
Cristina, kag Susana. | Those are Clarita's,
Priscila's and Lita's.
Those are Marilyn's,
Cristina's and Susana's. |
| C1: Kanday sin'u manga
baso ini?
Kanday Clarita,
Priscila, kag Lita. | |
| C2: Kanday sin'u manga
tasa ini?
Kanday Marilyn,
Cristina kag
Susana. | |

2.

- | | |
|--|--|
| M1: Kanday sin'u manga
tinedor ini? | Whose forks are these? |
| Kanday sin'u manga
kutsara ini? | Whose spoons are these? |
| M2: Amun manga tinedor
ini.
Ini amun manga
kutsara. | These forks are ours
(exclusive).
These spoons are ours. |

C1: Kanday sin'u manga
tinedor ini?
Amun manga tinedor
ini.

C2: Kanday sin'u manga
kutsara ini?
Ini amun manga
kutsara.

3.

M1: Kanday sin'u manga
pinggan ina'?
Kanday sin'u manga
tasa ina'?
Kanday sin'u manga
platito ina'?
Kanday sin'u manga
siya ina'?

Whose plates are those?

Whose cups are those?

Whose saucers
are those?

Whose chairs are those?

M2: Amun.
Atun.
Inyu.
Ila.

Ours (exclusive).

Ours (inclusive).

Yours (plural).

Theirs.

C1: Kanday sin'u manga
pinggan ina'?
Amun.

C2: Kanday sin'u manga
tasa ina'?
Atun.

C3: Kanday sin'u manga
platito ina'?
Inyu.

C4: Kanday sin'u manga
siya ina'?
Ila.

C. DRILLS

1. Repetition Drill

(a) Kanday sin'u manga
plato atu?
Amun manga plato atu,
Amun atu.
Amun.

Whose plates are those?
Those plates are ours.
Those are ours.
Ours.

Kanday sin'u manga medyas atu?	Whose socks are those?
Inyu manga medyas atu.	Those socks are yours.
Inyu atu.	Those are yours.
Inyu.	Yours.
Kanday sin'u manga tu'alya ini?	Whose towels are these?
Atun manga tu'alya ina'?	Those are our towels.
Atun ina'.	Those are ours.
Atun.	Ours.
Kanday sin'u manga serbilyeta ina'?	Whose table napkins are those?
Ila manga serbilyeta ini.	These are their table napkins.
Ila ini.	These are theirs.
Ila.	Theirs.

- (b) Kanday sin'u manga mantel atu? Whose table cloths are those?

Kanday Alejo, Noel, kag Victor. Alejo's, Noel's and Victor's.

Kanday sin'u manga kutsarita ina? Whose teaspoons are those?

Kanday Teresa, Marites, kag Rosa. Teresa's, Marites' and Rosa's.

Kanday sin'u manga kutsilyo ini? Whose knives are these?

Kanday Naldo, Berting, kag Ray. Naldo's, Berting's and Ray's.

2. Movable Substitution Drill

Kanday sin'u manga libro atu? (Cue Question)
sapatus _____ ini
kamisadentru _____ ina'
blusa _____
tsinelas _____
pitaka _____ atu

Illa manga libro atu. (Cue Question)
Amun _____ kwaderno _____
_____ ina'

Inyu _____
 Atun _____ papel _____
 _____ ini
 Ila _____
 Cecile, Lucia kag Felicitas _____

3. Expansion Drill

Amun.
 ini
 manga sya
 sa kwarto

Atu.
 ang ila
 balay
 sa baryu
 sang Buenavista

D. GRAMMATICAL NOTE

1. Source pronouns of the pre-position set are:

akun	'mine, my'
imu	'your, yours'
iya	'his, her, hers, its'
atun	'ours (inclusive)'
amun	'ours (exclusive)'
inyu	'your, yours (plural)'
ila	'their, theirs'

2. Kanday marks plural possession used before enumerated personal names.

E. VOCABULARY LIST

cup	tása
drinking glass	baso
fork	tinedór
napkins (table)	serbilyéta
our, ours (exclusive)	ámun
our, ours (in- clusive)	átun
plate	pláto, pínggan
saucer	platíto
spoon	kutsára

tablecloth	mántel
teaspoon	kutsaríta
their, theirs	íla
towel	tu'ályya
your, yours	ínyu

F. CUMULATIVE MONOLOGUE--Biography

Aku si Carlos Pacheco. Taga Nevada aku sa syudad sang Las Vegas. Ang akun manga ginikanan si Mr. kag Mrs. Robert Pacheco. Taga Nevada man sila. Ang akun Tatay nagatudlu sa kolehiyo kag ang Nanay nakun nagatrabaho sa opisina. Secretarya sya. Si Marta ang akun utud. Nagatrabaho sya sa ospital sang Las Vegas. Nars sya.

Natawu aku sang Mayo 23, 1943 sa Phoenix, Arizona. Nagestar kami sa Las Vegas sang nagtudlu' ang akun Tatay sa kolehiyo. Natapus ku ang 'Elementary Education' sa Universidad sang Ohio. Nagtudlu' aku sa Ohio sang Math. Nagpa'uli' aku sa Las Vegas kag nag'asawa. Akun asawa si Gabriela. Taga New Mexico sya. Ma'estra sya sang English. Gusto namun mag-tudlu' sa Pilipinas.

Ang amun balay atu didtu sa Las Vegas. Naga'estar sa amun balay subung si John. Amigo namun sya. Ginarentahan nya ang balay.

G. VOCABULARY LIST

college	koléhiyo
(is) living, residing	/nag/'éstar
office	opisína
(is) renting	/gina/renta/hán/

H. COMPREHENSION QUESTIONS

1. Anu ang ngalan sang tawu?
2. Taga di'in sya?
3. Sin'u ang iya manga ginikanan?
4. Anu ang trabaho sang iya amay?
5. Anu ang trabaho sang iya iluy?
6. Doktor ang iya utud nga babayi, indi'bala?
7. San'u si Carlos natawu? Di'in?
8. Anu ang gintudlu' ni Carlos sa Universidad sang Ohio?
9. Sin'u ang asawa niya?
10. Taga di'in si Gabriela?
11. Ma'estro kag ma'estra bala sila?
12. Di'in sila gusto magtudlu' karun?
13. Sin'u sa ila ang luyag sang English?
14. Di'in ang ila balay?
15. Sin'u ang naga'estar sa balay nila subung?

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Students go over Supplementary Vocabulary List 23, Dining Room Utensils; and Supplementary Vocabulary List 24, Kitchen Utensils.
2. Introduce the song, Lumabaylabay nga Daw Asu.

3. Suggested Role-playing Situations.

- (a) A malaria volunteer tries to convince a family to let him spray their house.
- (b) A food production volunteer explains the procedure of mixing feed for pigs and chicken.
- (c) A teacher of science explains the necessity of sanitation to people living in one house.

LESSON TWENTY-SIX
More on Ownership

A. STRUCTURAL CONTENT

Kay sin'u...? ...sang...
ni
nanday

B. MICRO-DIALOGUES

1.

M1: Kay sin'u libro ini? Whose book is this?
Kay sin'u papel ina'? Whose paper is that?

M2: Libro sang ma'estra This is the teacher's
ini.
Libro ni Arturo ini. This is Arturo's book.

C1: Kay sin'u libro ini?
Libro sang ma'estra
ini.

C2: Kay sin'u papel ina'?
Papel ni Arturo ina'.

2.

M1: Kanday sin'u manga Whose pencils are those?
lapis atu?
Kanday sin'u manga Whose notebooks are
kwaderno atu? those?

M2: Manga lapis nanday Those are the pencils
Elena, Fely, kag of Elena, Fely, and
Dorotheo atu.
Atu manga kwaderno Those are the notebooks
nanday Elena, Fely, of Elena, Fely, and
kag Dorotheo.

C1: Kanday sin'u manga Those are the pencils
lapis atu?
Manga lapis nanday of Elena, Fely, and
Elena, Fely, kag
Dorotheo atu.

C2; Kanday sin'u manga
 kwaderno atu?
 Atu manga kwaderno
 nanday Elena, Fely,
 kag Dorotheo.

C. DRILLS1. Repetition Drill

Kay sin'u libro ini?	Whose book is this?
Libro sang prinsipal ini.	This is the book of the principal.
Kay sin'u awtu ini?	Whose car is this?
Awtu sang direktor ini.	This is the car of the director.
Kay sin'u lamesa ini?	Whose table is this?
Lamesa ini sang ma'estro.	This is the table of the teacher.
Kay sin'u kamiseta ini?	Whose undershirt is this?
Kamiseta ini sang bata.	This is the undershirt of the child.
 	Whose book is this?
Kay sin'u libro ini?	This is Mr. Reyes' book.
Libro ni Mr. Reyes ini.	
Kay sin'u pomada ini?	Whose hair dressing is this?
Pomada ni Mr. Santos ini.	This is Mr. Santos' hair dressing.
Kay sin'u lamesa ina'?	Whose table is that?
Lamesa ina' ni Miss Ramos.	That is the table of Miss Ramos.
Kay sin'u bola ina'?	Whose ball is that?
Bola ina' ni Toto'.	That is Toto's ball.
 	Whose papers are those?
Kanday sin'u manga papel atu?	The papers of Pat, Rosita, and Victoria.
Manga papel nanday Pat, Rosita, kag Victoria.	Whose chairs are those?
Kanday sin'u manga sya atu?	The chairs of Paz and Mila.
Manga sya nanday Paz kag Mila.	

2. Movable Substitution Drill

Bola ni Emelito ini.
 atu.
 Jose _____.
 Kalu _____.
 Lito _____.
 Awtu _____.
 Medyas _____.
 sang lalaki _____.
 babayi _____.
 ina' _____.
 Bayu _____.
 Sapatus _____.
 estudyante _____.

3. Completion Drill. The student constructs his own question and answer from the cue:

Kay sin'u payung ini?	Payung ni Delia ina'.
abaga	Jaime
ti'il	Alicia
mata	Lucila
ilung	estudyante
buhuk	ma'estra

D. GRAMMATICAL EXPLANATION

1. Ni is singular, nanday plural; both are possession markers which precede personal names (i.e. mark the possessor(s)).
2. Sang is a possession marker which precedes common nouns.
3. Kanday and kay are pre-position personal name markers, while nanday and ni are post-position personal name markers.

4. Sentence patterns:

- (a) Topic *Comment
- | | | | | | | |
|--|--------------|----------|--------------|----------------|----------|-----|
| | <u>Manga</u> | <u>N</u> | <u>Pron3</u> | <u>PerName</u> | <u>N</u> | (D) |
|--|--------------|----------|--------------|----------------|----------|-----|
- (1) Libro nakun ini.
 (2) Libro ni Jose ina'.
 (3) (Manga) Libro nanday Jose ina'.
 (4) Libro sang bata' atu.
- (1) 'This is my book.'
 (2) 'That is Jose's book.'
 (3) 'Those are Jose's (and others) books.'
 (4) 'That was the child's book.'

(a) *Comment (from previous chart)

- | | | | | |
|--|--------------|----------------|--|----------|
| | <u>Pron3</u> | <u>PerName</u> | | <u>N</u> |
|--|--------------|----------------|--|----------|
- | | | | | |
|--|------------------|----------------|-------------|----------|
| | <u>ni/nanday</u> | <u>PerName</u> | <u>sang</u> | <u>N</u> |
|--|------------------|----------------|-------------|----------|
- (1) nakun
 (2) ni Noel
 (3) nanday Noel kag Jose
 (4) sang iluy
- (1) 'my'
 (2) 'Noel's'
 (3) 'Noel's and Jose's'
 (4) 'the mother's'

(b)

*CommentTopicPron2 PerNameN(N)(D)

(1) Akun

libro ini.

(2) Kay Maria

libro ini.

(3) Kanday Lourdes
kag Lumen

balay ini.

(4) Sang bata' libro ini.

(1) 'This is my book.'

(2) 'This is Maria's book.'

(3) 'This is Lourdes' and Lumen's house.'

(4) 'This is the child's book.'

(b) *Comment (from previous chart)

Pron2 PerNameNkay/kanday PerName sang N

(1) Ila.

(2) Kay Senen.

(3) Sang ma'estro.

(1) 'Theirs.'

(2) 'Senen's.'

(3) 'The teacher's.'

E. VOCABULARY LIST

ball

bóla

director

diréktor

hair dressing for

men

pomáda

undershirt

kamiséta

F. CUMULATIVE DIALOGUE--Fertilizer Problem

Al: David, maupud ka sa akun? Makadtu aku sa baryo
 Nalo'ok para magdiskurso tungud sa paggamit
 sang abunu.

B1; Sigi. Mahambal aku sa manga tawu sang Bar o
Pu'is bwas tungud man sa abunu.

A2: Ang manga tawu indi' pa siguru sa paggamit
sang abunu sa ila uma. Gusto nila ang
madamu' nga ani pero wala' man sila
naga'usar sang ma'ayung klase nga humay
kag abunu.

B2: Hu'u, gani'. Gintudlu' ku na sa manga
mangunguma sang Pu'is ang pagbutang sang
abunu sa tanum, pero wala' nila ginsunud
ang akun panugyan.

G. VOCABULARY LIST

about, concerning	tungúd
fertilizer	abúnu
harvest	áni
kind	kláse
many, plenty (particle)	/ma/dámu' gáni'
put, to put	/pag/butáng
suggestion	panúgyan
use	usár

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Students go over Supplementary Vocabulary List 25, Topographical Terms; and Supplementary Vocabulary List 26, Natural Elements.
2. Suggested Role-playing Situations.
 - (a) A missionary gives a brief explanation of paradise, and Adam and Eve.
 - (b) A malaria worker makes a survey of houses and population in a barrio his team is assigned to spray.

UNIT VII

Basic Interrogatives

LESSON 27: Where?

LESSON 28: Where is it?

LESSON 29: Where is it (continued)?

LESSON 30: Buying and Selling

LESSON 31: Bargaining and Math

LESSON 32: Marketing

LESSON 33: Pets

LESSON 34: Numbers, Days and Months

LESSON 35: The Big Question of Why

LESSON 36: For Whom?

LESSON 37: Which One?

UNIT VII

Basic Interrogatives

This unit introduces the following question words:

di'in	'where'
san'u	'when'
sin'u	'who'
tagpila	'how much for each, how much'
pila	'how much, how many'
nga'a	'why'
anu	'what'
di'in sini	'which (of these)'
di'in sina'	'which (of those)'
di'in sadtu	'which (of those over there)'
kay sin'u	'whose (singular)'
kanday sin'u	'whose (plural), who (plural)'
para kay sin'u	'for whom'

Tied in with the question patterns are responses using place adverbs. Two lessons deal with place adverbs.

This unit includes terms for bargaining and marketing, a 'skill' which must be mastered for a 'more economical way of life in the Philippines.'

LESSON TWENTY-SEVEN

Where?

A. STRUCTURAL CONTENT

Di'in si...? Si...ari diri sa...
ang ang ara' dira'
atu didtu

B. MICRO-DIALOGUES

1.

M1: Di'in si Charley Rech? Where is Charley Rech?
Di'in si Dick McGinn? Where is Dick McGinn?
Di'in si Terry Ramos? Where is Terry Ramos?

M2: Si Charley ari diri Charley is here in the
sa opisina. office.
Ari diri sa opisina. Here in the office.
Ari di sa opisina. Here in the office.
Ari. Here.

C1: Di'in si Charley Rech?
Si Charley ari diri
sa opisina.

C2: Di'in si Dick McGinn?
Ari diri sa opisina.

C3: Di'in si Terry Ramos?
Ari di sa opisina.

C4: Di'in si Charley?
Ari.

2.

M1: Di'in ang kwaderno? Where is the notebook?
Di'in ang libro?
Di'in ang payung?
Di'in ang pisara?

M2: Ang kwaderno ara' The notebook is on the
dira' sa lamesa. table.
Ara' da' sa lamesa. There on the table.
Ara' dira'. There.

CL: Di'in ang kwaderno?
 Ang kwaderno ara' dira'
 sa lamesa.

C2: Di'in ang libro?
 Ara' da' sa lamesa.

C3: Di'in ang payung?
 Ara' dira.

C4: Di'in ang pisara?
 Ara'.

3.

M1: Di'in ang 'post office'?	Where is the post office?
Di'in ang 'restau- rant'?	Where is the restaurant?
Di'in ang estasyon sang bus?	Where is the bus station?

M2: Ang 'post office' atu didtu sa kanto. Atu didtu sa kanto. Atu didtu.	The post office is on that far corner. There on that (yonder) corner. There.
---	--

C1: Di'in ang 'post
office'?
 Ang 'post office'
 atu didtu sa kanto.

C2: Di'in ang 'restaurant'?
 Ang 'post office'
 atu didtu sa kanto.

C3: Di'in ang estasyon
sang bus?
 Atu didtu.

4.

M1: Di'in ang ma'estro? Di'in si Miss Alcalde?	Where is the teacher?
---	-----------------------

M2: Ambut. Ambut lang.	I don't know. I don't know.
---------------------------	--------------------------------

C. DRILLS1. Repetition Drill

Di'in ang bulak?	Where is the flower?
Ari diri ang bulak.	The flower is here.
Ari diri.	Here.
Di'in ang dahun?	The leaf is there.
Ara' dira'.	There.
Di'in ang kahuy?	Where is the tree?
Atu didtu ang kahuy.	The tree is over there.
Atu didtu.	Over there.
Di'in ka?	Where are you?
Ari aku sa kwarto.	I am here in the room.
Ari aku.	I am here.
Di'in sya?	Where is he?
Ara' da' sa sulud.	He is there inside.
Ara' sya.	He is there.

2. Completion Drill. Construct your own answers giving the correct location of your position:

Di'in aku?	Ari diri ikaw.
Di'in ikaw?	_____
Di'in sya?	_____
Di'in si Nina?	_____
Di'in si Julia?	_____
Di'in si Juan?	_____
Di'in ang bintana'?	_____
Di'in ang pwerta?	_____
Di'in ang atup?	_____

3. Expansion Drill

Ang bulak ara' da'.
 sa florera
 sa lamesa

Ang utan ari.
 di
 sa sulud
 sang baskit

Ang libro atu.
 sa Math
 didtu
 sa estante
 sa libreriya

4. Integration Drill. The student makes only one sentence out of the two given, combining the sentences together:

Ang libro atu.

Ang libro didtu sa
estante.

Ang libro atu didtu sa estante.

Ang balay atu.

Ang balay sang
ma'estro didtu.

Ang makinilya ara'.

Ang makinilya sa
lamesa.

Si Sara atu.

Si Sara sa
eskwelahan.

D. GRAMMATICAL EXPLANATION

1. Locative deictics point out the location of an object, in relation to distance of that object from the speaker.

ari diri	'here (near the speaker)'
ara' dira'	'there (far from the speaker)'
atu didtu	'there (very far from both the speaker and the hearer)'

2. Short forms are:

diri	di
dira'	da'
didtu	tu

3. There is no difference in meaning when these deictics are used in pairs or singly. However, only the first words in the phrase can occur alone.

Ari diri.	Ari di.	Ari.	'Here.'
Ara' dira'.	Ara' da'.	Ara'.	'There.'
Atu didtu.	Atu tu.	Atu.	'There (yonder).'

E. VOCABULARY LIST

bus station	estasyón sang bus
flower	búlak
here	ári, ari dirí, dirí, di
leaf	dáhun
library	librériya
roof	atúp
street corner	kánto
there	ára', ara' dirá', dirá', da'
there (yonder)	atú, atu dídtu, dídtu, tu.

F. CUMULATIVE DIALOGUE

A1: Tyu, mahimu mangutana? Di'in di ang malapit nga otel?

B1: Nonoy, ara' lang da' sa sunud nga kanto. Liku ka diri sa tu'u kag pagliku' man sa wala sa sunud nga kanto.

A2: Anu ang ngalan sang otel?

B2: Park View Hotel. Otel ina' sang manga Laserna.

A3: Ginagutum na aku. Di'in ang 'restaurant'?

B3: Ara' man sa otel. Sa idalum ang 'restaurant', sa ibabaw ang manga kwarto.

A4: Salamat gid, Tiyu'.

G. VOCABULARY LIST

above	ibábaw
below	idálum
near	/ma/lapít
next	sunúd
possible	mahímo

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

Have the students construct responses describing their exact position in the room.

2. Integration Drill.

An integration drill calls for the incorporation of two or more phrases or sentences into one grammatically acceptable sentence. The teacher gives two cue sentences and the students integrate them. There may be several acceptable or possible answers.

3. Suggested Role-playing Situations.

(a) A PCV arrives in a small town and stops a young boy to ask for directions on how to get to a restaurant, a hotel where he can stay for the night, and where his assigned barrio is.

(b) Two PCV's get into Iloilo City and ride a calesa. They ask the rig driver to take them to the Peace Corps Regional Office. The rig driver gives them a brief "guided tour" of the city.

4. Assign Written Exercise 6 from the supplementary materials. Students are to fill the bubbles in this cartoon in Hiligaynon. Give them one night to complete this exercise.

LESSON TWENTY-EIGHT

Where is it?

A. STRUCTURAL CONTENT

...ari sa ibabaw...
idalum
luyu/likud
sulud
atubangan

B. MICRO-DIALOGUES

1.

M1: Di'in ang libro nimu?
Di'in ang husay nya?

Where is your book?
Where is her comb?

M2: Ari diri sa ibabaw
sang lamesa.
Ara' sa sulud sang
pitaka.

Here on top of the
table.
There inside the purse.

C1: Di'in ang libro nimu?
Ari diri sa ibabaw
sang lamesa.

C2: Di'in ang husay nya?
Ara' sa sulud sang
pitaka.

2.

M1: Imu manghud ang
babayi sa likud ni
Mr. Cuaresma?
Imu manghud ang babayi
sa atubangan ni
Mr. Cuaresma?

Is the girl behind
Mr. Cuaresma your
younger sister?
Is the girl in front
of Mr. Cuaresma
your sister?

M2: Hu'u, manghud nakun
sya.
Indi', magulang
nakun sya.

Yes, she is my sister.
No, she is my elder
sister.

C1: Imu manghud ang babayi
sa atubangan ni
Mr. Cuaresma?
Indi', magulang nakun
sya.

C2: Imu manghud ang babayi
 sa likud ni Mr.
 Cuaresma?
 Hu'u, manghud nakun
 sya.

C. DRILLS

1. Repetition Drill

Ang banyu atu sa luyu sang kasilyas.	The bathroom is behind the toilet.
Ang otel sa atubangan sang balay ni Joe.	The hotel is in front of Joe's house.
Ang kapitolyo ara' sa ibabaw sangbungtud.	The capitol is on top of the hill.
Ang husay ari sa idalum sang aparador.	The comb is under the cabinet.
Ang sulat atu sa sulud sang busun.	The letter is in the mailbox.
Atu sa luyu sang kasilyas ang banyu.	The bathroom is behind the toilet.
Sa atubangan sang balay ni Joe ang otel.	The hotel is in front of Joe's house.
Sa ibabaw sangbungtud ang kapitolyo.	The capitol is on top of the hill.
Sa idalum sang aparador ang husay.	The comb is under the cabinet.
Sa sulud sang busun ang sulat.	The letter is in the mailbox.

2. Fixed Substitution Drill

Ang papel sa idalum sang sya.
 ibabaw
 luyu
 atubangan

Ang libro sa ibabaw sang lamesa.
 plato
 tasa
 bandihado
 baskit

Sa sulud sang kahun ang lapis.
 platito
 pinggan
 sulat

3. Conversion Drill. The student changes the word order of the sentences, forming acceptable utterances.

Sa sulud sang baskit
ang dulsi.

Ang dulsi sa sulud
sang baskit.

Sa ibabaw sang atup The nest of the bird is
ang pugad sang pispis. on the roof.

Sa idalum sang balay His bicycle is under
ang bisikleta niya. the house.

Sa luyu sang eskwelahan The beach is at the
ang baybay. back of the school.

Sa sulud sang kahun ang The books are in the
manga libro. box.

4. Deletion Drill

(a) Sa idalum sang balay ang manga sya sang babayi.

manga
sang babayi
sang balay

(b) Ang manga utan kag karne ara' sa sulud sang
baskit sa ibabaw sang lamesa sa kusina.

sa kusina
manga
utan kag
ara
sa ibabaw sang lamesa
sang baskit

D. GRAMMATICAL EXPLANATION

1. Sentence patterns:

(a) (Topic)*Comment

(D) sa Dir

(1) Ø Ari diri sa ibabaw sang libro.

(2) Ang papel sa ibabaw sang libro.

- (1) 'It's here on top of the book.'
 (2) 'The paper is on top of the book.'

(a) *Comment Dir

(D) sa Adv sang/ni N PerName

- (1) Ari sa likud sang siya.
 (2) Ari sa likud ni Lourdes.

- (1) 'Here behind the chair.'
 2) 'Here behind Lourdes.'

(b) Topic (Comment)

IP ang N Pron3 PerName N

- (1) Di'in ang libro mu?
 (2) Di'in ang libro ni Cora?
 (3) Di'in ang libro sang ma'estra?
 (1) 'Where is your book?'
 (2) 'What is Cora's book?'
 (3) 'Where is the teacher's book?'

E. VOCABULARY LIST

back	luyú, likúd
bathroom	bányo
beach	báybay
bicycle	bisikléta
cabinet, closet	aparadór
capitol	kapítólyo
comb	húsay
front	atubángan
hill	búngtud
kitchen	kusína
mailbox	busún
nest	púgad
older sibling	maguláng
platter	bandihádo
toilet	kasílyas

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)1. Conversion Drill.

Word order is the only thing that is changed in a conversion drill, unlike in transformation drills where grammatical change is accomplished. This type of drill requires only movement of some words or phrases from initial position to medial or final position in the construction.

The teacher gives the cue sentence while the students answer with full converted sentences. The teacher always reinforces the correct response and makes the whole class repeat for reinforcement.

2. Place adverbs can be illustrated by using one object and moving it from one place to another in relation to a chair or a table in the room. The object can be placed on top, underneath, beside, near, far, etc., the chair or the table.

3. Suggested Role-playing Situations.

(a) Bring a map to class and have the students describe the location of different countries or continents in relation to the oceans that surround them, the countries that are near them, etc.

(b) Give a brief geographical description of the United States.

(c) Describe the location of things in the classroom.

LESSON TWENTY-NINE
Where is it (continued)?

A. STRUCTURAL CONTENT

..kiliid/higad...
malapit
malayu
tunga'

B. MICRO-DIALOGUES

1.

M1: Di'in ang ospital?
Di'in ang balay sang
Mayor?

Where is the hospital?
Where is the house of
the Mayor?

M2: Ara' sa kiliid sang
kapitolyo.
Ara' sa higad sang
kapitolyo.

There beside the
Capitol.
There alongside the
Capitol.

C1: Di'in ang balay sang
Mayor?
Ara' sa higad sang
kapitolyo.

2.

M1: Di'in ang munisipyo?
Di'in si Imelda?

Where is the municipal
hall?

M2: Atu sa Kalye Rizal,
malapit sa 'post
office'.
Ara' sa tunga ni
Mario kag ni Pedro.

There on Rizal Street
near the post office.
There between Mario and
Pedro.

C1: Di'in ang munisipio?
Atu sa Kalye Rizal,
malapit sa 'post
office'.

C2: Di'in si Imelda?
Ara' sa tunga' ni
Mario kag ni Pedro.

C. DRILLS1. Fixed Substitution Drill

Ang baybay sa kilid sang Pepeekeo.
 higad
 luyu
 atubangan

Ang silhig ari sa tunga' sang salug.
 higad
 kilid
 ibabaw
 idalum

Ang eskwelahan malapit sa munisipyo.
 simbahani
 tyanggi
 banwa
 syudad

Ang simbahani malayu sa eskwelahan.
 opisina
 balay
 plasa
 restaurant

2. Conversion Drill. Move the position of the locative and make acceptable sentences:

Ang simbahani malayu' sa eskwelahan.
 Malayu' sa eskwelahan ang simbahani.

Ang bata' ara' sa tunga' sang iya manga
 ginikanan.

Ang manga kahuy atu sa kilid sang karsada.

Ang manga sya ara' sa higad sang dingding.

Ang syudad malayu' sa baryu.

Ang libro ara' sa aparador malapit sa lamesa.

Si Cristobal ari sa tunga' ni Conrado kag ni
 David.

Si Cristina atu sa malayu'.

3. Integration Drill. Put the elements of the cue sentences together and make one acceptable sentence:

Cue

Ang libro ari.

Ang libro sa lamesa.

Ang lamesa malapit sa akun. or Ang libro malapit sa akun ari sa lamesa.

Ang otel ara'.

Ang otel sa Kalye Quezon.

Ang otel malayu' sa plasa. _____

Ang tyanggi atu.

Ang tyanggi iya ni

Mrs. Santos.

Ang tyanggi sa higad sang eskwelahan. _____

Ang makinilya ari.

Kay Carlos ang makinilya.

Ang makinilya sa tunga' sang lamesa. _____

Ang manga estudyante nagalakat.

Pakadtu sa Hilo.

Ang manga estudyante sa kilid sang karsada. _____

D. GRAMMATICAL EXPLANATION

1. Kilid and higad mean practically the same thing. Kilid is 'beside or side', higad is 'beside or alongside'.
2. Malayu' and malapit are used as adverbs and modifiers.

E. VOCABULARY LIST

alongside, side	beside, side	between, middle, center	broom	higád	kílid	tungá'	sílhig
-----------------	--------------	----------------------------	-------	-------	-------	--------	--------

church	simbáhan
floor	salúg
municipal hall	munisípyo
plaza, park	plása
street, road	karsada, kalye

F. CUMULATIVE MONOLOGUE--Geography of the United States.

Ang Estados Unidos ara' sa tunga' sang 'Canada' kag 'South Amerika'. Sa ibabaw sang Estados Unidos ang 'Canada' kag sa idalum ang 'South Amerika'. Ang Estados Unidos ginatawag man nga 'North Amerika'. Sa iya kilid ang manga dagat sang 'Pacific' kag 'Atlantic'. Malayu' ang Estados Unidos sa iban nga manga nasyon.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Conversion Drill.

Cue the students on how this drill is done. Give the first cue sentence and also the first response. Then have the students repeat this response. Teacher gives the second sentence. This time the students give the answer. Teacher reinforces the correct answer and makes the class repeat it.

2. Integration Drill.

There are several possible answers to every item in this drill. Try to get all the possibilities so that the students will know various Hiligaynon constructions. Always reinforce correct responses and correct the wrong ones. Make the drill as brisk as you can.

3. Suggested Role-playing Situations.

(a) A science teacher points out the parts of a gumamela or hibiscus to her students in grade four.

- (b) A young boy walks home with his teacher and points out the names of the hills on the horizon, the location of the post office, the church, the town market, the town hall, and the court.
4. For a brisk review, bring a big drawing of a town or a city. Label the different buildings. Have the students identify the position of each building in the drawing.
 5. Assign Written Exercise 7. Allow the students to complete this in two days time. Be sure to collect and correct the papers. Do not pay attention to the spelling. Check carefully the grammatical construction of sentences. If possible, go over the papers with the students individually so they will know their mistakes.

The students can write either a short narrative of the drawing or a dialogue of 15 to 20 lines.

LESSON THIRTY

Buying and Selling

A. STRUCTURAL CONTENT

Tagpila ang...? Tag...

Pila

B. MICRO-DIALOGUES

1.

M1: Tagpila ang tu'alya?
Pila ang isa ka
tu'alya?

How much is one towel?
How much is one towel?

M2: Tag uno singkwenta.
Tag dos diyes.

One peso and fifty
centavos.
Two pesos and ten
centavos.

C1: Tagpila ang tu'alya?
Tag uno singkwenta.

C2: Pila ang isa ka
tu'alya?
Tag dos diyes.

2.

M1: Tagpila ini?
Tagpila ina'?

How much is this?

M2: Tag beynte sentimos.
Tag salapi'.
Tag pisos.

Twenty centavos.
Fifty centavos.
One peso.

C1: Tagpila ini?
Tag beynte sentimos.

C2: Tagpila ina'?
Tag salapi'.

C3: Tagpila ini?
Tag pisos.

3.

M1: Pila ining manga
lapis?

How much are these
pencils?

Pila inang manga
lapis?

How much are those
pencils?

M2: Tag singko sentimos.
Tag dyes ini.

Five centavos each.
Ten centavos each.

C : Pila ining manga
lapis?
Tag singko sentimos.

C2: Pila inang manga
lapis?
Tag dyes ini.

C. DRILLS

1. Repetition Drill

Tagpila ang gantang
sang bugas?
Tagpila ang bilug
sang mansanas?
Tagpila ang metro
sang tela?
Tagpila ang duha
ka tumpuk nga mani?

How much is one ganta
of rice?
How much is one apple?
How much is a meter of
cloth?
How much is one pile
of peanuts?

Pila ang tatlu ka
kilong karne?
Pila ang tunga' sa
gantang nga ma'is?
Pila ining patatas?

Pila inang lima ka
bugkus nga sibuyas?
Pila inang repolyo?

How much is three
kilos of meat?
How much is half a
ganta of corn?
How much are these
potatoes?
How much are those
five bundles of onion?
How much is that
cabbage?

Tag pisos ang gantang?
Tag dyes pisos ang
bilug.
Tag salapi' ang dosena. Fifty centavos a dozen.

One peso per ganta.
Ten pesos a piece.

2. Fixed Substitution Drill

(a) Tagpila ang dosena sang mansanas?

peras	pear
pahu'	mango
pinya	pineapple
itlug	egg

(b) Tagpila ang gantang sang bugas?

ma'is	corn
harina	flour
gawgaw	starch
muskobado	unrefined
	sugar
kalamay	refined
	sugar
mani	peanuts

(c) Pila ining saging?

repolyo	cabbage
talung	eggplant
gabi	yam, taro
kamatis	tomato
kalabasa	squash

(d) Tag pisos ang gantang

salapi'
 setenta
 beynte y singko
 kwatro pisos
 tres pisos

3. Completion Drill. The student makes his own questions to ask for market prices of items most likely sold in the measure given:

Pila ining isa ka tumpuk nga kamatis?

ganta	ganta
kilo	kilogram
metro	meter
bugkus	bundle
karton	box
pakete	pack
botelya	bottle

4. Expansion Drill

Tagpila?

ining
 isa
 ka kilong
 mansanas

Pila?

inang
duha
ka tumpuk
nga kamatis

Tagpila?

ang tatlu
ka bilug
nga repolyo

5. Deletion Drill

Tag salapi' ang anum ka bugkus nga sibuyas.

nga sibuyas
ka bugkus
ang anum

Tag singko sentimos ang isa ka dosenang isda'.

isda'
ka dosenang
ang isa
sentimos

D. GRAMMATICAL EXPLANATION

1. Ka marks number quantity and is obligatory after a number.

2. Nga connects two nouns, deictics and nouns, adjectives and nouns, or nouns and verbs. Distribution is phonologically conditioned.

(a) When the preceding word ends in a vowel, nga is contracted to /-ng/ and attached to the preceding word.

ma'ayu nga aga > ma'ayung aga
ini nga tela > ining tela

(b) When the preceding word ends in n, the n becomes ng.

atun nga balay > atung balay

(c) All other environments retain `nga`.

tumpuk nga kamatis > tumpuk nga kamatis

3. Tagpila expresses distributive quantity in that when used it indicates that the speaker wants to know the cost of each item. Tag pisos is used in the reply to indicate that each item is a peso. Pila asks how much for all.

4. Sentence patterns:

(a)

*Comment (Topic)

- (1) 'How much is one pile of tomatoes?'
(2) 'How much is one ganta of rice?'
(3) 'One peso per ganta of rice.'

(a) *Comment

<u>IP</u>	<u>Num</u>	
	<u>ValM</u>	<u>Val</u>
Tag	salapi'.	'Fifty centavos each.'
Tag	lima ka pisos.	'Five pesos each.'

(b)

Comment (Topic)

- (1) Pila ang duha ka tumpuk nga mani?
(2) Tag 30c ang duha ka tumpuk nga mani.

- (1) 'How much is one pile of peanuts?'
 (2) 'Thirty centavos.'

(b) *AdjP

<u>Num</u>	<u>ka</u>	<u>N</u>
duha	ka gantang	'two gantas'
anum	ka libro	'six books'

E. CULTURAL NOTE

Spanish loan words are commonly used in counting rather than the Hiligaynon terms. However, to count from one to ten in Hiligaynon is not uncommon in the rural areas.

Buying and selling is done in the metric measure and other 'native' forms of measurement which might be in bundles, piles, etc. Some Philippine open markets have a very limited supply of produce, mostly homegrown by small farmers in their backyard gardens.

F. VOCABULARY LIST

banana	ságíng
bottle	botélyá
box	kárton
bundle	búgkus
cabbage	repólyo
centavos/cents	séntimos/sentábos
dozen	doséna
eggplant	talúng
expensive, dear	mahál
fifty centavos	salapí'
five	limá'
four	ápat/kwatro
ganta	gántang
ground or polished	
rice grains	bugós
how much	tagpilá/pilá
kilogram	kílo
mango	páhu'/mángga
meter	métro
onion	sibúyas
pack/package	pakéte

(particles)	
peanut	tag, ka
peso	maní
(a) piece	písos
pile	bílug
pineapple	túmpuk
seventy	pínya
six	seténta
starch	ánum
squash, pumpkin	gáwgaw
three	kalabása
two *	tátlu
unrefined sugar	duhá
yam, taro	muskobádo
	gábi

G. CUMULATIVE DIALOGUE

A1: Tagpila ang bugkus sang sibuyas?

B1: Tag ₱0.45. Anu pa ang gusto mu baklun?

A2: Ini nga ma'is, pila ang duha ka gantang?

B2: ₱0.90. Gusto mu?

A3: Hu'u, Ari ang bayad.

B3: Ari ang sensilyo mu.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

The completion drill is a substitution-completion drill in that the teacher provides cues for substitution and the students give complete stimulus sentences and responses.

2. Students go over Supplementary Vocabulary List 27, Ways of selling items; and Supplementary Vocabulary List 28, Common expressions and terms in science.

3. Suggested Role-playing Situations.

(a) Set up a store in the classroom and have the students act as customers and vendors.

(b) Let the students read the cumulative dialogue and have them narrate the dialogue.

(c) A person gets on the bus and asks for information on how to get to the town of Marvel. He sits beside an old man and starts exchanging pleasantries. He stops the bus when he reaches his destination.

LESSON THIRTY-ONE
Bargaining and Math

A. STRUCTURAL CONTENT

Particles: **nalang**, **abaw**, **sus**, **tanan**, **mu**

Formulas for bargaining

B. MICRO-DIALOGUES

- | | |
|---|--|
| M1: Tyu', tagpila ang
gantang sang bugas? | Tyu', how much is one
ganta of rice? |
| Tyu', tagpila ang
gantang sang ma'is? | Tyu', how much is one
ganta of corn? |
| M2: Tag dos treynta ang
gantang. Mabakal
ka?

Tag dos treynta.
Mabakal ka? | Two thirty a ganta.
Will you buy?

Two thirty a ganta.
Will you buy? |
| M3: Abaw! Kamahal!
Mahatag sa ₱2.10?

Sus! Kamahal!
₱2.10 nalang. | My, it is very expensive.
Can you give it for
₱2.10?

My, it is expensive!
How about ₱2.10? |
| M4: Ti'...sigi nalang.
0, sigi. | Well, okay.
Oh, okay. |
| C1: Tyu', tagpila ang
gantang sang bugas?

Tag dos treynta ang
gantang. Mabakal
ka?

Abaw! Kamahal!
Mahatag sa ₱2.10?
Ti'...sigi nalang. | |
| C2: Tyu', tagpila ang
gantang sang ma'is?

Tag dos treynta.
Mabakal ka?

Sus! Kamahal! ₱2.10
nalang.
0, sigi. | |

2.

M1: Inday, pila ini
tanang?

Nonoy, pila ini
tanang?

Inday, how much for all
of these?

Nonoy, how much for all
of these?

M2: Ang pulbus, ₱1.70;
ang husay, ₱0.50;
kag ang 'lipstick',
₱5.00. ₱7.20 tanan.

The powder is ₱1.70; the
comb is ₱0.50; and the
lipstick is for ₱5.00.
It sums up to ₱7.20.

M3: Abaw! Kamahal sang
'lipstick'.
Kwatro pisos nalang?

My! But the lipstick
is expensive.
Can you give it for
₱4.00?

M4: Indi' gid mahimu.
'Imported' ini, mu.
Indi' gid!

Can't be. This is
imported, you know.
Really no!

C1: Inday, pila ini tanan?
Ang pulbus, ₱1.70; and
husay, ₱0.50; kag ang
'lipstick', ₱5.00.
₱7.20 tanan.
Abaw! Kamahal sang
'lipstick'. Kwatro
pisos nalang.
Indi' gid mahimu.
'Imported' ini, mu.

C2: Nonoy, pila ini tanan?
Ang pulbus, ₱1.70; ang
husay, ₱0.50; kag ang
lipstick, ₱5.00.
₱7.20 tanan.
Abaw! Kamahal sang
'lipstick'. Kwatro
pisos nalang.
Indi' gid!

C. DRILLS

1. Repetition Drill

Tres singkwenta nalang?
Alkansi gid. Tres
otsenta na.
Salapi' nalang?

Can you give it for ₱3.50?
I am at a loss. I'll
let it go for ₱3.80.
How about fifty centavos?

Indi' gid. Seysenta na.	Really no! Last price is ₱0.60.
Pisos nalang?	One peso?
Alkanse. Uno beynte gid.	I'm at a loss. Last price is ₱1.20.
Dos singkwenta gid ini?	Is this really for ₱2.50?
Hu'u, dos singkwenta gid.	Yes, it is for ₱2.50.

3. Nagapatindug sang taytay ang manga tawu sang Baryo San Luis. Kinahanglan sang enhenyero kwarenta y singko ka bilug nga kahuy para sa tulay. Mabakal ang isa ka bilug nga kahuy sa ₱6.78. Pila tanan ang magastu para sa tulay?
4. Ang dosena sang bulak tag ₱0.60. Ginayu' ni Imelda sa ₱0.55. Ginhatag sang tindera sa presyong ₱1.15 ang duha ka dosena. Nagbakal si Imelda sang apat ka dosena. Pila ang iyang ginbayad sa tindera?

D. GRAMMATICAL EXPLANATION

1. Nalang is used to indicate lack of choice or alternative. In this lesson, it is more of a 'limiting particle' like lang meaning 'only, just'.
2. Abaw and sus are exclamatory fillers meaning 'My!' or 'Oh!'.
3. Tanan is the 'generalizer particle' meaning 'all' or 'all in all'.
4. Ti' is a hesitating particle which is fairly equivalent to the hesitating use of 'Well...' in English.

5. Mu is a rejoinder like 'you know'.

E. CULTURAL NOTE

Bargaining is part of the buy-and-sell process in the Philippines. There are several bargaining techniques, some of which are included in this lesson. In the first instance, bargaining can be tedious, but it grows on the person and can become a great deal of fun, an instrument both for language learning and meeting people.

There are endearment terms and also terms of respect which cannot be translated 'Mr.' or 'Miss' in English. These terms can be applied to people one meets or talks to for the first time. They are literally terms used for family relationships:

Tiyo	(literally 'uncle') Respect term for older men.
Manung	Respect term for older men.
Tiya'	(literally 'aunt') Respect term for older women.
Manang	Respect term for older women.
Dodong, Nonong, Nonoy, Toto'	Endearment terms for younger boys.
Inday, Nene, Palangga	Endearment terms for younger girls.

Palangga is used for 'honey' or 'darling' among adults.

The Filipinos are very particular about imported goods. There is a social prestige attached to the use of these items because of their expensive price tags.

F. VOCABULARY LIST

all	tanán
(is) bargain(ing)	/gina/'ayú'/an/
bridge	taytay
butcher	maṭadéro
eight	walú
eighty	otsénta

endearment term for boys	Nónong, Nónoy, Tóto'
endearment term for girls	Índay, Néne', Palángga'
failure to gain	alkánse
foot (measure)	pyé
hundred	gatús
money	kwárta
more, excess	labáw
nine (particles)	siyám
pig, pork	abáw, sús, o
price	bábuy
pro-verb	présyo
ran	ánhun
seven	/nag/dalágan
seventy	pitú
(will) spend	seténta
ten	/ma/gástus
too much	napúlu'
yard (measure)	masyádo
	yárda

G. CUMULATIVE DIALOGUE

A1: Inday, pila ang kilo sang babuy?

B1: Tag ₱3.50. Gusto mu?

A2: Indi'. Kamahal, kag wala' aku sang kwarta.

B2: Sigi ₱3.20 nalang para sa imu. Amerikano ka ti',
damu ang imu kwarta.

A3: Indi', wala' gani' aku sang kwarta. Peace Corps
Volunteer aku.

B3: Ay, Peace Corps ka gali'? ₱3.00 para sa imu.

A4: Ay, salamat. Mabakal aku sang duha ka kilo.

B4: Ini nga karne gusto mu? Tag ₱3.00 lang.

A5: Mahal, eh. Mahatag sa ₱2.80?

B5: Abaw, indi' gid. Alkansi aku. Ginbakal ku ini
sa matadero sa ₱3.00 ang kilo.

A6: Ti, wala' na gali sang ayu'?

B6: Wala' na. ₱3.00 gid. Bakal nalang. Indi' man mahal masyado.

A7: Anhun ku man ang madamu' nga karne? Wala' aku sang 'refrigerator' nga butangan. Mabuluk lang ina.

B7: Ti', ini nalang nga babuy ang baklun mu?

A8: Hu'u, duha ka kilo, ha.

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Let the students read the math questions in class and have them figure out the answers. For a written exercise ask them to make three of their own arithmetic problems for the level of education they are supposed to teach in their future job.
2. Remind the students of the bargaining terms given in the supplementary material section under common expressions.
3. Suggested Role-playing Situations.
 - (a) A PCV haggles with a jeepney driver about the price of a field trip to a beach resort for his class.
 - (b) A PCV negotiates for a boat ride to go to a nearby island.
 - (c) A PCV bargains for a calesa ride to the regional office which is only five blocks away.

LESSON THIRTY-TWO

Marketing

A. STRUCTURAL CONTENT

May...? Hu'u...

Wala'...

B. MICRO-DIALOGUES

1.

M1: May baligya' kamung
sibit?
May patatas kamu?

Do you have pins for
sale?
Do you have potatoes?

M2: Hu'u, may ara'.
Wala' kami sang
patatas.
Wala'.

Yes, we have.
We don't have
potatoes.
None.

C1: May baligya' kamung
sibit?
Hu'u, may ara'.

C2: May patatas kamu?
Wala' kami patatas.

C3: May patatas kamu?
Wala'.

2.

M1: Tagpila?

How much?

M2: Tag singko sentimos
ang bilug. Mabakal
ka?

Five centavos apiece.
will you buy?

M3: Hu'u, (mabakal aku)
kinse ka bilug.
Indi'.

Yes, (I will buy)
fifteen pieces.
No.

C1: Tagpila?
Tag singko sentimos
ang bilug. Mabakal
ka?
Hu'u, mabakal aku
kinse ka bilug.

C2: Tagpila?
 Tag singko sentimos ang
 bilug. Mabakal ka?
 Indi'.

C. DRILLS1. Substitution Drill

May baligya' kamung <u>luwag?</u>	Do you have a <u>ladle</u> for sale?
plantsa	iron
dapug	stove
silhig	broom
kulun	clay pot
banig	mat
kalaha'	frying pan

Mabakal sya beynte ka
 bilug.

ikaw
 aku
 sila
 kita
 kamu
 kami

Beynte ka bilug.

gantang
 sentimos
 pesetas
 pisos

2. Question and Answer Drill. Answer the questions,
 first in the positive, and then in the negative
 manner:

May kutsara sya? Hu'u, may kutsara sya.
 Wala', wala' sya kutsara.

Madala aku sang papel? Hu'u, pagdala sang papel.
 Indi', indi' pagdala
 sang papel.

May manga plato kamu?

May manga kaserola sila?

May bandehado sa lamesa?

May banig ang katre?

Mahambal aku sang
Hiligaynon?

Matudlu' aku sang
English?

Matrabaho aku sa
baryo?

Mama'estro aku sang
'Science'?

Matukar aku sang
pyano?

3. Expansion Drill

Mabakal aku.

sang isda'
karun
sa hapun

Maka'un aku.

sang isda'
kag mansanas
karung gab'i

4. Integration Drill. Make only one sentence out
of the two given:

Naghampang sila sang
'basketball'.

Naghampang sila sa
'court' ka'ina.

Naghampang sila sang
'basketball' sa 'court'
ka'ina.

May ara' aku papel.
May ara' aku lapis.

May ara' sya mansanas.
Wala' sya sang peras.

Mahampang kami sang
'volleyball'.

Indi' kami mahampang
sang 'football'. _____

Mabakal si Ramon sang
'kamiseta'.

Mabakal sya sa tyenda
sa Ala Moana. _____

Tag pisos ang gantang.
Tag pisos ang bugas. _____

Nagtanum kami sang
kamuti.

Nagtanum kami sa
hardin. _____

D. GRAMMATICAL EXPLANATION

1. Existential sentences mean 'there is (are, was, will be, etc.) [the existent]'. The existent is either a noun or a verb and is introduced by may.³

2. Sentence patterns:

<u>may</u>	<u>Ex</u>	<u>Topic</u>
	<u>Vb/N/D</u>	<u>Pronl</u> (<u>nga</u>) <u>N</u>

- (1) May baligya' kamu nga banig?
- (2) May ara' sila nga balay?
- (3) May balay kamu?
- (4) May ara'.
- (5) May balay sila.

³John Wolff, Beginning Cebuano Part I, New Haven, Conn:
Yale University Press, 1966, p. 91.

- (1) 'Do you sell mats?'
- (2) 'Do they have a house?'
- (3) 'Do you have a house?'
- (4) 'There is.'
- (5) 'They have a house.'

E. VOCABULARY LIST

clay cooking pot	kúlun
frying pan	kaláha'
(to) have pro-verb	may
ladle	luwág
liter	lítro
(woven) mat	baníg
pin	sibít
(big sauce-) pan	kaseróla
piano	pyáno
(will) play musical instrument	/ma/túkar
small store	tyénda
stove	dapúg
twenty centavo piece	pesétas

F. CUMULATIVE DIALOGUE

A1: May patatas kamu?

B1: Hu'u, tag ₱0.60 ang kilo. Pila ka kilo ang gusto mu?

A2: Tatlu ka kilo. Ini ang ginaka'un ku. Indi' aku gusto sang kan'un.

B2: Amerikano ka gid gali'. Indi' mu luyag magka'un sang pagka'un nga Pilipino.

A3: Indi' man subung sina'. Gusto ku gid ang adubu. Ang indi' ku lang gusto, ang kan'un.

B3: San'u ka pa diri sa Pilipinas?

A4: Isa kag tunga ka tuig na aku di.

B3: Siguru sa pila ka bulan magustohan mu man ang amun kan'un.

G. VOCABULARY LIST

month	búlan
that	siná'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)1. Suggested Role-playing Situations.

- (a) A PCV tries to buy fruits and vegetables from an open market in Iloilo.
 - (b) A PCV goes into a department store to buy new clothes.
 - (c) A PCV asks for information on where to buy oil for his lamp.
2. Assign Written Exercise 8 from the supplementary materials. Allow two days for this exercise.
 3. Students go over Supplementary Vocabulary List 29, for English teachers only.

LESSON THIRTY-THREE

Pets

A. STRUCTURAL CONTENT

May...? Hu'u...
 Wala'...

B. MICRO-DIALOGUES

1.

M1: May idu' ka?
 May kuring ka?

Do you have a dog?
Do you have a cat?

M2: Hu'u may ara'.
 Wala', wala' aku
 sang kuring.

Yes, I have.
No, I don't have
a cat.

C1: May idu' ka?
 Hu'u may ara'.

C2: May kuring ka?
 Wala', wala' aku
 sang kuring.

2.

M1: May ara' bisita si
 Perla.
 Walay bisita si
 Perla.
 Wala' sing bisita
 si Perla.

Perla has a visitor.

Perla has no visitor.

M2: A, gali'?
 Ti', dali'. Bisita-
 han natun, eh.

Is that so?
Well, let's go and
visit her then.

C1: May ara' bisita si
 Perla.
 A, gali'?

C2: Walay bisita si Perla.
 Ti', dali', bisitahan
 natun, eh.

C3: Wala' sing bisita si
 Perla.
 Ti', dali'. Bisitahan
 natun, eh.

C. DRILLS

1. Repetition Drill

May kuring si Maria.	Mary has a pet cat.
May gansa' si Carlos.	Carlos has a pet goose.
May kanding si Cecile.	Cecile has a pet goat.
May pispis ang bata'.	The child has a bird.
May baka sa uma.	There is a cow in the field.
May karbaw sa uma.	There is a carabao in the farm.

2. Question and Answer Drill

May karnero sa gwa'?	Is there a sheep outside?
Hu'u may ara'.	Yes, there is.
May karnero si Tomas?	Does Thomas have a sheep?
Wala', wala' sya sing karnero.	No, he doesn't have a sheep.
May babuy sa lagwerta?	Is there a pig in the yard?
Hu'u may ara'.	Yes, there is.
May babuy si Manuel?	Does Manuel have a pig?
Wala', wala' sya sang babuy.	No, he does not have a pig.
May manuk sa lagwerta?	Is there a chicken in the yard?
Hu'u may ara'.	Yes, there is.
May manuk ang bata'?	Does the child have one?
Wala', wala' sya sang manuk.	No, he doesn't have one.

3. Fixed Substitution Drill

May manuk aku.
 karnero
 kanding
 kuring
 pispis
 baka
 karbaw

Wala' aku sing manuk.
babuy
baka
idu'
gansa'
pabo

4. Movable Substitution Drill

May libro sya.
aku.
lapis .
tulun' an .
si Jaime.
ang eskwela.

Wala' si Cynthia sang manga pagka'un.

Marta _____ ilimnun.

Carlos _____

Morita _____ prutas.
_____ isda'.

5. Transformation Drill. Make negative statements from the following:

May kwarta aku. Walay kwarta aku.

May dyip gali' ikaw.
May suga' man.
May balay sila didtu.
May tawu dira' sa higad.
May tubi' kami.
May bata' sya.
May asawa aku.
May serbesa ikaw.

May balay kamu didtu?
May bisita si Perla subung?
May amigo ka gali' sa Amerika?
May kwarta ikaw?
May lugar bala sa dyip?
May kasilyas ang imu kuarto?

D. GRAMMATICAL EXPLANATION

Sentence pattern:

<u>Comment</u>	<u>Topic</u>	<u>Ex</u>				
<u>Negative</u>	<u>Adv</u>	<u>Pronl</u>	<u>PerName</u>	<u>N</u>	<u>sang</u>	<u>N</u>
Wala'		sya			sang	papel.
Wala'			si Jose		sang	papel.
Wala'				ang tawu	sang	papel.
				'She has no paper.'		
				'Jose has no paper.'		
				'The man has no paper.'		

E. VOCABULARY LIST

book	tulún'an
carabao, water buffalo	kárbaw
cat	kuríng
come on, let's go	dáli'
cow	báka
dog	ídú'
goat	kánding
goose	gánsa
light	sugá'
outside	gwá'
place	lugár
sheep	karnéro
student, pupil	eskwéla
turkey	pábo

F. CUMULATIVE DIALOGUE

A: May ara' kamu nga isda'?

B: Hu'u, karun lang ini nag'abut halin sa dagat.

A: Tag pilę ang kilo sang inyung bangrus?

B: Tag ₱2.00 lang. Pila ka kilo ang gusto mu?

A: Baw, kamahal man sina'. Mahatag sa ₱1.50?
Wala' na aku sang kwarta.

B: Alkanse gid. Lab'as gid ini, mu.

A: Ti, pagkilo abi sang apat ka bilug, tan'awun ku
kun pila.

B: ₱4.00 ka pisos ini tanan. Dalagku' abi ini.

A: Ay, indi' nalang aku anay magbakal. Silingun ku ang akun amu kun gusto nya. Mabalik nalang aku karun.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 30, Animals and Pets.
2. To introduce new terms for animals, bring pictures to class. Drawings of animals can also be used if pictures are not available.
3. Transformation Drill.

For the first part, positive statements are to be made into negative. In the second part, the questions are to be made into negative statements.

4. Suggested Role-playing Situations.

- (a) A PCV is invited to be a guest speaker at the meeting of a local troop of Girls Scouts or Boys Scouts and is asked to answer questions about activities of young girls and boys in the United States.
 - (b) A PCV inquires about things he needs in the house, in a hardware store, or a grocery store.
 - (c) Two young women tell each other about books and records they have at home.
5. Drill on the pattern of May... Wala' thoroughly because this is one point of difficulty for Hiligaynon learners. Drill especially on the use of wala'.

LESSON THIRTY-FOUR

Numbers, Days and Months

A. STRUCTURAL CONTENT

Pila ka...ang...? (number)...ang...
sa sa

B. MICRO-DIALOGUES

1.

M1: Pila ka adlaw ang isa ka semana?
Pila ka bulan sa isa ka tu'ig?

M2: Pitu (ka adlaw ang isa ka semana).
Dose (ka bulan sa isa ka tu'ig).

C1: Pila ka adlaw ang isa ka semana?
Pitu ka adlaw ang isa ka semana.

C2: Pila ka bulan sa isa ka tu'ig?
Dose ka bulan sa isa ka tu'ig.

2.

M1: Anu ang adlaw bwas?
Nanu nga bulan subung?

M2: Lunes bwas.
Agosto subung.

C1: Anu ang adlaw bwas?
Lunes bwas.

C2: Nanu nga bulan subung?
Agosto subung.

How many days (are there) in one week?
How many months (are there) in one year?
(There are) seven days in one week.
(There are) twelve months in one year.

What day is it tomorrow?
What month is it now?
Tomorrow is Monday.
It is August now.

C. DRILLS1. Repetition Drill

Pila ka adlaw ang isa ka semana?	How many days are there in a week?
Pitu ka adlaw.	Seven days.
Pila ka adlaw ang isa ka bulan?	How many days are there in a month?
Treynta o treynta y uno.	Thirty or thirty-one.
Pila ka adlaw ang duha ka semana?	How many days in two weeks?
Katorse ka adlaw.	Fourteen days.
Pila ka bulan ang tunga' sa tuig.	How many months in a half year?
Anum ka bulan.	Six months.
Pila ka semana ang tunga' sa bulan?	How many weeks are there in half a month?
Duha ka semana.	Two weeks.

2. Completion Drill. The student answers the questions by putting in the time element given:

Anu ang adlaw subung?	_____ subung
Anu ang adlaw kahapun?	_____ kahapun
Anu ang adlaw bwas?	_____ bwas
Anu ang adlaw sunud bwas?	_____ sunud bwas
Anu ang bulan subung?	_____ subung
Anu ang sunud nga bulan?	_____ ang sunud nga bulan
Anu ang tu'ig subung?	_____ subung
Anu ang petsa subung?	_____ subung
Anu ang adlaw sunud sa Lunes?	_____ sunud sa Lunes
Anu ang adlaw sunud sa Myerkoles?	_____ sunud sa Myerkoles
Anu ang adlaw sunud sa Dominggo?	_____ sunud sa Dominggo
Anu ang bulan sunud sa Abril?	_____ sunud sa Abril
Anu ang bulan sunud sa Septyembre.	_____ sunud sa Septyembre
Nanu nga adlaw sunud bwas?	_____ sunud bwas
Nanu nga adlaw sunud sa Lunes?	_____ sunud sa Lunes

Nanu nga adlaw sunud
sa Martes?
Nanu nga bulan sunud
sa Nobyembre?

_____ sunud sa Martes
_____ sunud sa
Nobyembre

D. GRAMMATICAL EXPLANATION

1. Anu and nanu are dialect variants of 'what'.
2. Sentence pattern:

	<u>Comment</u>	<u>Topic</u>
	<u>IP</u> <u>Num</u> <u>ka</u> <u>N</u>	<u>ang</u> <u>sa</u> <u>num</u> <u>ka</u> <u>N</u>
(1)	Pila ka adlaw	ang isa ka semana?
(2)	Pitu ka adlaw	ang isa ka semana.
(3)	Pila ka bulan	sa isa ka tu'ig?
(4)	Dose ka bulan	sa isa ka tu'ig.
	(1) 'How many days are there in a week?'	
	(2) 'Seven days in a week.'	
	(3) 'How many months are there in a year?'	
	(4) 'There are twelve months in a year.'	

E. VOCABULARY LIST

date	pétsa
day	ádlaw
fourteen	katórse
what	nánu

F. CUMULATIVE DIALOGUE

A1: Pila ka tu'ig ka na?

B1: Beynte y kwatro anyos na aku.

A2: Magulang gali' aku sa imu. Beynte y singko na
aku.

B2: Di'in ka nag'estar sang beynte ka tu'ig?

A3: Diri sa Amerika, pero naghulin ang akun familya
sang balay sang singko anyos pa lang aku.

B3: Kami man. Sang trese anyos aku, nagkadtu kami sa Canada kag nag'estar kami didtu sang lima ka tu'ig. Subung nag balik na kami diri sa Amerika. Ang amun balay atu didtu sa Rockport, Massachusetts. Nakita mu na ang Rockport?

A4: Indi' pa.

G. VOCABULARY LIST

family	famílya
thirteen	trése
(able) to see, to meet	/na/kíta'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. This time, start on a narration process. Always have the students read the cumulative dialogues a day in advance. Then get about two or three of them to narrate what happened in these dialogues. Also you can ask them to narrate what they did the day or night before.
2. Suggested Role-playing Situations.
 - (a) An English teacher teaches her students the days of the week and months of the year. She also introduces the use of the calendar.
 - (b) A math teacher explains the number of days in a month, week, year, etc.
 - (c) A science teacher uses the sun and the moon to explain the phenomenon of day and night.

LESSON THIRTY-FIVE
The Big Question of Why

A. STRUCTURAL CONTENT

Nga'a...? Kay...

B. MICRO-DIALOGUES

1.

M1: Nga'a makadtu ka sa tindahan?
Nga'a makadtu ka sa Hilo?

Why will you go to the store?
Why will you go to Hilo?

M2: Kay mabakal aku sang sorbete.
Kay may 'appointment'
aku sa doktor.

Because I will buy ice cream.
Because I have an appointment with the doctor.

C1: Nga'a makadtu ka sa tindahan?
Kay mabakal aku sang sorbete.

C2: Nga'a makadtu ka sa Hilo?
Kay may 'appointment'
aku sa doktor.

2.

M1: Nga'a nagdalagan si Alfredo?
Nga'a nagdalagan si Alicia?

Why did Alfredo run?
Why did Alicia run?

M2: Kay nagdali' sya.
Kay ulihi na sya.

Because he was in a hurry.
Because she was already late.

C1: Nga'a nagdalagan si Alfredo?
Kay nagdali' sya.

C2: Nga'a nagdalagan si
Alicia?
Kay ulihi na sya.

C. DRILLS

1. Repetition Drill

Nga'a masulat ikaw?	Why will you write?
Nga'a makadtu ka sa Pilipinas?	Why will you go to the Philippines?
Nga'a madiskurso si Presidente Nixon?	Why will President Nixon speak?
Nga'a mabakal ka sang sigarilyo?	Why will you buy cigarettes?
Nga'a matulug ka subung?	Why will you sleep now?
Nga'a nag'upud si Tomas?	Why did Thomas go with them?
Nga'a nagkadlaw ka?	Why did you laugh?
Nga'a natuyu sya subung?	Why is she sleepy now?
Nga'a naghibi' si Gloria?	Why did Gloria cry?
Nga'a nagpalta si Jose kahapun?	Why was Jose absent yesterday?

2. Question and Answer Drill. Provide answers to the following questions. The answers can be anything provided they are grammatically correct. (Some guidelines are given.)

Nga'a matulug ka subung?	Kay ginatuyu aku.
Nga'a makadtu ka sa Pilipinas?	Kay gusto ku magtudlu' sang manga bata' sa Pilipinas.
Nga'a mabakal ka sang sigarilyo?	Kay matabaku' aku.
Nga'a nagdala ka sang libro?	Kay mabasa aku.
Nga'a nagkadlaw ka?	Kay nagkadlaw man sila.
Nga'a gusto mu magtrabaho sa baryu?	Kay kinahanglan sang manga tawu sa baryo ang bulig.
Nga'a 'Science' ang 'major' mo?	Kay luyag aku sang 'Science'.

3. Chain Drill. Teacher starts the chain:

T: Nga'a ari ikaw sa Honohina?

S1: Kay naga'training' aku sa Peace Corps.

S1: Nga'a ari ikaw sa Honohina?

S2: Kay naga'training' aku sa Peace Corps.
Nga'a ari ikaw sa Honohina?

S3: Kay naga'training' aku sa Peace Corps.
etc.

Substitute ikaw with: si Arturo
si Charley Rech
si Mr. Guerrero

D. GRAMMATICAL EXPLANATION

Sentence pattern:

(a)

IP *Vb *Act

(1) Nga'a nagdalagan ka?

(2) Nga'a nagatahi' ang mananahi'?

(1) 'Why did you run?'
(2) 'Why is the seamstress sewing?'

(b)

Conj *Vb *Act *Obj/*Dir

(1) Kay nagdali' sya.

(2) Kay nagkuha' si Maria sang dagum.

(3) Kay makadtu kami sa Hilo.

(1) 'Because he/she is in a hurry.'
(2) 'Because Maria got a needle.'
(3) 'Because we will go to Hilo.'

*Act

<u>Pronl</u>	<u>PerName</u>	<u>N</u>
<u>si</u>	<u>PerName</u>	<u>ang</u>
ikaw		'you (singular)'
kamu		'you (plural)'
si Marta		'Marta'
si Josefa		'Josefa'
	ang doktor	'the doctor'
	ang pintor	'the painter'

*Obj

<u>sang</u>	<u>N</u>
sang libro	'a book'
sang mani	'a peanut'

*Dir

<u>sa</u>	<u>Dir</u>
sa Manila	'to Manila'
sa syudad	'to the city'

*Vb

/ <u>nag</u> -/	/ <u>naga</u> -/	/ <u>ma</u> -/	/ <u>maga</u> -/
nagsulat	nagasulat	masulat	magasulat

E. VOCABULARY LIST

(was) absent	/nag/pálta
because	káy
cigarette	sigarílyo
cried	/nag/hibi'
hurry(ed)	/nag/dalí'
laugh(ed)	/nag/kádlaw
why	ngá'a

F. CUMULATIVE DIALOGUE

A1: Nga'a ang Peace Corps nagapadala sang manga ma'estra sa ibang nasyon?

B1: Kay gusto sang Amerika magbulig sa manga tawu sang kalibutan.

A2: Nga'a, wala' bala sang problema ang Amerika?

B2: May ara'. Madamu' gani'. Pero gusto lang sang manga Amerikano magkadtu sa ibang lugar para maghimutad sang pangabuhí sang manga tawu nga indi' Amerikano.

A3: Ma'ayu ina'. Pero indi' bala, 'propaganda' lang ang Peace Corps?

B3: Indi', ang Peace Corps ginhimu ni Presidente Kennedy kag ni Presidente Johnson para gid sa pagbulig sa ibang tawu.

A4: Madamu sang kwarta ang Amerika, anu? Magastu ang pagpadala sang manga bata sa Asya, sa Afrika, kag kun di'in pa nga lugar.

B4: Hu'u, gani'. Pero ina' ang ginasiling nga kinahanglan sang Amerika ang manga amigo sa ibang lugar. Mahal nga 'project'.

G. VOCABULARY LIST

country, nation	nasyón
life, way of life	pangabúhi'
made, did	/gin/hímu
(to) observe	/mag/himútad
world, earth	kalibútan

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Question and Answer Drill.

Responses can be any logical response to questions, provided these are grammatically acceptable to native speakers.

2. Suggested Role-playing Situations.

- (a) Have the students defend the existence of the Peace Corps to an inquiring crowd of young students in Bacolod.
- (b) Can Americans defend the presence of the United States in Asia?
- (c) A PCV goes to a cockfight to bet on a cock owned by a friend.

LESSON THIRTY-SIX

For Whom?

A. STRUCTURAL CONTENT

Para kay sin'u...? Para kay...'
 sa anu sa

B. MICRO-DIALOGUE

M1: Para kay sin'u ang For whom is the flower?
 bulak?

Para sa anu ang What is the flower for?
 bulak?

M2: Para kay Miss Ramos. For Miss Ramos.

Para sa imu. For you.

Para sa lamesa ni For Miss Ramos' table.
 Miss Ramos.

C1: Para kay sin'u ang
 bulak?

Para kay Miss Ramos.

C2: Para kay sin'u ang
 bulak?

Para sa imu.

C3: Para sa anu ang
 bulak?

Para sa lamesa ni
 Miss Ramos.

C. DRILLS

1. Repetition Drill. Teacher should distribute drawings and pictures for the students to use:

Para sa akun ang The picture is for me.
 retrato.
 imu
 iya
 atun
 amun
 inyu
 ila

Para kay Nena ang regalo. The gift is for Nena.
 Rosita
 Renato
 Miguela

2. Expansion Drill

Para sa bata.

ang pagka'un
 sa ibabaw
 sang lamesa

Para kay Manang Alicia.

ang libro
 sa idalum
 sang estante

Para sa akun.

magulang
 manga
 ang prutas
 sa sulud
 sang kahun
 sa kilid
 sang aparador

D. GRAMMATICAL EXPLANATION

1. Para means 'for'. When combined with kay sin'u 'whose', para kay sin'u means 'for whom'.
2. Para sa anu means 'what for'.

E. VOCABULARY LIST

for whom	para kay sín'u
gift	regálo
picture	retráto

F. CUMULATIVE DIALOGUE

Al: Mabakal aku sang bulak.

Bl: Anung klase?

A2: Ina nga manga rosas. Tagpila ang dosena sina'?

B2: Tag ₱4.00.

A3: Mahatag sa ₱3.50? Regalo ku sa akun nobya.

B3: Indi' mahimu sa ₱3.50. ₱3.80 gid.

A4: Sigi. May 'delivery service' kamu?

B4: Hu'u, para kay sin'u ini?

A5: Ari ang iya 'address'. Pa'deliver' nalang bwas. Diyas nya abi.

B5: Pila ka dosena ang baklun mu?

A6: Duha ka dosena. Ari ang bayad, o. May bayad ang 'delivery'?

B6: Wala', libre para sa amun manga suki'.

G. VOCABULARY LIST

birthday	díyas
favorite customer, or regular customer	súki'
free	líbre
roses	rósas
sweetheart, girlfriend	nóbya

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 3)

1. Repetition Drill.

Bring pictures or articles which students are to use while the drill is in progress. You can substitute names of different articles.

2. Suggested Role-playing Situations.

(a) A teacher hands out Christmas presents to his class.

(b) A family picks up their Christmas presents from under the tree during Christmas Day.

LESSON THIRTY-SEVEN

Which One?

A. STRUCTURAL CONTENT

Di'in sini...?
sina'
sadtu

B. MICRO-DIALOGUE

- | | |
|---|---|
| M1: Di'in sini ang relo
ni Daniel? | Which of these is Daniel's
watch? |
| Di'in sina' ang
libro ni Daniel? | Which of those is Daniel's
book? |
| Di'in sadtu ang
kwarto ni Daniel? | Which of those (yonder)
is Daniel's room? |
| M2: Ini ang relo ni
Daniel.
Ina' ang relo ni
Daniel.
Atu ang relo ni
Daniel. | This is Daniel's watch.
That is Daniel's watch.
That (yonder) is Daniel's
watch. |
| C1: Di'in sini ang relo
ni Daniel?
Ini ang relo ni
Daniel. | |
| C2: Di'in sina' ang libro
ni Daniel?
Ina' ang libro ni
Daniel. | |
| C3: Di'in sadtu ang kwarto
ni Daniel?
Atu ang kwarto ni
Daniel. | |

C. DRILLS

1. Fixed Substitution Drill

Di'in sini ang libro ku?
sya mu
katre niya

balay nila
lamesa natun

Di'in sina' ang awtu ni Carlos?
 bola Tony
 bayu' Maria
 tsinelas Victoria
 delargo Jose

Di'in sadtu ang blosa sang dalaga?
 falda babayi
 hampangan bata
 tabaku' lolo
 makinilya sekretarya

2. Movable Substitution Drill

Ini ang balay nila.
ku

Ina'
singsing
nya

Atu
sang manga estudyante
ni Mrs. Motus
sang soltero

3. Transformation Drill. Convert the following statements into questions using either sin'u or di'in sini.

Ini ang imu. Di'in sini ang imu?
 Si Tomas ina'. Sin'u ina'?

Si Mrs. Tolentino ina'.
 Atun ini.
 Ini ang balay sang hefe.
 Atu ang iluy sang akun
 eskwela.

D. GRAMMATICAL EXPLANATION

1. The form for 'which' in Hiligaynon is dependent on the distance between the objects and the speaker. When the objects are near the speaker, di'in sini is used. When the objects are far from the speaker, di'in sina' is used. When the objects are very far from both the speaker

and the hearer, di'in sadtu is used.

E. VOCABULARY LIST

chief	héfe
grandfather	lólo
ring	síngsing
tobacco, cigar	tabáku'
toy	hampángan
(which of) these	/di'ín/ siní'
(which of) those	/di'ín/ siná'
(which of) those (yonder)	/di'ín/ sádtu

F. CUMULATIVE DIALOGUE

A1: Kay sin'u 'fountain pen' ini?

B1: Ambut. Basi' 'fountain pen' sang bata ina'.

A2: Di'in sina'? Ina'?

B2: Hu'u, ina' sya.

C1: Indi', 'fountain pen' ni Jose ina'.

A3: 'Fountain pen' mu ini, Jose?

D1: Hu'u, akun ina'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Bring pairs of visual aids to illustrate the concept 'which' without going into translation.
2. Transformation Drill.

The statements are the possible answers which start with either sin' or di'in sini. The teacher gives the statements and the students provide possible questions which will elicit the kind of answers cued.

3. Have the students do Written Exercise 9 from the supplementary materials for a brief review on deictics. Check the papers in class. Allow only five or ten minutes for this exercise.

4. Suggested Role-playing Situations.

- (a) Two roommates study for their exams. One requests the other to hand him a book which is in the middle of a pile of books. The other requests his friend to pass him his notebook from the desk in the corner of the room.
- (b) A female PCV goes to a clothing store to buy several kinds of material for some dresses she would like to have sewn for her.

UNIT VIII

Modifiers

LESSON 38: The Colors

LESSON 39: Descriptions

LESSON 40: Comparisons

LESSON 41: Superlatives

LESSON 42: The Mostest

UNIT VIII

Modifiers

There are a limited number of words in Hiligaynon which are modifiers in themselves. Most of the modifiers are derived from nouns and affixed with modifying affixes /ma-/ or /ka-/.

The most common way to form modification or attribution in Hiligaynon is by putting a nga between two words which may be a noun and a noun, a noun and an adjective, a noun and a deictic, or a noun and a verb. The nga signals the attribution of one word to the other.

bata'	nga	lalaki	'a male child'
bata'	nga	maniwang	'a thin child'
bata'	nga	ina'	'that child'
bata'	nga	nagahibi'	'the child who is crying'

Nga can be affixed as a /-ng/ after words ending in a vowel, as a /-g/ after words ending in n.

There are degrees of comparison in Hiligaynon. The most common way of forming a comparative or superlative degree comparison is by adding the particle mas before the modifier in the sentence. The superlative degree can also be formed by affixing /pinaka-/ to adjectives.

Si Luisa matahum.	'Luisa is beautiful.'
Si Lourdes mas matahum kay Luisa.	'Lourdes is more beautiful than Luisa.'
Mas matahum si Carmela sa tanan.	'Carmela is most beautiful of all.'
Pinakamatatahum si Carmela.	'The most beautiful is Carmela.'

LESSON THIRTY-EIGHT

The Colors

A. STRUCTURAL CONTENT

Base adjectives

B. MICRO-DIALOGUE

M1: Anu ang kolor sang
bulak?

What is the color of the
flower?

Kamusta ang imung
bag'ung sapatus?

How is your new pair of
shoes?

M2: Pula ang bulak.
Hu'ut.

The flower is red.
It is tight.

C1: Anu ang kolor sang
bulak?
Pula ang bulak.

C2: Kamusta ang imung
bag'ung sapatus.
Hu'ut.

C. DRILLS

1. Fixed Substitution Drill

Pikit ang <u>bayu'</u> .	The dress is tight.
kamisadentro	shirt
delargo	long pants

Halug ang <u>sapatus</u> .	The pair of shoes is loose.
medyas	socks
pantalon	long pants
singsing	ring

Dalag ang <u>papel</u> .	The paper is yellow.
'polo shirt'	sport shirt
baso	glass
panyu'	handkerchief
husay	comb
pinta	paint

Rosa ang <u>bayu'</u> nya.	Her dress is pink.
sobre	envelope
papel	paper
tela	cloth
Lila ang bulak.	The flower is violet.
laya'	withered
berde	green
asul	blue
daku'	big
dyutay	small
Hilaw ang isda'.	The fish is raw.
lutu'	cooked
buhi'	alive

D. GRAMMATICAL EXPLANATION

1. Some modifiers appear in the base form without affixes or markers attached to them. This is, however, true only of some adjective forms.
2. Sentence pattern:

Comment Topic

Adj ang N

Pikit ang bayu'. 'The dress is tight.'

Pula ang papel. 'The paper is red.'

E. VOCABULARY LIST

alive	buhí'
big	dakú'
blue	asúl
color	kolór
envelope	sóbre
green	bérde
loose	halúg
new	bág'u
paint	pínta
pants	pantalón
pink	rós'a
raw, unripe	hiláw
red	pulá
small, little	dyútay

right	hu'út, pikít
violet	líla
withered	layá'
yellow	dalág

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 4)

1. Since this lesson is practically a review of equational sentence patterns, swift and brisk drilling can be done by introducing the colors in a meaningful way using visual aids. A model or drawing of a rainbow of colors should be brought to class for this.
2. Students go over Supplementary Vocabulary List 31, Colors.
3. Suggested Role-playing Situations.
 - (a) Have students describe the colors of each others' clothes.
 - (b) Have a clothing store or a flower shop set up in the room and role-play a customer-salesman situation.

LESSON THIRTY-NINE

Descriptions

A. STRUCTURAL CONTENT

...nga...

B. MICRO-DIALOGUE

M1:	Di'in ang bata' nga lalaki?	Where is the male child?
	Di'in ang bata' nga dyutay?	Where is the small child?
	Di'in ang bata' nga naghibi'?	Where is the child who cried?
	Di'in atu nga bata'?	Where is that child?
M2:	Ari sa sulud. Atu sa gwa. Ari nagakatulug sa katre. Sa idalum sang lamesa.	He is in here. He is outside. Here sleeping in the bed. Under the table.
C1:	Di'in ang bata' nga lalaki? Ari sa sulud.	
C2:	Di'in ang bata' nga dyutay? Atu sa gwa.	
C3:	Di'in ang bata' nga naghibi'? Ari nagakatulug sa katre.	
C4:	Di'in atu nga bata'? Sa idalum. sang lamesa.	

C. DRILLS

1. Substitution Drill. Insert a nga between the two nouns, the adjective and noun, the noun and verb, or the deictic and noun to form attributive phrases:

Ang bata' lalaki.	The child is a boy.
Ang bata' nga lalaki	The male child
Ang babayi matahum.	The girl is beautiful.
Ang bayu' dekolor.	The dress is multicolored.
Ang amay abogado.	The father is a lawyer.
Ang estudyante mapisan.	The student is diligent.
Ang dalaga ma'estra.	The young woman is a teacher.
Ang soltero bugalun.	The young man is proud.
Ang panaptun nag'ugis.	The cloth faded.
Ang iyang utud propesor.	His brother is a professor.
Ang eskwela nagabasa.	The pupil is reading.
Ang tawu maniwang.	The man is thin.
Ang dalaga reyna.	The young lady is a queen.
Ang manga ginikanan nagahambal.	The parents are talking.

2. Completion Drill. Complete the sentence by supplying a phrase introduced by nga:

1. matahum	Ang babayi _____ nagkadtu sa tyenda.
2. utud	Si Maria _____ ni Marta nagapungku' da' sa sya.
3. akun	Si Mr. Luces _____ tiyo nagpa'uli sa Bacolod.
4. pula	Ang bayu' _____ nag'ugis.
5. daku'	Ang eskwelahan _____ madamu' sang estudyante.
6. Presidente	Si Johnson _____ makadtu sa 'France'.
7. maniwang	Nagdalagan ang bata' _____.
8. ma'alam	Ang eskwela _____ nagmasakit.
9. bugalun	Gusto magdiskurso ang _____ kandidato.

3. Deletion Drill

Inang librong pula kag kwardernong asul ang akun manga butang.	<u>Cue</u> <u>pula</u> <u>asul</u> <u>ina'</u> <u>manga</u> <u>libro</u> kag
--	---

4. Integration Drill

Ang babayi matahum.	Ang babayi reyna.
<u>Ang matahum nga babayi reyna.</u>	

Si Mr. Torres amay ni Si Mr. Torres atu didtu
Rosemelia. sa Negros.

Si Roberto doktor. Si Roberto utud ni
Reynaldo.

Ang hardin daku'. Ang hardin madamu sang
tanum.

Ang manga bayu' pula. Ang manga bayu' madamu'.

D. GRAMMATICAL EXPLANATION

Sentence patterns:

<u>Comment</u>	<u>*Topic</u>	<u>*Comment</u>
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IP/D

(1) Di'in ang bata' nga ina'?

(2) Di'in ang dyutay nga bata'?

(3) Ari diri ang bata' sa sulud.

(1) 'Where is that child?'

(2) 'Where is the small child?'

(3) 'The child is here inside.'

*Topic

<u>Adj</u>	<u>N</u>	<u>D</u>	<u>V</u>	<u>n</u> <u>g</u> <u>a</u>	<u>Adj</u>
	<u>ang</u>	<u>N</u>			
dyutay				nga	
ang bata'				nga	
		ini		nga	
			nagsulat	nga	dyutay
ang bata'					
ang bata'					

(*Topic pattern continued on following page)

*Topic pattern continued:

N	D	V	
bata'			'small child'
			'the small child'
balay			'this house'
babayi			'the lady who is writing'
ina'			'that child'
	nagsulat		'the child who wrote'

*Comment

<u>Obj</u>	<u>Dir</u>	
<u>sang</u>	<u>N</u>	<u>sa</u> <u>Dir</u>
sang panaptun		'a piece of cloth'
sang reyna		'of a queen'
	sa kandidato	'to the candidate'
	sa baryo	'to the barrio'

E. VOCABULARY LIST

beautiful	/ma/tahúm
candidate	kandidáto
cloth	panáptun
colored, multi-colored	dekolór
diligent	/ma/písan
fade(ed)	/nag/ugís
proud, haughty	bugalún
queen	réyna
(got) sick	/nag//ma/sakít
smart, bright	/ma/'álam
thin	/ma/níwang

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Students go over Supplementary Vocabulary List 32, Hiligaynon Base Adjectives and Formatives.
2. Completion Drill

Students are to complete the sentences by supplying a phrase introduced by nga in the blanks provided. This drill can be utilized as a written exercise, especially in intensive language

programs when class hours extend from five to eight hours a day.

3. Suggested Role-playing Situations.

(a) A class votes on where to go for a field trip. Each student tries to defend his suggestion.

(b) A PCV refuses an invitation to a baptismal party because of a prior invitation to a birthday party.

4. Introduce riddles from the supplementary materials section.

LESSON FORTY

Comparisons

A. STRUCTURAL CONTENT

/ma-/ adjective formative

B. MICRO-DIALOGUES

1.

M1: Mabakal ka sinning pulang 'sweater'? Are you going to buy this red sweater?
Mabakal ka sinning madamul nga 'sweater'? Are you going to buy this thick sweater?

M2: Kun barato. If it is cheap.

C1: Mabakal ka sinning pulang 'sweater'?
Kun barato.

C2: Mabakal ka sinning madamul nga 'sweater'?
Kun barato.

2.

M1: Maniwang sya. He/she is thin.
Maniwang si Myrna. Myrna is thin.

M2: Maniwang man ikaw. You are thin also.
Pero matambuk si But Teresita is
Teresita. fat.

C1: Maniwang sya.
Maniwang man ikaw.

C2: Maniwang si Myrna.
Pero matambuk si
Teresita.

C. DRILLS

1. Repetition Drill

Ma'alam ang manga estudyante. The students are smart.

Mapisan ang manga tawu.	The people are diligent/ industrious.
Ma'abi'abihun ang manga ginikanan.	The parents are friendly.
Malaba' ang lapis.	The pencil is long.
Malamig ang tyempo.	The weather is cold.
Magin'ut ang tyempo.	The weather is warm.
Madasig ang bata'.	The child is fast.
Ma'arte ang ma'estra.	The teacher is artistic.

2. Substitution Drill

<u>Matambuk</u> ang bata'.	The child is fat.
matahum	beautiful
maniwang	thin
madasig	fast
malaw'ay	ugly
mala'in	bad
mahinay	slow
ma'ayu	well, good

Ma'abi'abihun man aku. I am also friendly.
 ikaw
 sya
 kita
 kami
 kamu
 sila
 si Pedro
 and direktor

3. Expansion Drill. Expand the sentences by inserting nga and the descriptive word given:

matambuk Cue
 Matambuk nga bata sya. bata

ma'abi'abihun
 mapisan
 maputi'
 ma'itum
 maswerte
 mabu'ut

4. Deletion Drill. Take out the pronouns from the following sentences:

Madamu' ang akun mais. I have much corn.
 Madamu' ang ma'is. There is plenty of corn.

Madamu' ang iyang
repolyo.
Madamu' ang amun
sibuyas.
Madamu' ang ila
prutas.
Madamu' ang inyu
tanum.

Madaku' ang ila balay.
Madaku' ang akun
kwarto.
Madaku' ang inyu
eskwelahan.
Madaku' ang atun
puloy'an.

5. Expansion Drill. Insert a possessive pronoun in the following sentences:

Madamu' ang ma'is. sya There is much corn. he
Madamu' ang iyang ma'is. He/she has much corn.

Madamu' ang kamatis.	<u>aku</u>
Madamu' ang tanum.	<u>kita</u>
Madamu' ang pinya.	<u>kamu</u>
Madamu' ang papel.	<u>ikaw</u>
Madamu' ang mani.	<u>sila</u>

6. Conversion Drill. Give the opposite description for the following sentences:

Matahum ang babayi.	The girl is beautiful.
Malaw'ay ang babayi.	The girl is ugly.

Mapisan ang bata'.	The child is diligent.
Mata'as si Pedro.	Peter is tall.
Maniwang si Consuelo.	Consuelo is thin.
Maputi' ang manga Amerikano.	Americans are fair in complexion.
Madamu' ang libro sa lamesa.	There are many books on the table.
Mahinay ang trak.	The truck is slow.
Magamay ang manghud.	The younger child is small.
Malip'ut ang bayu'.	The dress is short.
Mabaskug ang radyo.	The radio is loud.
Masabad ang manga eskwela.	The pupils are troublesome.

Malayu' ang suba'.	The river is far.
Makusug si Juan.	John is strong.
Matalum ang kutsilyo.	The knife is sharp.
Manamit ang pagka'un.	The food is delicious.

D. GRAMMATICAL EXPLANATION

1. /ma-/ makes adjectives out of certain roots:

tahum	'beauty'
matahum	'beautiful'
init	'heat'
ma'init	'hot, warm'
daku'	'big'
madaku'	'big'

E. VOCABULARY LIST

bad	/ma/lá'in
cheap	baráto
cold (weather)	/ma/lamíg
dark in complexion,	
black	/ma/'itúm
delicious	/ma/námit
fair in complexion	
white	/ma/putí'
fast	/ma/dásig
fat, stout	/ma/támbuk
house, dwelling	pulúy'an
if	kun
kind, approachable	/ma/'abí'abíhun, /ma/bú'ut
long	/ma/lába'
lucky	/ma/swérte
noisy	/ma/sábad
resonant, strong	/ma/báskug
river	subá'
sharp	/ma/talúm
short	/ma/líp'ut
slow	/ma/hínay
small	/ma/gamáy
strong	/ma/kúsug
tall	/ma/tá'as
thick	/ma/dámul
ugly	/ma/láw'ay
vain, artistic	/ma/'árte
warm (weather)	/ma/gín'ut
weather	tyémpo

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)1. Expansion Drill.

This drill can be cued by using flash cards. The permanent cue is bata', so this card should be displayed throughout the drill. The modifiers change as the drill progresses. When all the modifiers have been used, perhaps the permanent cue word can be changed to another word which will also take all the modifiers given to form logical and acceptable sentences.

2. Deletion Drill.

Only one word is taken away from the cue sentence each time.

3. Conversion Drill.

The positive attribute is changed to a negative one or the negative is changed to a positive one depending on the cue sentence.

4. Suggested Role-playing Situations.

(a) Bring to class pictures of objects that contrast in size, shape, color, etc., and let the students describe the differences.

(b) A walking trip around the campus or training site may prove interesting and profitable for vocabulary increase and meaningful retention of new terms.

5. Introduce the song, Uyang, Uyang.

LESSON FORTY-ONE

Superlatives

A. STRUCTURAL CONTENT

/ka-/ adjective superlative

/ka-/ + base + sa + NP
 kay
 sang

B. MICRO-DIALOGUES

1.

M1: Katahum sa imu. How beautiful you are.
 Katamad sa imu. How lazy you are.

M2: Salamat. Thank you.
 Wala' aku sa I am not in the right
 kondisyon subung. mood today.

C1: Katahum sa imu.
 Salamat.

C2: Katamad sa imu.
 Wala' aku sa kondisyon
 subung.

2.

M1: Kata'as kay Pedro. How tall Pedro is.
 Katambuk kay Gloria. How fat Gloria is.

M2: Hu'u, hasta sa iyang Yes, I come up only to
 abaga lang aku. his shoulders.
 Ind i' man, a. Not really.

C1: Kata'as kay Pedro
 Hu'u, hasta sa iyang
 abaga lang aku.

C2: Katambuk kay Gloria.
 Indi' man, a.

3.

M1: Katahum sang aritus How nice your earrings
 mu. are.
 Katahum sang dagat. How nice the sea is.

- M2: Salamat. Matahum man
ang imu.
Hu'u, siguru kanami
maglanguy subung.
- C1: Katahum sang aritus
mu.
Salamat. Matahum man
ang imu.
- C2: Katahum sang dagat.
Hu'u, siguru kanami
maglanguy subung.
- 4.
- M1: Anu kalayu' ang suba'?
Anu kalapit ang suba'?
- M2: Ara' lang, o.
Ara' sa likud sang
bungtud.
- C1: Anu kalayu' ang suba'?
Ara' lang, o.
- C2: Anu kalapit ang suba?
Ara' sa likud sang
bungtud.

Thanks. Yours is also
nice.
Yes, it may be nice to
go swimming.

C. DRILLS

1. Repetition Drill

- | | |
|-----------------------|--------------------------|
| Kadasig sa ila. | How fast they are. |
| Kahinay sa imu. | How slow you are. |
| Kadugay sa inyu. | It took you so long. |
| Kakapuy sa akun. | How tired I am. |
| Kagahud sa atun. | We are very noisy. |
| Kadyutay sa amun. | We are very few. |
| Ka'ayu kay Pedro. | How good Pedro is. |
| Kadaku' kay Juan. | Juan is very big. |
| Katahum kay Teresa. | How beautiful Terry is. |
| Kapula kay Gamelo. | How red Gamelo is. |
|
 |
 |
| Kadaku' sang balay. | The house is very big. |
| Kadyutay sang tawu. | The people are very few. |
| Kagin'ut sang tyempo. | How warm it is. |

Kalamig sang tyempo. How cold it is.
 Kagwapo sang lalaki. How handsome the man is.
 Kabudlay sang leksyon. The lesson was very hard.

2. Completion Drill. Choose between a /ma-/ or a /ka-/ formative affix for the following bases:

berde	sang tanum.
niwang	sang karbaw.
ta'as	ang kahuy.
tambuk	ang bata'.
gin'ut	ang tyempo.
daku'	sang bola.
sakit	ang tiyan ku.
tugnaw	ang tubig.
dyutay	sang manga tawu.
damu'	ang manga estudyante.
gahud	ang manga bata'.

3. Completion Drill. Construct your own sentences using the markers given, providing your own adjectives and the correct affixes to go with them. Provide also the noun to be modified.

Mata'as ang kahuy.

1. _____ ang _____
 2. _____ sang _____
 3. _____ ang _____
 4. _____ ang _____
 5. _____ sang _____

4. Fixed Substitution Drill

Katahum sang ila balay. How beautiful their house is.

kadyutay
 kata'as
 kalaw'ay.
 kadaku'.
 kalaba'

Anu kalayu' ang suba?	How far is the river?
kalapit	close
kalabu'	beach
dalan	long
awto	road
sini	fast
bata'	car
kasutil	long
	movie
	naughty
	child

5. Expansion Drill. Add the cued adjectives to the following sentences:

Ang balay malapit sa suba'.

matahum
daku'
malapad

Ang idu' naglakat sa lagwerta.

matambuk
matinlu'
puti' kag itum

Ang bata' naga'estar sa balay.

si Pedro
lalaki
pula

D. GRAMMATICAL EXPLANATION

1. /ka-/ can function as an adjective formative affix expressing exclamatory quality, or superlative degree of comparison.
2. /ka-/ also functions as a noun formative affix expressing abstractness of a quality.
3. Sentence patterns:

(a)

Adj Comp

sa Pron2 kay PerName sang Pron2 N Pron3

(1) Katahum sa imu.

(2) Katahum kay Clarita.

(3) Katahum sang babayi.

(4) Katahum sang inyu balay.

(5) Katahum sang balay ninyu.

- (1) 'You are so pretty.'
- (2) 'Clarita is so pretty.'
- (3) 'The lady is so pretty.'
- (4) 'Your house is so pretty.'
- (5) 'Your house is so pretty.'

(b)

	<u>Comment</u>	<u>Topic</u>		<u>Comment</u>
	<u>IP</u>	<u>ang ka-R</u>	<u>sang N</u>	<u>ni PerName</u>
(1)	Anu	ang kalaba'un	sang bayu'?	
(2)	Anu	ang katason		ni Jose?
		(1) 'How long is the dress?'		
		(2) 'How tall is Jose?'		

E. VOCABULARY LIST

clean, pure	/ma/tínlu'
condition, mood	kondisyón
difficult, hard	/ka/búdlay
earrings	arítus
handsome	/ka/gwápo
long (time)	/ka/dúgay
naughty	/ka/sutíl
noisy	/ka/gáhud
path, cleared path	dálan
similar	daw sa, daw
stomach, abdomen	tiyán
until	hásta
wide	/ma/lápad

F. CUMULATIVE DIALOGUE

A: Uy, Maria, kadaku' na gali' sang bata' mu?

B: Hu'u, nagalakat na sya.

A: Pila ka tu'ig na ang iyang edad?

B: Duha ka tu'ig na sya karung Mayo.

A: Kag kagwapa gid sa iya. Daw sa manyika' bala.

B. Abaw, pero kasutil sa iya, mu. Kun anu gani' ang iya gusto, makuha' gid nya. Kahibalo na mag'arte. Palangga' abi sya sang iya amay.

A: Nagahambal na sya?

B: Wala' pa. Nagada-da-da palang. Kahibalu ka na kun anu ang manga bata'. Ti', ari ka nalang anay. Mamasyar kami sa plasa kay gusto gid ni Marta maghampang sa manga pispis didtu.

A: Sigi. Makadtu man aku sa tindahan kay kinahanglan ku ang isa ka gantang nga bugas para sa amun panyapun karun.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Completion Drill.

Again this can be made into a written exercise for intensive language programs to give the instructor a rest from modelling. Cues can be written on flash cards beforehand and flashed alternately. Since there are only two different terms, only two cards are needed.

2. Suggested Role-playing Situations.

(a) An American describes America and the American people to a group of young boys and girls.

(b) Describe the government of the United States.

(c) A bachelor PCV goes serenading with a group of local boys.

LESSON FORTY-TWO
The Mostest

A. STRUCTURAL CONTENT

Mas for comparison of qualities

/pinaka-/ for superlative

B. MICRO-DIALOGUES

1.

M1: Matahum si Maria. Mary is beautiful.
Manggaranun si Maria. Mary is rich.

M2: Mas matahum si Daisy. Daisy is more beautiful.
Mas manggaranun si Daisy. Daisy is richer.

Cl: Matahum si Maria.
Mas matahum si Daisy.

C2: Manggaranun si Maria.
Mas manggaranun si
Daisy.

2.

M1: Sin'u ang pinaka-
mata'as?
Mata'as si Carlos
sa tanan?
Who is the tallest?
Is Carlos the tallest
of all?

M2: Si Carlos ang pinakamata'as.
Hu'u, mata'as si Carlos sa tanan. Carlos is the tallest.
Yes, Carlos is tallest.

C1: Sin'u ang pinaka-
mata'as?
Si Carlos ang
pinakamata'as.

C2: Mata'as si Carlos
sa tanan?
Hu'u, mata'as si
Carlos sa tanan.

3.

M1: Mas mahisa' si Ana kay
Maria.
Mas daku' ini kay sa
diri.

Ana is more envious
than Maria.
This is bigger than
this one.

M2: Si Carmen ang mas
mahisa sa tanan.
Mas daku' atu sa
tanana.

Carmen is the most
envious of all.
That is biggest of
all.

C1: Mas mahisa si Ana
kay Maria.
Si Carmen ang mas
mahisa sa tanan.

C2: Mas daku ini kay sa
diri.
Mas daku' atu sa tanan.

C. DRILLS1. Repetition Drill

Matam'is ini.
Mas matam'is ini kay
sa ina'.
Pinakamatam'is atu.

This is sweet.
This is sweeter than
that.
That is sweetest.

Mapisan si Roberto.
Mas mapisan si Danilo.
Mapisan si Senen sa
tanana.

Roberto is diligent.
Danilo is more diligent.
Senen is the most
diligent of all.

Malamig ang Pebrero.
Mas malamig ang
Desyembre.
Mas malamig ang Enero
sa tanan.

February is cold.
December is colder.
January is coldest of
all.

2. Fixed Substitution Drill

Mas <u>mahisa'</u> si Lourdes kay Elma. mapisan	Lourdes is more envious than Elma.
mabu'ut	indus-
maputi'	trious
ma'itum	kind
	fair
	dark

Mas <u>manamit</u> ang adubu.	Adobo is more delicious.
ma'aslum	sour
ma'alat	salty
ma'pait	bitter
Pinakamabu'ut si Adelaida.	Adelaida is the kindest.
mapisan	
mahisa'	
maputi'	
ma'itum	

D. GRAMMATICAL EXPLANATION

1. Mas expresses comparative degree. It also expresses the superlative degree if used with the phrase sa tanan. It can be omitted provided the compared elements are both mentioned in the sentence.

Mas mata'as si Pedro sa akun.	'Pedro is taller than I am.'
Mata'as si Pedro sa akun.	'Pedro is taller than I am.'
Mas mata'as si Juan sa tanan.	'John is tallest of all.'
Mata'as si Juan sa tanan.	'John is tallest of all.'

2. The superlative degree can be constructed in two ways: with mas + sa tanan or with the prefix /pinaka-/ attached to the base. The prefix ma- in pinakamabu'ut is the adjectival formation.

Mas mata'as si Pablo sa tanan.	'Pablo is tallest of all.'
Pinakamata'as si Pablo.	'Pablo is the tallest.'

E. VOCABULARY LIST

bitter	/ma/pa'ít
envious	/ma/hísá
February	Febréro
rich	manggaran'un
salty	/ma/'álat, /ma/'asín
sour	/ma/'ásrum
sweet	/ma/tám'is
than	kay sa

F. CUMULATIVE DIALOGUE 1--Sa Pula, Sa Puti

A1: Uy Gerardo, sa anu nga manuk ka mapusta'?

B1: Sa pula aku. Daw sa makusug gid sya.

A2: Sa puti' aku. 'Texas' siguru ina'. Makilala mu na sa iya paglakat.

B2: Sigi, pila ang imu pusta'? Ari ang akun, singko pisos.

A3: Pustahan ku ikaw. Mada'ug aku sini.

B3: Tan'awun natun. Ma'umpisa na ang bulang.

A4: Ang puti' nakun nga manuk...sigi...tira...

B4: Ay, gintira nya ang pula...Ti'...

A5: Maluya na ang puti'.

B5: Ginsiling ku na sa imu. Ang pula ang mada'ug, eh, indi' ka magpati.

A6: Ari ang imu da'ug. Bwas aku man. Maswerte ka lang subung.

G. VOCABULARY LIST

(to) believe	/mag/páti
(will) bet	/ma/pústa'
cockfight	búlang
fight, kick	tíra
may be	sigúru
weak	/ma/lúya

H. CUMULATIVE DIALOGUE 2

A: Abaw, katugnaw didtu sa akun opisina!

B: Nga'a? May 'air conditioner' kamu?

A: Hu'u, kag wala' aku magdala' sang 'sweater' ka'ina.

B: Mas matugnaw siguru sa amun. Si Mr. Smith abi gusto nya nga matugnaw gid kunu para daw sa

Amerika na. Baw! Kami nga manga Pilipino sa opisina naga 'sweater' nalang.

A: Sin'u ini nga si Mr. Smith. Sya bala ang inyung bag'ung direktor?

B: Hu'u bag'u lang sya nga nag'abut halin sa New York. Sya ang matudlu' sang bag'ung manga pagbuhat sang abunu. Daw sa 'scientific adviser' bala.

A: A. Gali'. Sin'u ang mas ma'ayu sa ila, si Mr. Smith o ang da'an ninyu nga direktor?

B: Ambut lang kay wala' pa magdugay diri si Mr. Smith. Pero daw sa mas mabu'ut sya kay sa kay Mr. Williams. Tan'awun pa namun.

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. To illustrate the concept of comparison, bring three samples of an object in different sizes, or lengths, or colors. It can be flowers to illustrate beauty, or leaves to illustrate length or size.

2. Make use of narrations about activities around the training grounds to make students use the language more extensively at this point.

3. Suggested Role-playing Situations.

(a) A science teacher introduces the concept of the roundness of the earth.

(b) A first grade teacher introduces the rainbow scientifically.

(c) A PCV gets his first tuba' drinking experience in a corner tyanggi'.

UNIT IX

The Aptative

LESSON 43: Talents

LESSON 44: Abilities

UNIT IX

The Aptative

The aptative is roughly equivalent to the English usage of 'can' or 'able to', i.e., the possibility that events have occurred or will occur. The aptative also expresses the ability of people to perform certain actions.

The aptative in Hiligaynon is signalled by affixes attached to the verbs. The aptative forms vary according to focus and time. Only two focus forms are presented in this unit: the aptative actor and the aptative goal.

Aptative verbal affixes are:

Actor, completed: /nakə-/
Actor, proposed: /maka-:

Goal, completed: /na-/
Goal, proposed: /ma-/

LESSON FORTY-THREE

Talents

A. STRUCTURAL CONTENT

/maka-/ + NP

/naka-/

B. MICRO-DIALOGUES

1.

M1: Makalutu' ka? Can you cook?
Makakanta ka? Can you sing?

M2: Hu'u, makalutu' aku. Yes, I can cook.
Indi', indi' aku No, I cannot sing.
makakanta.

C1: Makalutu' ka?
Hu'u, makalutu' aku.

C2: Makakanta ka?
Indi', indi' aku makakanta.

2.

M1: Nakaka'un ka na? Have you eaten already?
Nakatudlu' ka? Were you able to teach?

M2: Nakaka'un aku. I have eaten already.
Indi' aku nakatudlu'. I was not able to teach.

C1: Nakaka'un ka na?
Nakaka'un na aku.

C2: Nakatudlu' ka?
Indi' aku nakatudlu'.

C. DRILLS

1. Repetition Drill

Makalutu' ka bwas?	Can you cook tomorrow?
Makasa'ut ka karun?	Can you dance later?
Makabasa ka subung?	Can you read now?
Makalumpat ka sa hagdan?	Can you jump from the stairs?

Makakanta ka sa programa?	Can you sing in the program?
Makatukar ka sang pyano?	Can you play the piano?
Makatahi' ka sa makina?	Can you sew on the machine?
Makasulat ka sa ma'estra?	Can you write to the teacher?
Makatan'aw ka sang sini?	Can you see the movie?
Makasa'ut ka sang tinikling?	Can you dance the tinikling?
Makalutu' ka sang panyapun?	Can you cook dinner?
Makabasa ka sang peryodiko?	Can you read the news- paper?
Makatahi' ka sang bayu'?	Can you sew a dress?
Makaka'un ka sang litsun?	Can you eat letson?
Makalanguy ka sang malawig?	Can you swim for a long distance?
Makalumpat ka sang mata'as?	Can you jump high?
Makalaba' ka sang pantalon?	Can you wash pants?

2. Substitution Drill

Makatan'aw ka sang sini bwas?
 _____ sa'ut _____
 _____ karun _____
 _____ programa _____
 _____ didtu _____
 _____ telebisyon _____
 _____ nila _____

Makatahi' sya sang bayu' ku?
 _____ pantalon _____
 _____ nimu _____
 _____ blusa _____
 _____ falda _____

3. Expansion Drill

Makatukar ka?

 sa pyano
 nga 'Steinway'
 sa balay

Makatahi' si Nilda?

sang bayu'
nga 'muu-muu'
nga may bulak
para bwas

Makasa'ut ka?

sang tinikling
para sa programa
sa Dominggo

D. GRAMMATICAL EXPLANATION

1. /maka-/ is a verbal affix which denotes ability or potentiality to perform an action. It is sometimes equatable to English auxiliaries 'can' or 'may'.
2. /maka-/ expresses infinitive and proposed action, while /naka-/ expresses completed action.
3. /maka-/ often occurs in a short form /ka-/.
4. Sentence patterns follow actor focus construction patterns.

E. VOCABULARY LIST

(can) jump	/maka-/lúmpat
long (distance)	/ma/láwid
machine	makiná
roasted pig	lítsun
stairs	hágdan

F. CUMULATIVE DIALOGUE--Hiring a Maid

Al: Aku si Maria. Gusto ku tani' magtrabaho diri sa imung balay.

Bl: Anu ang imu mabuhat? Makalutu' ka?

A2: Abaw, hu'u. Mayad gid aku maglantu'. Kusinera anay aku sa isa nga restaurant sa Iloilo.

B2: Makalutu' ka sang relyeno? Paborito ku ina', mu.

A3: Kahapus lang sina', Sir. Kun gusto mu eh,
lutu'an ku ikaw bwas.

B3: Sus Inday, indi' ka magdali'. Makalaba ka?

A4: Hu'u, malimpyo gid ang akun linabhan.

B4: Ti', pamangkutun ku ang akun asawa kun anu ang
siling nya.

.....

C1: A, sya si Maria?

A5: Hu'u, aku si Maria, Ma'am.

C2: Maria, kahibalu ka kunu magluntu' kag maglaba?
Ma'ayu ina'. Kinahanglan gid namun ang
labandera kag kusinera subung. Ang trabaho
mu halin sa alas syete sang aga hasta sa alas
otso sang gab'i. Kun hapun, ti', wala'man
sang madamu' nga olubrahun. Makapahuway ka
sang dyutay.

B5: Salamat. Ang akun sweldo kay Mr. Santos, beynte
pisos isa ka bulan.

A6: Ti', beynte pisos man ang imu sweldo diri.
Ta'asan namun kun makita namun nga ma'ayu ang
imu trabaho. Diri ka mag'estar. May duha ka
mutsatsa na kami para magbantay sa manga bata'.
Ang imu obra ang magluntu' kag maglaba.

B6: Salamat, Mr. Reyes. Mahalin aku diri bwas.

G. VOCABULARY LIST

(washed) clothes	linábhán
easy	/ka/hapús
favorite	paborító
know	/ka/hibalú
(will) move to,	.
transfer	/ma/hálin
(can) rest	/maka/pahúway
salary	swéldo
stuffed chicken or fish	relyéno
work	obra, olubráhun

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)1. Suggested Role-playing Situations.

- (a) A PCV hires a maid to clean the house, cook and do the laundry for her.
- (b) A PCV hires a small boy to cook for him, and in exchange, offers to pay the boy's school expenses.

2. Introduce the poem, Ang Manga Landung.

3. Assign Written Exercise 10 from the supplementary materials.

LESSON FORTY-FOUR

Abilities

A. STRUCTURAL CONTENT

/ma-/ VR

/na-/

B. MICRO-DIALOGUES

1.

M1: Makuha' mu ang mansanas?

Can you get the apples?

Maka'un mu ang mansanas?

Can you eat the apples?

M2: Hu'u, makuha' ku.
Indi', busug na aku.

Yes, I can get it.
No, I am already full.

C1: Makuha' mu ang mansanas?
Hu'u, makuha' ku.

C2: Maka'un mu ang mansanas?
Indi', busug na aku.

2.

M1: Nakuha' mu ang eksamin?
Nalutu' mu ang kan'un?

Were you able to take
the exams?
Were you able to cook
the rice?

M2: Hu'u, nakuha' ku
ang eksamin.
Wala' pa.

Yes, I was able to
take the exams.
Not yet.

C1: Nakuha' mu ang eksamen?
Hu'u, nakuha' ku
ang eksamen.

C2: Nalutu' mu ang kan'un?
Wala' pa.

C. DRILLS1. Repetition Drill

Makuha' mu ang pahu?	Can you get the mango?
Mabaligya' sang tawu ang isda'?	Can the man sell the fish?
Madala ninyu ang manga maleta?	Can you manage to bring the bags?
Matanum natun ang sampaguita?	Can we plant the sampaguita?
Mapangayu' namun ang bulak?	Can we ask for the flower?
Ma'inum nila ang gatas?	Can they drink the milk?
Matawag sang ma'estra ang estudyante?	Can the teacher call the student?
Madala ni Maria ang mabug'at nga kahun?	Can Maria carry the heavy box?
Matapus ni Patricia ang iyang trabaho?	Can Patricia finish her work?
Nakuha mu ang pahu?	Were you able to get the mango?
Nabaligya' sang tawu ang isda'?	Was the man able to sell the fish?
Nadala ninyu ang manga maleta?	Were you able to bring the bags?
Na'inum nila ang gatas?	Were they able to drink the milk?
Natawag sang ma'estra ang estudyante?	Was the teacher able to call the student?
Nadala ni Maria ang mabug'at nga kahun?	Was Maria able to carry the heavy box?
Natapus ni Patricia ang iyang trabaho?	Was Patricia able to finish her work?

2. Conversion Drill.

(a) Change /maka-/ to /ma-/ and nominal pronouns to source pronouns in the following sentences:

Makakuha' ikaw sang manga prutas.

Makuha' mu ang manga prutas.

Makaprito sya sang manuk.

Makala'ga si Ofelia sang karne.

Maka'ihaw ang kusinera sang sud'an.

Makasakay si Cielito
 sa barutu.
 Makahambal ang pikuy
 sang 'hello'.
 Makalupad ang pispis
 sang mata'as.
 Makasaka' kamu sang
 kahuy.
 Makadalagan kami sa
 baybay.

(b) Change the /maka-/ to /naka-/ and /ma-/ to /na-/ affixes of the verbs in the above drill:

3. Integration Drill. Make only one sentence out of the two given:

Natulug sya sa baybay. Naglanguy sya sa dagat
 kahapun.

Natulug sya kag naglanguy sa baybay
kahapun.

Matawag nya ang iyang iluy. Matawag sya sa telepono.

Nakita' ni Rosita ang singsing. Nadula' ang singsing
 sa banyo.

Ma'ihaw ku ang babuy. Ma'ihaw ku sa dapug.

Malutu' sang kusinera ang kan'un. Malutu' man sya sang
 manga isda'.

Makakadtu kami sa Manila'. Indi' ma'upud si Vicky
 kay makatu sya sa Baguio.

D. GRAMMATICAL EXPLANATION

1. /maka-/ and /naka-/ belong to actor focus affixes; /ma-/, /na-/ are goal focus affixes.
2. Sentence patterns:

(a)

Vb*Act*ObjDir/maka-/ /naka-/

- (1) Makatawag sya nimu.
 (2) Nakatawag si Cecile sa Hilo.

(1) 'He will be able to call you.'
 (2) 'Cecile was able to call (by phone) Hilo.'

(a) *ActPronl PerName Nounsi PerName ang N

kami	'we'
kamu	'you'
si Victor	'Victor'
si Manuel	'Manuel'
ang babayi	'the lady'
ang tiyo	'the uncle'

(a) *ObjPron3 PerName Nkay PerName sang N

nakun	'me'
nila	'them'
kay Mila	'(to) Mila'
kay Elsa	'(to) Elsa'
sang prutas	'some fruit'
sang lapis	'a pencil'

(b)

Vb*Act*ObjDir/ma-/ /na-/

- (1) Matawag ku sya.
 (2) Natawag ni Carlos si Maria.

(1) 'I can call her.'
 (2) 'Carlos did call Maria.'

(b) *Act

Pron3 PerName N

ni PerName sang N

niya	'he/she'
ni Jaime	'Jaime'
sang prinsipal	'principal'

(b) *Obj

Pronl N

si PerName ang N

ikaw	'you'
si Juan	'Juan'
ang estudyante	'the student'

E. VOCABULARY LIST

(can) boil	/maka/lá'ga'
(can) broil	/maka/íhaw
canoe, row boat	barútu
examination	eksámin
(can) fry	/maka/príto
heavy	/ma/búg'at
(was) lost	/na/dúla'
luggage, piece of baggage	maléta
native jasmin	sampaguíta
parrot	pikúy
satisfied (food)	busúg

F. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. The reading exercise given in this lesson is to be assigned as homework. Have the students read it and formulate their own comprehension questions about the short essay. Collect the questions the next day and for a review, make the class answer orally the questions they have made.

2. Suggested Role-playing Situations.

- (a) A PCV tells of his educational experiences, why he is in the Peace Corps, and what his plans are after his service with the Peace Corps is terminated.
- (b) A foreigner compares his host country and his home country in terms of government, educational opportunities, and economics.
- (c) A missionary tells about the concept of heaven and hell.
- (d) A food production volunteer talks to barrio folks about some advantages of using fertilizer on their crops.

UNIT X

Imperatives and Causatives

LESSON 45: Let Her Do It

LESSON 46: Give It To Him

LESSON 47: Do's and Don't's

LESSON 48: In the Direction of

LESSON 49: Have Him Do It

LESSON 50: Getting Things Done

UNIT X

Imperatives and Causatives

Unit X includes:

(a) imperatives

 1. actor focus: verb root
 /pag-/ VR

 2. goal focus: /-a/ or /-ha/
 /-i/

(b) negative commands with /pag-/.../i-/ or /-a/
 or /-a/

(c) causative verbal affixes

(d) /pa-/ as direction affix

The imperative affixes of the referent focus will be included in the unit dealing with that focus.

Negative commands are produced by affixing /pag-/...
/-i/ or /-a/ to a root. The negative word indi' is included in the negative request construction.

Pagka'un sang mansanas. 'Eat an apple.'
Indi' pagka'una ang mansanas. 'Do not eat the apple.'

The causative mode is indicated by the affix /pa-/ and signifies that someone permits or causes an action to take place.⁴ This /pa-/ can be combined with all other affixes to express causation in the different focuses and aspects.

<u>Nagpabuhat</u> sya sang bayu'.	'She had someone sew a dress for her.'
<u>Ginpabuhat</u> niya ang bayu'.	'She had someone sew the dress for her.'

Another function of the /pa-/ is to show direction or destination when affixed to place words.

⁴ Howard McKaughan and Batua Macaraya, A Maranao Dictionary, Honolulu: University of Hawaii Press. 1967, p.xiii.

Mapa Manila' sya.

'He/she will go to
Manila.'

NagpaChicago si
Lourdes.

'Lourdes left for
Chicago.'

LESSON FORTY-FIVE

Let Her Do It

A. STRUCTURAL CONTENT

/pa-/ VR /-a/
/-ha/

B. MICRO-DIALOGUES

1.

M1: Pahulama aku palihug
sang kwarta.

May I please borrow some
money?

M2: Abaw, hu'u, ikaw na
gid!

Of course! (Anything
for you.)

C: Pahulama aku palihug
sang kwarta.
Abaw hu'u, ikaw na
gid!

2.

M1: Anhun ku ang bata'?

What do I do with the
child?

M2: Patuluga sya sa
kwarto.
Patuluga ang bata'.
Patuluga.

Let her/him sleep in
the room.
Let her/him sleep.
Let (her/him) sleep.

C1: Anhun ku ang bata'?
Patuluga sya sa
kwarto.

C2: Anhun ku ang bata'?
Patuluga sya.

C3: Anhun ku ang bata'?
Patuluga.

3.

M1: Anhun ku ang regalo?

What do I do with the
gift?

M2: Dal'a ang regalo kay
Imelda.

Bring the gift to
Imelda.

Kuha'a sa iya.

Get it from her.

C1: Anhun ku ang regalo?
Dal'a ang regalo kay
Imelda.

C2: Anhun ku ang regalo?
Kuha'a sa iya.

C. DRILLS

1. Repetition Drill

Pahulama sya sang libro.	Let her borrow a book.
Hulama ang libro.	Borrow the book.
Pahimu'a sila sang manga baskit.	Let them make baskets.
Himu'a ang manga baskit.	Make the baskets.
Palutu'a ang mutsatsa sang utan.	Let the maid cook vegetables.
Lutu'a ang utan.	Cook the vegetables.
Pabasaha ang bata' sang libro.	Let the child read a book.
Basaha ang libro.	Make the book.

2. Substitution Drill

Papangayu'a si Angela sang dulsi para sa iyang Nanay.

Pahataga	let give
Pakuha'a	let get
Padal'a	let bring

Kantaha ang 'Tiny Bubbles'.			
sa'uta	'hula'	dance	hula
pangayu'a	bulak	ask for	flower
husaya	problema	solve	problem
isispa	manga kabata'an	count	children
imna	bulung	drink	medicine

Pili'a ang bayu nga seda.	Choose the silk cloth.
bakla	buy
tahi'a	sew
himusa	put away
ayu'a	bargain
pangita'a	look for
plantsaha	iron

3. Transformation Drill. Change the causative /pa-/ + /-a/ to the imperative /-a/:

Pa'isipa sila sang manga papel.	Isipa ang manga papel.
------------------------------------	---------------------------

Patudlu'a si Federico
sang 'Science'.
Pabuhata ang manga tawu
sang taytay.
Patanuma ang manga
mangunguma sang humay.
Pasakya kami sa eroplano.
Patilawa sila sang
ginamus.
Papamahawa ang mag'asawa
sang itlug.
Pagamita si Cornelio sang
makinilya.
Patun'a si Corazon sang
Hiligaynon.

4. Question and Answer Drill. Formulate questions patterned after the model given, changing the objects as cued. Then construct responses using the verbs given:

Anhun ku ang kwaderno? dal'a Dal'a ang kwaderno.

pagka'un	kan'a
ilimnun	imna
peryodiko	basaha
baskit	hakwata
karne	pritoha
utan	la'ga'a
kafe	timplaha
basura	silhiga

D. GRAMMATICAL EXPLANATION

1. The /pa-/ usually denotes causation of action by the actor. It can mean, 'let' or 'allow'. It occurs by itself for first person actor constructions, but /pa-/ is accompanied by /-a/ in all other environments.

Patulug. Patuluga.	'Let me sleep.' 'Let (him/her) sleep.'
-----------------------	---

2. Verb roots which can take the /-a/ suffix for imperative constructions are limited in number. /-a/ has an alternant form, /-ha/. Sometimes phonological changes occur together with affixation of /-a/.

ka'un	pakan'a
basa	basaha
inum	imna
sakay	pasakya
ayu'	ayu'a

3. Sentence patterns:

Vb *Obj1 *Obj2

/pa-/ + /-a/

- (1) Patuluga ang bata'.
- (2) Pahulama sila sang libro.
- (1) 'Let the child sleep.'
- (2) 'Let them borrow books.'

*Obj1

<u>Pronl</u>	<u>PerName</u>	<u>N</u>
<u>si</u>	<u>PerName</u>	<u>ang</u>
		<u>N</u>

- (1) aku
- (2) sila
- (3) si Victoria
- (4) si Josefina
- (5) ang sekretarya
- (6) ang nars
- (1) 'I, me'
- (2) 'they'
- (3) 'Victoria'
- (4) 'Josefina'
- (5) 'the secretary'
- (6) 'the nurse'

*Obj2

	<u>Pron2</u>	<u>PerName</u>	N
	<u>sa</u>	<u>Pron</u>	<u>PerName</u> <u>sang</u> N
(1)	sa imu		
(2)	sa inyu		
(3)		kay Melda	
(4)		kay Lucile	
(5)			sang peryodiko
(6)			sang lapis
(1)	'to you. (singular)'		
(2)	'to you (plural)'		
(3)	'to Imelda'		
(4)	'to Lucille'		
(5)	'with a newspaper'		
(6)	'a pencil'		

4. /pa-/ covers a complex of meanings (depending on the context):

- (a) the actor does the action to himself or has it done to him;
- (b) the actor has (lets, makes) someone do the action⁵.

E. VOCABULARY LIST

(let)	eat breakfast	/pa/pamaháw/a/
carry, lift		hakwat/á/
children		/ka/batá'/an/
choose		/pilí'/a/
count		isíp/a/
fish sauce		ginamús
married couple		mag'asáwa
mix		timpla/há/
silk		séda

F. CUMULATIVE EXERCISE. Translate this ad into Hiligaynon.

Take on the world. Take off on Pan Am. You'll get a stewardess who's from Paris, or Punta del Este, or

⁵John U. Wolff, Beginning Cebuano Part I, New Haven: Yale University Press. 1966, p. 496.

Papeete. You'll get a pilot who's been around the world the way most people have been around the block. And you'll get a feeling for flying you just didn't have before. Just call a Pan Am agent or call Pan American World Airways. Then take off for anywhere in the world on the world's most experienced airline. PAN AM MAKES THE GOING GREAT.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

(a) Describe your present or most recent job or activity in detail.

(b) Give a description of your home town and your family.

(c) Describe the weather of yesterday and today. Make a comparison if you can.

2. Go over the supplementary material on anecdotes.

3. Do a guessing game with the class. One person says, 'May ginahuna'huna'aku', 'I am thinking of something'. The rest of the group probe for hints by asking questions about the size, the color, the location, the kind, etc., about the object in question. The group can set a limit to what objects they can guess at.

LESSON FORTY-SIX

Give it to Him

A. STRUCTURAL CONTENT

/l-/ imperative affix

B. MICRO-DIALOGUE

M1: Anhun ku ang regalo? What will I do with the gift?

M2: Ihatag (mu) ang regalo kay Mrs. Tu.
Ihatag kay Mrs. Tu.

Give the gift to Mrs. Tu.
Give it to Mrs. Tu.

C1: Anhun ku ang regalo?
Ihatag (mu) ang regalo kay Mrs. Tu.

C2: Anhun ku ang regalo?
Ihatag kay Mrs. Tu.

C. DRILLS

1. Repetition Drill

Ihatag ang bulak kay Vida.	Give the flowers to Vida.
Itudlu' ang kanta kay Carlos.	Teach the song to Carlos.
Ibutang ang florera sa lamesa.	Put the flower vase on the table.
Isuksuk ang kalu' kay Juan.	Put the hat on Juan.
Ikandus ang luwag sa kan'un.	Scoop the rice with the ladle.
Iduhul ang sulat sa akun.	Hand the letter to me.
Itanum ang rosas sa hardin.	Plant the roses in the garden.
Ibakal ang kwarta sang prutas.	Buy the money with fruits.

Ilatag ang manga bayu sa initan.	Bleach the dresses in the sun.
I'abunu ang abunu sa manga tanum.	Fertilize the plants with the fertilizer.

2. Fixed Substitution Drill

Ibutang ang libro sa lamesa.
tasa
plato
platito

Ibakal ang kwarta sang bugas.
utan
bayu'
pagka'un

Ibutang ang manga sapatus sa gwa.
medyas
kalu
tanum

3. Completion Drill. Provide the /i-/ form of the verb roots for the sentences:

latag _____ ang bayu'. Ilatag ang bayu'.

init ang tubig sa kaserola.
 sulat ang 'address' sa kwaderno.
 tungtung ang prutas sa lamesa.
 hulug ang sulat sa busun.

D. GRAMMATICAL EXPLANATION

1. /i-/ is the request verbal affix which varies with the /-a/ for goal focus utterances. This prefix is also used for the beneficiary and instrumental focuses.

E. VOCABULARY LIST

(please) bleach	/i/látag
(please) drop	/i/húlug
flower vase	floréra
(please) give	
personally	/i/dúhul
(please) put on top	/i/túngtung

(please) scoop out	/i/kándus
sunshine	ínit/an/
wear	súksuk

F. CUMULATIVE EXERCISE.

Here is a recipe for 'Chicken Durand Saute' taken from the June 10, 1968 issue of Nation, a popular magazine published in the Philippines:

Isa ka manuk nga nakihad sang gagmay.
 Tatlu ka sibuyas ginkihad nga singsing
 Duha ka kamatis
 Apat ka onsa nga hamun nga manipis
 Harina
 Asin kag pimyenta

Wisiki ang manuk sang asin kag pimyenta pagkatabutus ipaligid sa harina. Inita ang lana kag ipiritu ang manuk sang hinayhinay hasta malutu. Ibutang ang kinihad nga hamun sa idalum sang bandehado. Husaya ang lutu' nga manuk sa ibabaw sang hamon. Ibutang sa ibabaw sang manuk kag hamun ang manga singsing nga sibuyas sa kinihad nga kamatis. Iserbe nga ma'init.

G. VOCABULARY LIST

cooking oil	lána
ham	hamún
hot	/ma/'ínit
ounce	ónsa
(let) roll	/ipa/lígid
serve	/i/sérbe
(was) sliced	/na/kíhad
sprinkle	wisík/i/
thin	/ma/nipís
white or red pepper	pimyénta

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

- (a) A PCV and a young mother exchange recipes of their favorite dishes. The young mother asks the PCV to teach her how to make lemon meringue pie.

- (b) Two PCV's are being invited by the barrio captain to a "fiesta" dinner at his house, but the two PCV's have to refuse the invitation because they already have a prior engagement to go to Iloilo to attend a conference.
- (c) A foreigner, who by mistake drove into a one-way street, tries to apologize to a policeman who is about to issue a traffic ticket to him.
2. Let the students give you one of their favorite recipes in Hiligaynon. This can be assigned as homework.

LESSON FORTY-SEVEN

Do's and Don't's

A. STRUCTURAL CONTENT

indi' + /pag-/ VR /-i/ + NP
/-a/

B. MICRO-DIALOGUES

1.

M1: Indi' pagbuligi si Do not help Thomas.
 Tomas.
Indi' pagdal'i si Do not bring Carmela
 Carmela sang dulsi. some candy.

M2: Sigi. Okay.

C1: Indi' pagbuligi si
 Tomas.
 Sigi.

C2: Indi' pagdal'i si
 Carmela sang dulsi.
 Sigi.

2.

M1: Indi' pagdal'a ang Do not bring the book.
 libro.
Indi' pagbakla ang Do not buy the pencil.
 lapis.

M2: Pero kinahanglan ku. But I need it.

C1: Indi' pagdal'a ang
 libro.
 Pero kinahanglan ku.

C2: Indi' pagbakla ang
 lapis.
 Pero kinahanglan ku.

C. DRILLS

1. Repetition Drill

Indi' pagguntingi ang Do not cut even a small
 papel maskin gamay. piece from the paper.

Indi' pagbakli sang libro si Antonio.	Do not buy a book for Antonio.
Indi' paghambali si Miguel sang natabo.	Do not tell Miguel what happened.
Indi' pagtudlu'i ang manga estudyante sang 'grammar'.	Do not teach grammar to the students.
Indi' pagsa'uti ang dalaga.	Do not dance with the lady.
Indi' paghampangi ang bola.	Do not play with the ball.
Indi' paglimpyuhi ang balay.	Do not clean the house.
Indi' pagguntinga ang papel maskin gamay.	Do not cut even a small piece from the paper.
Indi' pagbakla ang libro para kay Antonio.	Do not buy the book for Antonio.
Indi' paghambala si Miguel.	Do not talk to Miguel.
Indi' pagtudlu'a ang 'grammar' sa manga estudyante.	Do not teach grammar to the students.
Indi' pagsa'uta ang 'Bugaloo'.	Do not dance the 'Bugaloo'.
Indi' paghampanga ang 'basketball'.	Do not play basketball.
2. <u>Transformation Drill.</u> commands to negative:	Change the affirmative
Sa'uti ang babayi.	Indi' pagsa'uti ang babayi.
Tamni ang hardin.	Indi' pagtamni ang hardin.
Bakli sang dulsi si Noel.	Indi' pagbakli sang dulsi si Noel.
Tun'i ang bag'ung leksyon.	Indi' pagtun'i ang bag'ung leksyon.
Sulati ang direktor.	Indi' pagsulati ang direktor.
Tan'awun mu ang sini.	Indi' pagtan'awa ang sine.
Basahun mu ang peryodiko.	Indi' pagbasaha ang peryodiko.

Hambalun mu si	Indi' paghambala si
Patricia.	Patricia.
Kuha'un mu ang bulak	Indi' pagkuha'a ang
sa florera.	bulak sa florera.
Dal'un mu ang manga	Indi' pagdal'a ang
papel.	manga papel.

3. Movable Substitution Drill

Indi' pagkuha'a ang manga prutas sa lamesa.	dulsi _____
pagkan'a _____	kahun _____
pagdal'a _____	isda' _____
prutas _____	'frigidaire'
butang _____	baskit _____

4. Expansion Drill

Indi' pagtanduga.	Do not touch.
-------------------	---------------

ang pagka'un	Indi' pagtanduga ang pagka'un.
manga	Indi' pagtanduga ang manga
	pagka'un.
nga mainit	Indi' pagtanduga ang manga
	pagka'un nga mainit.
sa kalaha'	Indi' pagtanduga ang manga
	pagka'un nga mainit sa kalaha'.
sa sulud	Indi' pagtanduga ang manga pag-
	ka'un nga mainit sa sulud sang
	kalaha'.
anay	Indi' anay pagtanduga ang manga
	pagka'un nga mainit sa sulud
	sang kalaha'.

D. GRAMMATICAL EXPLANATION

1. /-i/ has an alternant form /-hi/.
2. Sentence pattern:

<u>Adv</u>	<u>Vb</u>	<u>Obj</u>	<u>(Dir)</u>
<u>Negative</u>	/pag-/ + /-a// -i/		

Indi' pagtanduga ang pagka'un.

Indi' pagsulati si Noel.

Indi' pagkuha'a ang bulak sa florera.

'Do not touch the food.'

'Do not write to Noel.'

'Do not remove the flowers from the vase.'

E. VOCABULARY LIST

(do not) cut	/pag/gunting/á/
even though	máskin
happened	/na/tabú'
(do not) touch	/pag/tandug/á/

F. CUMULATIVE EXERCISE

Read the following advertisement in Hiligaynon. Answer the comprehension questions given at the bottom of the page:

Magtipun sang kwarta! Ini ang tanyag sa magtugnaw nga tyempo!

Tan'awa ang libreng Medicol sa sulud sang kada may matu'ud nga markang pakete sang UNITED AMERICAN TIKITIKI! Makakuha kamu sang anum ka tabletas nga Medicol nga may bili nga treynta sentimos, libre sa treynta ka cc. nga botelya kag tatlu ka tabletas nga may bili nga kinse sentimos, libre sa kinse ka cc. nga botelya.

Bakla ang UNITED AMERICAN TIKITIKI para makakuha sang libreng manga tabletas sang Medicol--ang pinakabag'ung tabletas away sa sakit kay sip'un nga may Bitamina C!

Pagdali'! Ang tanyag nga ini limitado!

Milyon nga manga batang Pilipino ang nagadaku nga makusug kada tu'ig tungud sa UNITED AMERICAN TIKI-TIKI!

Comprehension questions:

1. Anu nga bulung ang ginapabantala sa anunsyo nga ini?
2. Anu ang ginahatag nga libre?
3. Pila ka tabletas sang Medicol ang libre kun magbakal sang botelya nga 30cc?
4. Pila ang bili sang tatlu ka tabletas nga Medicol?
5. Para sa anu nga sakit ang Medicol?
6. Para sa manga gulang ang TIKITIKI?

G. VOCABULARY LIST

against, enemy	áway
(was) announced,	/ginpa/bantála'
broadcasted	anúnsyo
announcement	/mag/típun
collect, gather	káda
every	limitádo
limited	milyón
million	tányag
offer	bili
value	. bitamína
vitamin	

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)1. Suggested Role-playing Situations.

- (a) A mother scolds her son and daughter for having gone out without telling her where they were going. She then sets a curfew for the children.
- (b) Try to have the students act as interpreters for a new arrival.
2. Bring pictures to class of products like food, soft drinks, or bathroom articles. Have the students make advertisements for these in Hiligaynon.

3. Utilize the cumulative exercise as a reading exercise. Have the students read it for five minutes. Then let them answer the comprehension questions on a piece of paper and have them check their own work.

LESSON FORTY-EIGHT
In the Direction of

A. STRUCTURAL CONTENT

/magpa-/ /pa-/ place word + NP
/nagpa-/
/nagapa-/
/mapa-/ /magapa-/

B. MICRO-DIALOGUE

- | | |
|---|---|
| M1: Magpa-Manila ka. | Go to Manila. |
| Nagpa-Manila sya
kahapun. | He went to Manila
yesterday. |
| Nagapa-Manila sya
subung. | He is going to
Manila now. |
| Mapa-Manila aku
bwas. | I will go to Manila
tomorrow. |
| M2: Indi' ku gusto.
Mapa-Iloilo aku. | No, I don't want to
go. I will go to
Iloilo. |
| A, gali'!
Sa atung eroplano?
Upud aku, o. | Oh, really!
On that flight?
I will go with you. |
| C1: Magpa-Manila ka.
Indi' ku gusto.
Mapa-Iloilo aku. | |
| C2: Nagpa-Manila sya
kahapun.
A, gali'! | |
| C3: Nagapa-Manila sya
subung.
Sa atung eroplano? | |
| C4: Mapa-Manila aku
bwas.
Upud aku, o. | |

C. DRILLS1. Fixed Substitution Drill

Pa-Ilokus ka. Go to Ilocus.
kamu
kita

Magpa-banwa kita. Let us go to town.
syudad
uma
baryu
prubinsya
simbahana
suba'

Nagpa-Hilo sila. They went to Hilo.
Honohina
Pepeekeo
Kohala
Papaikou
Honolulu

Nagapa-Capiz sila They go to Capiz
adlawadlaw. every day.
Romblon
Mindoro
Antique
Negros
Aklan
Davao

Mapa-Amerika ang The teacher will
ma'estro sa sunud go to America
nga bulan. next month.
Afrika
Japan
Fransia
Englatera
Espanya
Hongkong

2. Question and Answer Drill. Answer the following questions using /pa-/ before place names:

Di'in ka makadtu? Mapa _____
Ma'anu ka didtu?
Naga'anu ang imu amigo?
Nga'a indi' sya mag-upud sa imu?

D. GRAMMATICAL EXPLANATION

/pa-/ when affixed to words referring to places, gives the meaning of 'direction' or 'toward the direction of' some place.

E. VOCABULARY LIST

Africa	Afriká
England	Englatéra
France	Fránsia
Spain	Espánya

F. CUMULATIVE DIALOGUE

A: May tren bala subung?

B: Sa alas dos pa. Di'in ka makadtu?

A: MapaAlbay aku. Ini nga tren sa alas dos, paAlbay ini?

B: Ambut lang. Ipamangkut natun sa babayi da' hu nga nagalingkud sa higad.

A: Sigi, ikaw lang ang magpamangkut. Gwapa man sya, siguru, mabu'ut man sya. Nahuya' ya aku.

B: Ikaw nalang. Ikaw ya ang mas ma'ayu maghambal.

A: Sigi...Inday, tabi' anay, di'in makadtu ang tren sa alas dos?

C: Pa - Sorsogon.

A: Ma'agi bala ina' sa Albay?

C: Hu'u. Di'in sa Albay ka makadtu?

A: Sa Legaspi.

C: A gali'. MapaLegaspi man aku.

A: Taga Legaspi ka?

C: Indi', mabisita lang aku sa akun amiga didtu.

A: Anu kalayu' ang Legaspi?

B: Siguru manga apat ka oras sa tren. Diri ka na,
ha. Mabalik pa aku sa opisina.

A: Sigi salamat, ha. Inday, aku si Carlos...

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Suggested Role-playing Situations.

(a) A PCV tells his helper in the house that he is going away to Manila for two days. He leaves instructions on what to do about the house while he is gone.

(b) Two PCV's are invited for dinner at the home of the principal after the school year. Members of the group inquire about each other's plans for vacation.

(c) A PCV wants his first grade class to tell him about their plans for the coming summer vacation.

LESSON FORTY-NINE
Have Him Do It

A. STRUCTURAL CONTENT

/magpa-/ VR + NP
/nagapa-/
/nagpa-/

B. MICRO-DIALOGUE

M1: Magpa-anu ka?

What will you have someone do for you?

Nagapa-anu sya?

What is he having someone do for him?

Nagpa-anu ang bata'?

What did the child have someone do for him?

M2: Magpagunting aku.

I'll have someone cut my hair. (I'll get a haircut.)

Nagapagunting sya.

He's getting a haircut.

Nagapagunting ang bata'.

The child is getting a haircut.

C1: Magpa-anu ka?
Magpagunting aku.

C2: Nagapa'anu sya?
Nagapagunting sya.

C3: Nagpa-anu ang bata'?
Nagpagunting ang bata'.

C. DRILLS

1. Repetition Chain Drill

Di'in ka makadtu?
Sa Hilo.

Because I'll have a haircut.

Nga'a?

Kay magpagunting aku.

Di'in na si Pedro?

Atu sa Kona.

Nga'a?

Nagapahimu sang kalu.

He's having a hat made.

Di'in ang bata nag alin?
 Sa eskwelahan.
 Nga'a?

Kay magpatudlu' sang Math.

Nag'anu si Berto sa
 Honolulu?
 Nagpatahi sang terno He had a wedding suit.
 para sa kasal.

Ma'anu ka kanday Maria? What are you going to
 do at Maria's place?
 Magpatahi' aku sang I'll have Maria sew me
 bayu kay Maria. a dress.

Naga'anu ka diri? What are you doing here?
 Nagapa'obra aku sang I'm having the man make
 kahun sa tawu. me a box.

2. Substitution Drill

Magpaplantsa aku sang bayu'.
 _____ delargo
 _____ bakal _____
 _____ gatas
 _____ baylu _____
 _____ medyas
 _____ ilis _____
 _____ habul

Nagapakuha' aku sang bayu' sa mutsatsa.
 _____ si Maria _____
 _____ latag _____ kay Petra
 _____ laba _____
 _____ ang babayi _____
 _____ pangayu' _____ sa doktor
 _____ ang nars _____
 _____ hatag _____
 _____ sang bulung _____

3. Expansion Drill

Magpalutu sya sa akun.
 sang adobo

nga madamu'
para sa 'party'
bwas

Nagapatanum si Tatay sang humay.

sa uma
kanday Tiyo Ambu' (Tiyo Ambo and Company)
kada tu'ig

4. Deletion Drill

Nagpahulug si Nanay sang madamu' nga sulat sa busun kay Pedro ka'ina sang aga'.

sang aga
ka'ina
kay Pedro
sa busun
sang madamu' nga

Magpatindug kami sang matahum kag daku' nga balay sa Toro Hills sa Hunyo kay Architect Marquez.

kay Architect Marquez
sa Hunyo
sa Toro Hills
matahum kag
daku'

D. GRAMMATICAL EXPLANATION

1. The affixes /magpa-/, /nagapa-/, and /nagpa-/ are causative mode affixes for actor focus constructions. The action is not performed by the actor, but by another agent. The actor initiates the action.
2. /mapa-/ is the preferred affix in informal conversation usage rather than /magpa-/.

E. VOCABULARY LIST

blanket	hábul
change	báylu
haircut	/pa/gúnting
suit, formal dress	térno
wedding	kasal

F. CUMULATIVE DIALOGUE

S1: Maria, dali' di anay.

S2: Hu'u, ara' na aku, Nay.

S1: Nagpalutu' ka na sang kan'un kag uga?

S2: Indi' pa, Nay. Nagpabakal pa aku sang kalamay kag pilit kay, Ana.

S1: Ti', magpalutu' ka dayun pag'abut niya.

S2: Hu'u, Nay. [Pause] Huy, Ana, nagapalutu' si Nanay sang kan'un kag uga sa imu.

S1: Hu'u, apang mapahuway anay aku. Ginakapuy gid aku, eh.

S2: O, sigi. Ikaw da' kabalu.

G. VOCABULARY LIST

but	ápanç
dried fish	ugá
stick rice	pilít

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)1. Suggested Role-playing Situations.

(a) Describe the purpose and function of the Peace Corps or the host country organization you are serving with.

(b) Defend the United States' attitudes toward civil rights.

2. One suggested activity is to bring a recorded conversation between two native speakers, talking about the weather, the elections or any other topic. The taped dialogue should be between a man and a woman so it will be easy to discern the speakers. The dialogue should not be more than five minutes long. Play this tape to the class. Prepare comprehension questions beforehand and after one playing, have the students answer the questions. Play the tape again.

After the third listening, distribute another sheet with the same questions. This is a good test of how well the students are able to keep up with conversation between native speakers.

LESSON FIFTY

Getting Things Done

A. STRUCTURAL CONTENT

/ginpa-/ VR
/ginapa-/ VR

B. MICRO-DIALOGUE

- | | |
|---|---|
| M1: Ginpa'anu mu ang
bayu'? | What did you have some-
one do with the dress? |
| Ginapa'anu ni Jose
ang sapatus? | What is Jose having some-
one do with the shoes? |
| M2: Ginpaplantsa ku ang
bayu'. | I had the dress pressed. |
| Ginapa'ayus ni Jose
ang sapatus. | Jose is having the shoes
repaired. |
| C1: Ginpa'anu mu ang
bayu'? | |
| Ginpaplantsa ku
ang bayu'. | |
| C2: Ginapa'anu ni Jose
ang sapatus?
Ginapa'ayus ni Jose
ang sapatus. | |

C. DRILLS

1. Repetition Drill

- | | |
|-----------------------------------|---|
| Ginpa'anu niya ang
awto? | What did he have someone
do with the car? |
| Ginpalupad niya ang
awto. | He had the car flown. |
| Ginpa'anu ni Marta
ang habul? | What did Marta have some-
one do with the blanket? |
| Ginpatipig ni Marta
ang habul. | Marta had someone fold
it. |

Ginpa'anu nanday Art ang awtu?	What did Art (and company) do to the car?
Ginpa'dalagan nila.	They made it run.
Ginpa'anu sang tawu ang bata' sa tubi'?	What did the man have the child do in the water?
Ginpalanguy sang tawu ang bata' sa tubi'.	The man made the child swim in the water.
Ginapa'ihaw mu ang litsun?	Are you having the letson roasted?
Hu'u ginapa'ihaw ku.	Yes, I am having it roasted.
Ginapatagu' mu ang kwarta?	Are you having someone keep the money?
Hu'u ginapatagu ku ang kwarta.	Yes, I am having someone keep the money.
Ginapaputus ni Nanay ang regalo?	Is mother having someone wrap the gift?
Indi', indi' ni Nanay ginapaputus ang regalo.	No, mother is not having the gift wrapped.

2. Transformation Drill.
/ginpa-/:

Nagpatahi' aku sang
terno.

 Nagpahimu sya sang
'cake'.
 Nagapatan'aw aku sa
doktor.
 Nagapatindug sila
sang balay.
 Nagpa'uli' aku sang
libro sa libreriya.
 Nagapatabas ang manghud
nakun sang bayu'.

Change the /magpa-/ to

Ginpatahi' ku ang
terno.

3. Expansion Drill

Ginpaputus niya ang sapatus.

 sa tindera
 nga seda
 kag malahalun
 ka'ina

Ginpahuman sang nobya ang terno nya.

sa manugtahi'
ma'ayung
sa New York
para sa kasal

Ginapahambal sila sang Hiligaynon.

sa klase
adlawadlaw
sang ma'ayu

D. GRAMMATICAL EXPLANATION

1. The /pa-...-un/ affix is the causative mode set used for goal focus constructions.
2. The completed action form is /ginpa-/ , the durative action form is /ginapa-/ and the proposed action form is /pa-/ + /-un/ .

E. VOCABULARY LIST

bride	nóbya
finish	humán
fold	/ginpa/típig
(let) hide, keep	/ginapa/tagú'
kite	buladór
(can) practice	/maka/práktis
seamstress	modísta
(let) cut out a dress	/nagpa/tábas
(let) wrap	/ginpa/putús

F. CUMULATIVE DIALOGUE

Mr. Santos: Ma'ayung aga, Mr. Castro.

Mr. Castro: Ma'ayung aga man, Mr. Santos. Hapit anay.

Mr. Santos: Gusto ku tani' makita ang balay ninyu.

Mr. Castro: Ah, gali'. Ti' dali di sa bag'ung balay namun.

Mr. Santos: Abaw, katahum gid! Kay sin'u nimu ginpatindug ini?

Mr. Castro: Ginpatindug nakun kay Architect Marquez.

Mr. Santos: Kanami' gid sang iya pinta man!

Mr. Castro: Ay, hu'u ginpapinta ku gid ina' sa bantug nga pintor. Ining hardin ginpahimu ku sa ma'ayung hardinero. Indi' pa gid tapus ini. Ginapa'obra ku pa ang 'fountain' diri sa tunga' sang hardin. Ang 'swimming pool' diri sa likud nakun ibutang.

Mr. Santos: Uy! Kagwapo gid! Gusto ku tani' magpatindug man sang akun balay sa imung arkitekto.

G. VOCABULARY LIST

back	likúd
famous, renowned	bántug
if possible (particle)	táni'

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 5)

1. Suggested Role-playing Situations

(a) Tell the story of Cinderella or King Arthur and the Knights of the Round Table in Hiligaynon.

(b) Explain the song, I Have Two Hands, to first grade children.

2. During the storytelling activity, the story should be told by the whole class, the students taking turns in contributing their sentences toward the completion of the tale.

UNIT XI

Referent Focus

LESSON 51: For Whom and Where?

LESSON 52: Benefactors and Locations

UNIT XI

Referent Focus

A referent focus construction focuses on the benefactor of an action, or the place where an action occurs. The benefactor or the object of the action need not be explicitly stated, but the relationships are there.

<u>Ginlingkuran</u> ku ang siya.	'I sat on the chair.'
<u>Ginlingkuran</u> ku.	'I sat on (something).'

The following referent focus affixes are included in the next two lessons:

Completed action:	/gin-/.../-an/
Durative action:	/gina-/.../-an/
Proposed action:	/-an/ or /-han/
Imperative:	/-an/ or /-han/ /-i/

LESSON FIFTY-ONE
For Whom and Where?

A. STRUCTURAL CONTENT

/gin-/ VR /-an/

/gina-/

B. MICRO-DIALOGUES

1.

- | | |
|---|--|
| M1: Gin'anuhan ang
masakitun?
Gina'anuhan ang
masakitun? | What was done to the
patient?
What is being done to
the patient? |
| M2: Ginpanilagan sang
doktor ang masakitun.
Ginapanilagan sang
doktor ang masakitun. | The doctor observed the
patient.
The doctor is observing
the patient. |

- C1: Gin'anuhan ang
masakitun?
Ginpanilagan sang
doktor and masakitun.

- C2: Gina'anuhan sang
doktor ang masakitun?
Ginapanilagan sang
doktor and masakitun.

2.

- | | |
|---|---|
| M1: Gin'anuhan nila ang
simbahan?
Gina'anuhan nila ang
simbahan? | What did they do to the
church?
What are they doing to
the church? |
|---|---|

- M2: Gin'pintahan nila.
Ginapintahan nila.

They painted it.
They are painting it.

- C1: Gin'anuhan nila ang
simbahan?
Ginpintahan nila.

- C2: Gina'anuhan nila ang
simbahan?
Ginapintahan nila.

C. DRILLS1. Repetition Drill

Ginadekorahan nila ang simbahan.	They are decorating the church.
Gindekorahan nila ang simbahan.	They decorated the church.
Ginasudlan ku sang kwarta ang puyu.	I am putting money in the sack.
Ginsudlan ku sang kwarta ang puyu.	I put money in the sack.
Ginapungku'an niya ang siya mu.	He is sitting on your chair.
Ginpungku'an niya ang siya mu.	He sat on your chair.
Gina'estaran nila ang balay nga bag'u.	They are living in the new house.
Gin'estaran nila ang balay nga bag'u.	They lived in the new house.
Ginatabangan sila sang nars.	The nurse is helping them.
Gintabangan sila sang nars.	The nurse helped them.
Ginatudlu'an sila sang Ilokano.	They are being taught Ilokano.
Gintudlu'an sila sang Ilokano.	They were taught Ilokano.
Ginasulatan si Carmela ni Victor.	Victor is writing to Carmela.
Ginsulatan si Carmela ni Victor.	Victor wrote to Carmela.
Ginabisitahan kami sang amun manga apu.	We are being visited by our grandchildren.
Ginbisitahan kami sang amun manga apu.	Our grandchildren visited us.

2. Fixed Substitution Drill

Ginatudlù'an sila sang Hiligaynon.
 Tagalog
 Sebuano
 Ilokano
 Kapampangan
 Bikolano

Ginbisitahan sya sang iya nobyo.
 ang babayi
 si Cecilia

si Amelia
si Prescy
ang dalaga

Gina'anuhan sang ma'estro ang estudyante?
prinsipal
'head teacher'

Gina'anuhan sila sang PCV?
tudlu'
bulig
tuytuy
tabang

3. Movable Substitution Drill

Gintamnan nila sang humay ang uma.
namun _____

hardin

bulak

saging

Gin'estaran nila ang balay nga da'an.
ni Georgina _____

otel

bag'u

mahal

Gin'agihan _____

Ginpuy'an _____

Gina'uyatan nya ang dyutay nga bata'.
daku' _____

libro

nimu

Ginsulatan _____

4. Transformation Drill. Change the affixes from the completed tense to the durative tense.

Ginsakyen namun ang dyip.	We rode on the jeep.
Ginpungku'an ni Ernesto ang siya.	Ernesto sat on the chair.
Gintamnan namun sang manga ma'is ang uma.	We planted corn in the field.
Ginbuligan nya aku sa pagtudlu'.	He helped me in my teaching.
Ginpadal'an ni Marina si Carmen sang bulak.	Marino sent Carmen some flowers.

Ginabasahan ku sila sang istorya. I am reading a story to them.

5. Question and Answer Drill. Provide the negative or affirmative responses to the following questions. The negative particle indi' and the positive particle hu'u should be used in the constructions. Provide complete sentence responses:

Ginatabangan sya sang nars?
Ginalutu'an kamu sang panyaga?
Ginatudlu'an sila sang Hiligaynon?
Gin'ineksyonan kamu sang nars kahapun?
Ginbaklan ka sang sorbete ni Jose?
Ginsulatan ka sang imu ginikanan?
Ginsweldohan kamu sang Peace Corps?
Ginhatagan mu sang sigarilyo si Lorna?

D. GRAMMATICAL EXPLANATION

1. The referent focus directs the action towards a person, a place, or thing marked by ang, or si or represented by a nominal set of pronouns.
 2. Referent focus affixes are: /Gin-...-an/ for completed aspect and /gina-...-an/ for durative aspect.
 3. Sentence pattern:

3 Sentence patterns:

Vb * (Act) (Obj) *Ref

/gin-...-an/
/gina-...-an/

- (1) Gindekorahan nila ang simbahani.
(2) Ginsudlan ku sang kwarta ang puyu.

(1) 'They decorated the church.'
(2) 'I put money in the sack.'

*(Act)

<u>Pron3</u>	<u>PerName</u>	<u>N</u>
<u>ni</u>	<u>PerName</u>	<u>sang</u> <u>N</u>
namun		'our'
nila		'their'
ni Wilma		'Wilma'
ni Carlos		'Carlos'
	sang iluy	'the mother'
	sang tiya	'the aunt'

*(Ref)

<u>Pron1</u>	<u>PerName</u>	<u>N</u>
<u>si</u>	<u>PerName</u>	<u>ang</u> <u>N</u>
aku		'for/to me'
kami		'for/to us'
si Noel		'for/to Noel'
si Lito		'for/to Lito'
	ang estudyante	'for/to the student'
	ang syudad	'to the city'

E. VOCABULARY LIST

(being) decorated	/gina/dekora/han/
(being) fetched, passed by	/gina/'agí/han/
grandchild	apú
guide	túytuy
(being) held	/gina/uyát/an/
(being) helped	/gina/tabáng/an/
language of the Bicol region	Bikoláno
language of Ilokandia	Ilokáno
language of Pampanga	Kapampángan
language of Eastern Visayas	Sebuáno
language of the Tagalog area	Tagálog
(being) observed	/gina/panilág/an/
old (things)	dá'an
sack, cloth bag	púyu

F. CUMULATIVE DIALOGUE

- A1: Gusto mu tilawan ang tuba? Ginhatagan aku sang akun ugangan ka'ina.
- B1: Hu'u, eh. Nabati'an ku kun anu ang tuba' pero indi' pa aku nakatilaw. Anu ang paghimu sina'?
- A2: Wala lang. Kinahanglan putulan ang punta sang bag'ung bulak sang lubi.
- B2: Ang ginasiling mu, ang duga' sang bulak ang ginakuha'an sang tuba'?
- A3: Ku'u, ina lang. Wala' sang madamu' nga problema. Kun gusto mu nga ma'isug, itagu' mu lang sang pila ka adlaw. Mas gusto ku subung sina'.
- B3: Ti', tilawan natun, eh. Di'in na ang imu tuba'?
- A4: Atu sa gwa'. Palihug nalang hugasan mu ining atun nga manga basu. Dal'un ku diri ang tuba'.
- B4: Palihug, dal'i nalang aku sang sigarilyo. Ara sa sulud sang awto.
- A5: Sigi.

G. VOCABULARY LIST

cut off	putúl/an/
fermented coconut juice	tubá'
juice, sap	dúga'
strong (taste)	/ma/'ísug
tip, end	púnta

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)1. Suggested Role-playing Situations.

- (a) A group of Americans are invited to speak to a group of mothers in an adult education class on the status of women in the United States. An open forum follows the group discussion.

- (b) A young man visits the house of a Filipina girl he likes and gets involved in a discussion with her father on the presence of the United States in Asia.
2. Make students tell the story of Snow White, or any familiar story they know.

LESSON FIFTY-TWO
Benefactors and Locations

A. STRUCTURAL CONTENT

/-an/ for proposed action commands

/-i for commands

B. MICRO-DIALOGUE

M1: Anuhan ku ang papel? What will I do with the paper?

M2: Sulatan mu sang abakada ang papel. Write the alphabet on it. (You will write the alphabet on the paper.)

Sulati sang Abakada ang papel. Write the ABC on the paper.

C1: Anuhan ku ang papel?
Sulatan mu sang
abakada ang papel.

C2: Anuhan ku ang papel?
Sulati sang abakada
ang papel.

C. DRILLS

1. Repetition Drill

Hatagan ku sang kwarta ang bata. I will give money to the child.

Hatagi sang kwarta ang bata. Give money to the child.

Dal'an ku sang regalo si Arturo. I will bring a gift to Arturo.

Dal'i sang regalo si Arturo. Bring a gift for Arturo.

Lutu'an kami ni Nanay sang pagka'un. Mother will cook food for us.

Lutu'i sang pagka'un sila. Cook food for them.

Tudlu'an namun sang We will teach addition
 'addition' ang bata. to the child.
 Tudlu'i sang 'addition' Teach addition to the
 ang bata. child.

2. Movable Substitution Drill

Baklan ni Maria sang regalo si Alita.
 nakun

 bag'ung sapatus
 ang akun manghud
 Dal'an

Lutu'an sang kusinera ang manga bata sang pamahaw.
 mutsatsa

 panyapun
 Baklan

Hatagi sang madamu' nga kwarta ang imu apu.
 bayu'

 manghud
 matahum

Tahi'i

3. Transformation Drill. Change the /-an/ impera-
 time forms to /-i/:

Butangan mu sang abunu ang manga tanum.

Kuha'an mu sang pagka'un si Tomas.

Hatagan mu sang plato sya.

Baklan mu sang maleta si Paterno.

Padal'an mu sang telegrama sila.

Sulatan mu sang malaba' nga sulat ang imu tiyo.

D. GRAMMATICAL EXPLANATION

1. The referent focus takes an /-an/ suffix to express action proposed. This affix also functions to express imperatives. The second person pronoun is obligatory in the construction for commands and requests when /-an/ is suffixed to the root.
2. The /-i/ renders imperative referent focus constructions when affixed to certain roots.

E. VOCABULARY LIST

alphabet	abakáda
send	padál/an/
telegram	telegráma

F. CUMULATIVE EXERCISE

Read the following selection. Be able to answer the questions given at the end.

Ang Dentista Nagbisita sa Eskwelahan

Si Dr. Andres, isa ka dentista. Nagadu'aw sya sa eskwelahan ka'isa kada ka tu'ig. Ini ang iya ginsiling sa manga kabata'an:

1. Sipilyuhan ang ngipun sa aga.
2. Sipilyuhan ang ngipun sa wala' pa makatulug.
3. Butangi sing asin ang tubi' nga ginagamit sa ngipun.
4. Ang asin nagapatinlu kag nagapaputi' sang ngipun.
5. Gamitun ang kaugalingun nga sipilyu.
6. Tinlu'an ang sipilyu.
7. Pa'initan ang sipilyu adlawadlaw.
8. Ang gatas nagabulig pabaskug sang ngipun.
Mag'inum sing gatas adlawadlaw.
9. Magka'un sang manga bunga sang kahuy kag utan.
10. Ang dentista amigo. Indi' mahadluk sa iya.

Hu'u o Indi'

1. May sipilyu ka nga imu kaugalingun?
2. Ginagamit mu ang imu sipilyu adlawadlaw?
3. Ginatinlu'an mu ang imu sipilyu?
4. Naga'inum ka sang gatas?
5. Amigo nimu ang dentista, indi' bala?

G. VOCABULARY LIST

fruit	búnga
own, oneself	ka'ugalíngun
tooth	ngípun

H. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. The cumulative exercise can be utilized as a reading comprehension test. Let the students

read the exercise for five minutes in class. Then have them answer the questions, and correct their own papers immediately.

2. Assign Written Exercise 11 for homework. Students are to narrate the actions that take place on the hand-out.

UNIT XII

Noun Formatives

LESSON 53: Places

LESSON 54: Making Nouns

UNIT XII

Noun Formative Affixes

Noun formative affixes generate nouns from roots. Although these affixes are usually attached to roots, some noun roots take these affixes to form abstract nouns.

This unit includes three noun formative affixes: /manug-/, /pag-/, and /-an/ . There are numerous other noun formative affixes, but these are beyond the scope of this volume.

LESSON FIFTY-THREE

Places

A. STRUCTURAL CONTENT

VR /-an/ or /-han/

noun base /-an/ or /-han/

B. MICRO-DIALOGUE

M1: Anu ina' nga balay? What is that building?

M2: Simbahan ina'. That is a church.
Eskwelahan ina'. That is a school.

C1: Anu ina' nga balay?
Simbahan ina'.

C2: Anu ina' nga balay?
Eskwelahan ina'.

C. DRILLS

1. Transformation Drill. Affix /-an/ or /-han/ to the following verb roots to nominalize them. Attach the same affix to the noun bases given:

simba	'go to church'	simbahan	'church'
baligya	'sell, goods for sale'	baligya'an	'store'
tinda	'sell, goods for sale'	tindahan	'store'
lista	'list'	listahan	'list'
sakay	'ride'	sakayan	'vehicle'
hampang	'play, game'	hampangan	'toy'
bakasyun	'vacation'	bakasyunan	'vacation place, resort'

2. Completion Drill. Give complete answers to the questions using the verb roots and noun bases given:

Di'in sya makadtu? Makadtu sya sa eskwelahan.

parada 'parking,
parade' _____ 'parking area'

klase	'class'		'classroom'
pungku'	'sit'		'chair'
sugal	'gambling, gamble'		'gambling den'
bulang	'cockfight'		'cockpit'
tulug	'sleep'		'bedroom, bed'
pa'uli	'go home'		'home, house'
tagu'	'keep, store'		'storeroom, hiding place'

3. Question and Answer Drill. Answer the following questions in complete sentences. Supply the correct noun formatives for the roots or bases:

Anu ang ginahimu mu?

Ang akun ginahimu
listahan.

Anu ang ginabuhat mu?

basura _____
hampang _____

Anu ang dala mu?

pungku' _____
lulu' _____

Di'in sya nagatindug?

hagdan _____
pwerta _____

Di'in ang ma'estra?

klase _____
eskwela _____

Di'in mu si Maria
nakita'?

sini _____
tanum _____

D. GRAMMATICAL EXPLANATION

1. /-an/ or /-han/ is a noun formative affix that indicates a place for a certain action, or a thing which receives an action.

E. VOCABULARY LIST

gambling, gamble	sugál
list	lísta
parking, parade	paráda
prisoner	príso

F. CUMULATIVE DIALOGUE--Date to a Movie

Al: Maria, dali' ka matan'aw kita sang sini.

B1: Di'in nga sinihan ang may ma'ayu nga sini?
Daw sa wala' gid subung.

A2: Ara' sa 'Oriente' ginapakita' ang 'The Fox'.
Dali' na.

B2: O, sigi, pero ma'agi anay kita sa tindahan.
May ginapabakal sa akun si Nanay nga hampangan
para kay Mario. Diyas nya bwas kag wala pa
kami kabakal sang regalo.

A3: Ti', sigi. Matawag nalang aku sang salakyan
kay kabudlay mangita' sang paradahan para sa
awtu didtu sa 'Oriente'.

G. INSTRUCTIONS FOR THE TEACHER (Contact hours: 6)

1. Completion Drill.

The teacher gives the cue sentence first. Then he gives only the cue words. The students formulate their own sentences using the cue words. Responses are noun formatives.

2. Suggested Role-playing Situations.

(a) A young PCV asks a local barrio girl to go to a dance with him.

(b) A young Filipino asks a female volunteer to go to a dance with him.

(c) Two PCV's invite their co-workers to a movie date.

LESSON FIFTY-FOUR
Making Nouns

A. STRUCTURAL CONTENT

/pag-/ VR

/manug-/ VR or noun base

B. MICRO-DIALOGUES

1

M1: Gusto niya ang pagka'un. He likes the food.
Gusto niya ang paglakat sang babayi. He likes the way the girl walks.

M2: Ma'ayu, mahapus lang Good, it is easy to
ang paglulu' sina'. cook that.
Hu'u, anu? Daw si Oh yes, just like
· Marilyn Monroe anay. Marilyn Monroe.

C1: Gusto niya ang pagka'un.
Ma'ayu, mahapus lang
ang pagluto'sina'.

C2: Gusto niya ang paglakat
sang babayi.
Hu'u, anu? Daw si
Marilyn Monroe anay.

2.
M1: Anu ang trabaho sang imu iluy? What does your mother do?

M2: Manugtahi sya. She is a dressmaker.
Manugbulung sya. She is a doctor.

C1: Anu ang trabaho sang
imu iluy?
Manugtahi' sya.

C2: Anu ang trabaho sang
imu iluy?
Manugbulung sya.

C. DRILLS1. Fixed Substitution Drill

Anu si Camilo? Si Camilo manugsulat. Camilo is a
writer.

Solomon	kanta	singer
Carlo	lulu'	cook
Razela	tudlu'	teacher
Rolando	bantay	watchman

Sin'u ang	Si Pablo ang	Pablo is the
manughambal?	manughambal.	speaker.
dalagan	Ricardo	runner
ham pang	Jose	player
basa	Rex	reader
tudlu'	Pepito	teacher
wali	Padre Salvador	preacher

Anu pagda'ug	How can the cock
sang manuk?	win?
manugdalagan	sprinter
kandidato	candidate
reyna	queen

Kun mapatay niya ang	If he can kill the
kontra.	opponent.
Kun ma'abut niya ang	If he can reach the
linya.	finish line.
Kun pinakamadamu' ang	If he gets the most
iya manga butu.	votes.
Kun sya ang pinaka-	If she is the most
gwapa.	beautiful of all.

2. Transformation Drill. (a) Change the regular nouns to noun formatives using /manug-/ plus a verb root of a skill related to the type of work done in the profession:

Sekretarya si Marcia. Si Marcia manugmakinilya.

Labandera si Manang
Feling.
Nars si Ofelia.
Tindera ang akun amiga.
Kusinera sya sang isa
ka restaurant.
Pari' si Padre Damien.

Ma'estro si Mr. Santos.
 Pintor ang lalaki.
 Pyanista ang akun
 magulang nga babayi.

(b) Change the following command statements to declarative sentences using the same verb roots, but changing their formatives into nouns, adding adjectives or adverbs to complete the sentences:

Paglulu' sang panyaga. Mahapus ang paglulu
 sang panyaga.

Paghambal sang Hiligaynon.
 Paghampang sang 'basket-
 ball'.
 Pagkanta sang Ilongo.
 Paghimu sang bayu.

D. GRAMMATICAL EXPLANATION

1. /pag-/ can be used before roots, not only to form commands or imperatives, but also to nominalize the roots. The nominal form is easily distinguished because it is preceded by ang.
2. /manug-/ is a noun formative prefix.
3. Kun is the uncertain particle, 'if'.

E. VOCABULARY LIST

(can) kill	/ma/patáy
line	línya
opponent	kóntra
preach, sermon	wáli
priest	pári', pádre
vote	bútu

F. CUMULATIVE EXERCISE

Basaha ang sunud nga istorya. Pagkatapos, sabta ang manga pamangkut.

Ang Pagtubo Sang Kapayas

Sang una nga panahon, may isa ka tumawu nga naghatag

sa dyutay nga batang lalaki sing isa ka tingala'an nga lisu. Sya nagsiling, 'Ini liso sing kapayas. Itanum mu ini kag amligan kay sa ulihi magahatag ini sing bunga nga mapuslan sa bilug nga kalibutan.'

Gintanum sing dyutay nga bata ang lisu sa iya talamnan. Pagligad sang pila ka adlaw, may nagtubu' nga isa ka sanga nga may duha ka dyutay nga dahun. Naghumlad atung dahun kag nagsuyup sang matugnaw nga hangin sa iya palibut. Ginbayaw sang tanum ang iya manga dahun kag nagsiling, 'Adlaw, adlaw, taga'i kami sing pagka'un.'

Nagsidlak ang adlaw sa dahun kag ginhatagan sila sing ka'init nga sarang nila masuyup. Sa sidlak sang init nakakuha ang kapayas sing pagka'un nga kina-hanglan nya sa pagtubu'.

Nagdaku' ang kapayas. Nagsiling sya sa manga gamut, 'Manga gamut, manga gamut, gina'uhaw aku.' Ang manga gamut nagpangayu' sang tubi sa ulan. Nag'ulan. Ang manga gamut sang kapayas nag'inum sang tubi' kutub sa ila ginhawa. Bug'us ang kalipay sang tanum. Nagsiling ang tanum, 'Salamat dahun nga nagkuha sang sidlak sang adlaw. Salamat manga gamut sa pagka'un kag tubi'. Pagkatapus nagbunga ang kapayas.

Sa isa ka adlaw, ang manugtatap sang talamnan, nagpamu'pu' sang manga bunga sang kapayas. Sang pagkuha' na niya sang kapayas, nakita niya ang isa ka bulawan nga singsing. Iya nga premyo sa tumawu.

G. VOCABULARY LIST

absorbed, sucked in	/nag/súyup
branch	sangá
breath	ginháwa
caretaker	/manug/tátap
dwarf, elf	tumáwu
full, whole-hearted	búg'us
garden, field	talámnan
gold	buláwan
opened spread	/nag/húmlad
picked (fruit)	/nagpa/mú'pu'
possible, can manage	saráng
prize	prémyo
raised up	/gin/báyaw
rays of the sun	sídlak
root	gamút

seed	lísú
strange	/maka/ti/li/ngala
surroundings	palíbut
take care of	amligán
until	kútub
weather, times	panahún
whole, entire	bilúg

H. COMPREHENSION QUESTIONS

1. Anu ang ginatanum para sa pagtubu' sang kapayas?
2. Di'in nagkuha' ang kapayas sang pagka'un?
3. Anung parte sang tanum ang manugkuha sang tubi' sa duta'?
4. Anung parte sang tanum ang manugkuha sang sidlak sa adlaw?
5. Sin'u ang naghatag sa bata sang lisu?
6. Nga'a ginhatagan sya sang bulawan nga tagipusu'un?

I. INSTRUCTIONS FOR THE TEACHER (Contact hours: 3)

1. Substitution Drill

Divide the class into two groups, one to ask the questions and the other to provide the responses. The teacher gives cues for both the questions and the answers. Roles should be switched. This drill should be conducted both individually and chorally.

2. Transformation Drill

(a) The students are to change regular nouns to noun formatives using /manug-/ plus a root to describe a skill related to the type of work done in some profession.

(b) The students are to change command statements to declarative sentences using the same roots, but changing the function of the roots from verbs to nouns, and adding a modifier to construct a complete sentence.

3. The cumulative exercise may be given as a reading comprehension test.

GLOSSARY

Hiligaynon-English

A

a	(hesitating particle or filler) oh..., well...
abakáda	alphabet, ABC.
abága	shoulder.
abáw	oh, wow, gee, my.
abí	hey, excuse please, would you please, take it easy, let me see.
ábiábi	<u>ma'abiabihun</u> kind, friendly.
abokádo	avocado.
abogádo	lawyer, attorney-at-law; <u>abogada</u> female lawyer.
Abríl	April.
abúnu	fertilizer; to fertilize.
abút	to arrive, to appear, to reach, to come to; <u>pag'abut</u> arrival.
ákig	to be angry, to be mad.
akú	I, me (first person singular nom- inal pronoun).
ákun	my, mine (first person singular source pre-position pronoun).
ádlaw	day, birthday, anniversary.
ádlawaádlaw	every day.
adóbo	Filipino meat dish of either chicken or pork, cooked in vinegar and soy sauce.
Áfrika	Africa.
ága	morning.
ági	handwriting; to pass by, to go by, to fetch on the way.

Agósto	August.
alá	time marker used only with <u>una</u> .
álam	<u>ma'alam</u> bright, smart, brilliant.
alás	time marker to indicate until, before.
álat	<u>malalat</u> salty.
alkánse	at a loss, less than cost price; to fail to gain.
amáy	father.
ámbut	I don't know.
Amérika	America.
amerikána	coat, formal suit for men.
Amerikáno	American; <u>Amerikana</u> female American citizen.
amígo	friend, buddy.
ámlig	to handle with care, to take care of, to water plants.
ámun	our, ours (first person plural source pre-position pronoun).
ánay	please, wait a minute.
ánhun	pro-verb meaning what will...do.
áni	harvest, produce; to harvest, to reap.
anú	what.
ánum	six.
anúnsyo	announcement; to announce, to broadcast.
ányo	year.
ányos	year (plural).
áng	noun marker.
ápang	but, however.
aparadór	cabinet, closet.
ápat	four.

apú	grandchild.
ára'	there.
ára' dirá'	there, may be near the listener but far from the speaker, or far from both.
ári	here (near the speaker).
ári dirí	here (near the speaker).
arítus	earring.
árte	<u>ma'arte</u> creative, artistic, vain.
asáwa	wife; to take a wife.
asín	salt.
ásrum	<u>ma'asrum</u> sour.
asúkar	sugar.
asúl	blue.
asyendéro	big landowner more or less equiva- lent of a feudal lord; <u>asyendera</u> female counterpart.
atú	there yonder (very far from both the speaker and the hearer).
atubángan	in front of.
atú dídtu	there yonder (very far from both the speaker and the hearer).
átun	our, ours (first person plural inclusive source pre-position pronoun).
atúp	roof.
áway	fight, combat; to fight, to go to battle.
áwto	car, automobile.
áy	oh, ouch, my.
áyu	good, well.
áyu'	bargain, discount; to bargain, to ask for a discount.

B

bá'ba'	mouth.
babáyi	female, woman.
bábuy	pig, pork.
báka	cow, beef.
bakál	to buy.
bakásyon	vacation, trip; to travel on a vacation, to take a vacation.
bág'u	new.
bahalá'	to be responsible for, to take care of the matter.
balá	tag question particle which expresses doubt or uncertainty.
baláy	house, dwelling, building.
balík	to come back, to return.
balígya'	to sell.
bána	husband.
bandihádo	platter.
baníg	native mat made of woven palm leaves.
bantála'	to announce, to broadcast.
bántay	guard, watchman; to watch, to observe.
bántug	famous, renowned.
bánwa	town, community bigger than a village.
bányo	bathroom.
bapór	boat, ship.
baráto	cheap, inexpensive.
barútu	native canoe made out of carved trunks of trees.
báryu	native political division headed by a captain with an area smaller than a town.

básá	to read.
báskit	basket.
báskug	<u>mabaskug</u> loud in volume, strong.
bási'	may, maybe, might.
báso	drinking glass.
basúra	garbage, trash.
báta'	child, baby.
báyad	payment; to pay.
báyaw	to raise up, to lift over the head.
báybáy	beach, coast.
báylu	to change, to exchange.
báyu'	dress, clothes.
bérde	green.
byénte	twenty.
Bikoláno	language spoken in the Bicol region of the Philippines.
bilí	cost, amount, price.
bilíd	to handle with the hands so as to inspect closely, as of a piece of cloth.
bílug	one piece.
bilúg	whole, circle, round.
bintána'	window.
bisikléta	bicycle.
bisi presidénte	vice-president.
bisítá	visitor; to visit, to call on.
bitamína	vitamin, nutrient.
blósa	blouse, top.
bóla	ball.
botélya	bottle.
bóto	vote; to vote.
búdlay	<u>mabudlay</u> difficult, hard.

bugás	polished rice grains.
búg'at	<u>mabug'at</u> heavy, burdensome.
búgkus	bundle, string; to bundle together, to bind, to pack with a string.
búg'us	entire, complete, whole-hearted.
búhat	to do, to make.
buhí'	alive.
buhúk	hair.
búlak	flower, cotton fiber.
búlan	month, moon.
búlanbúlan	monthly.
búlang	cockfight; <u>bulangan</u> cockpit.
buláwan	gold.
búlig	help, assistance; to help, to assist.
bulúng	medicine, drug.
búnga	fruit, consequence; to bear fruit, to result in.
búngtud	hill, slope.
bús	bus.
busúg	satiated, stuffed with food.
busún	mailbox.
butáng	thing, device; to put down, to place.
búthu'	to study, to go to school; <u>buluthu'an</u> school house.
bú'ut	<u>mabu'ut</u> kind, approachable.
bwás	tomorrow.
byáhe	trip.
Byérnés	Friday.

K

ká	you (short form of <u>ikaw</u>).
ká	quantity or value marker.

ka'agánhun	dawn, early morning.
kabatá'an	children.
káda	every, each.
kádlaw	to laugh.
kádtu	to go.
kafé	coffee.
kág	and.
kagáb'i	last night.
kahápun	yesterday.
kahún	box.
káhuy	tree, wood, timber.
ka'ína	earlier, a while ago.
kalabásá	yellow squash.
kaláha'	frying pan.
kalámay	refined sugar.
kalibútan	earth, world, universe.
kálu'	hat, cap.
kalú'uy	mercy, pity.
kálye	street, avenue, road.
kamátis	tomato.
kamí	we (first person plural exclusive nominal pronoun).
kamisadéntro	men's shirt.
kamiséta	men's undershirt.
kamú	you (second person plural nominal pronoun).
kamústa	how are you.
kamút	hand.
kamúti	sweet potato.
kánday	plural personal name marker.
kanday sín'u	whose (plural).
kandidáto	candidate.

kánding	goat.
kándus	to scoop out, to dip.
kánta	song; to sing.
kán'un	cooked rice.
Kapampángan	language spoken in Pampanga province of the Philippines.
kapáyas	papaya.
kapítolyo	capitol building.
kápuy	tiredness; to be tired, to be exhausted.
kárba	carabao, water buffalo.
kárga	cargo, load; to load cargo, to carry.
kárne	meat.
karnéro	sheep.
karsáda	road, street.
kárton	box, carton.
karún	later, after a while.
kasál	wedding, marriage; to marry, to wed.
kaseróla	cooking pot.
kasílyas	toilet, comfort room.
katáru	cold, running nose; to have a cold.
katórse	fourteen.
kátre	bed.
ka'ugalíngun	oneself, one's own.
ká'un	to eat.
káy	because, for; singular personal name pre-position marker.
káy sa	than, over.
kay sín'u	whose (singular).
kíhad	slice, one piece; to slice.

kilála	acquaintance; to introduce, to acquaint.
kílid	beside, on the side.
kílo	kilogram.
kinahánglan	to have need of, to be needed.
kinánglan	variant of <u>kinahanglan</u> .
kínse	fifteen.
kísame	ceiling.
kitá	we (first person plural inclusive nominal pronoun).
kíta'	to meet, to look for, to try to find.
kláse	class, kind.
koléhiyo	college.
kolór	color.
kondisyón	condition, mood.
ku	my (short form of <u>nakun</u>).
kúha'	to take, to get.
kúlun	clay cooking pot.
kún	if.
kun kís'a	sometimes, occasionally.
kundíman	Filipino song written in the local languages to express love or misery.
kunú	quoting particle meaning 'according to'.
kurbáta	necktie.
kuríng	cat.
kusína	kitchen.
kusinéro	cook; <u>kusinera</u> female cook.
kúsug	<u>makusug</u> strong, energetic.
kutsára	tablespoon.
kutsaríta	teaspoon.

kutsílyo	knife.
kútub	until.
kwadérno	notebook.
kwarénta	forty.
kwárta	money.
kwárto	room, quarter.
kwátro	four.

D

dá'	short form of <u>dira</u> .
dá'an	old, over used.
dakú'	big, bulky.
dakúp	to catch, to trap.
dágat	sea, ocean.
dágum	needle.
dáhun	leaf.
dalá	to bring, to carry.
dalág	yellow.
dalága	young unmarried girl.
dalágan	to run, to scamper.
dálan	road, path, street.
dáli'	come on, come here.
dalí'	fast, quick, hurried; to hurry.
dámu'	<u>madamu'</u> many, plenty.
dámul	<u>madamul</u> thick, dense.
dapúg	stove, fireplace.
dásig	hurry; <u>madasing</u> fast, quick.
da'úg	gain, winnings; to win, to overcome.
dáw sa	seem like, like something.
dáyun	to enter, to come in, to continue.

dekolór	colored, multi-colored.
dekorá	to decorate.
de lárgo	long pants.
dentísta	dentist.
Desyémbre	December.
dí	short form of <u>diri</u> .
dídtu	there (very far from both the speaker and the hearer).
di'ín	where.
di'ín sádtu	which of those yonder there.
di'ín siná'	which of those.
di'ín siní	which of these.
díngding	wall.
dirá'	there.
direktór	director.
dirí	here.
diskúrso	speech; to give a speech.
díyas	birthday.
doktór	doctor.
Domínggo	Sunday.
dormitóryo	dormitory.
dós	two.
dóse	twelve.
doséna	dozen.
dúga'	sap, juice.
dúgay	of time, long.
duhá	two.
dúhul	to hand personally, to pass on.
dúla'	to lose, to mislay.
dúlsi	candy, pastry.
dúta'	soil, land, earth.
dyés	ten.

dyíp	jeepney.
Dyús	God.
dyútay	tiny, small, little.

E

eksámin	test, examination.
éh	hesitating particle or filler.
eleksyón	election; to hold an election.
Enéro	January.
enhenyéro	engineer.
Englatéra	England.
eropláno	airplane.
eskwéla	pupil, student; <u>eskwelahan</u> school house.
Espánya	Spain.
Espanyól	Spanish, Spaniard; <u>Espanyola</u> female Spanish citizen.
Estádos Unídos	United States.
estánte	shelf.
estár	to stay, to live, to reside.
estasyón	station.
estudyánte	student.

F

fálda	skirt.
famílya	family.
Febrero	February.
floréra	flower vase.
Fránsya	France.

G

gábi	taro.
gáb'i	night, evening.

gáhud	noise; <u>magahud</u> noisy, bothersome.
galí'	really, is that so, indeed.
gamáy	small, little.
gámit	to use, to devise.
gamút	root.
gáni'	as a matter of fact, in fact, so that.
gántang	ganta, unit of measure with a volume content of approximately three liters.
gánsa	goose.
gásto	to spend, to pay out; <u>gastos</u> expenses.
gátas	milk.
gatús	hundred.
gáwgaw	starch.
géra	war.
gíd	intensifier particle.
ginamús	marinated fish sauce.
gin'anú	pro-verb meaning what did...do.
ginháwa	breath, respiration; to breathe.
ginikánan	parent.
gín'ut	<u>magin'ut</u> warm, hot, for climate or weather.
gobernadór	governor.
grúpu	group.
gúnting	scissor; to cut with scissors, to give a haircut.
gústo	to care for, to like, to want.
gútum	hunger, craving; to be hungry.
gwá'	outside.
gwápo	handsome; <u>gwapa</u> pretty, beautiful.

H

ha	filler functioning like 'huh'.
hábul	blanket.
habún	soap.
habúy	to throw, to fling.
hákwat	to carry, to lift.
hádluk	fear; to be afraid.
hágdan	stair.
hálin	to transfer, to move to another house, to move to another place.
halín	to leave, to depart, to go away.
halúg	loose.
hámbal	talk, speech; to talk, to speak.
hámpang	play, game; to play.
hamún	ham.
hángin	wind, breeze.
Hapún	Japan, Japanese; <u>Hapunesa</u> female Japanese citizen.
hápun	afternoon.
hapús	<u>mahapus</u> easy, manageable.
harána	serenade.
hardín	garden.
harína	flour.
hásta	until.
hátog	to give.
héfe	chief.
hibalú	to know, to be aware of.
hibí'	cry; to cry, to weep.
higád	alongside.
hilánat	fever; to have fever.
hiláw	fresh, uncooked, unripe.
hímu	to make, to do, to perform.

hímus	to put away, to arrange.
himútad	to observe closely, to scrutinize.
hináblus	niece, nephew.
hínay	slow, gentle.
hísá'	envy; <u>mahisa'</u> envious, jealous.
hulám	to borrow.
hulát	to wait, to expect.
húlug	to drop, to throw down, to fall.
Húlyo	July.
humán	finished, completed; to terminate, to finish, to complete.
humáy	rice plant.
húmlad	to spread out, to open up.
húna'húna'	thoughts; to think, to consider.
Húnyo	June.
húsay	comb; to solve, to put in order, to arrange.
hústo	right, enough, adequate, correct.
hú'u	yes.
hu'út	tight.
Hwébes	Thursday.

I

ibábaw	top, surface.
ibán	other, some other.
ikáw	you (second person singular nominal pronoun).
idálum	underneath, beneath, below.
ídú'	dog.
íhaw	to roast, to broil.
íla	their, theirs (third person plural pre-position source pronoun).
ilímnun	drink, beverage liquor.

Ilokáno	language spoken in the Ilocos region of the Philippines.
ilúng	nose.
ilúy	mother.
impúnto	sharp for time, on the dot.
ímu	your, yours (second person singular pre-position source pronoun).
iná'	that.
Índay	endearment term for younger girls.
índi'	no.
ineksyón	injection.
iní	this (near the speaker).
ínit	hotness, rage, passion; to heat.
inítan	sunshine.
Intsík	Chinese.
inúm	to drink.
ínyu	your, yours (second person plural pre-position source pronouns).
isá	one.
ísda'	fish.
ísip	to count.
istórya	story, conversation; to tell a story, to converse.
ísu -	chalk.
ísug	<u>ma'isug</u> bold, brave, courageous.
ítlug	egg.
ítum	black; <u>ma'itum</u> black in color, dark in complexion.
íya	his, her, hers, its (third person singular pre-position source pronoun).
L	
labá	to wash clothes; <u>labandera</u> laundrywoman.

lába'	<u>malaba'</u> long, lengthy.
labáw	over, extra, excess.
lakát	to go, to walk over.
lá'ga'	to boil in water.
lagwérta	yard, orchard.
lá'in	<u>mala'in</u> bad, evil, immoral.
laláki	man, male person, boy.
lamésa	table.
lamíg	of weather, cold.
lána	oil, cooking oil.
láng	(limiting particle) only, also, just.
langúy	to swim.
lápad	<u>malapad</u> wide, broad, extensive in area.
lápis	pencil.
lapít	<u>malapit</u> near.
láta	tin can, empty can.
látag	to bleach under the sun.
láwas	body.
láw'ay	<u>malaw'ay</u> ugly, unpleasant.
láwid	<u>malawid</u> of distance, long.
láya'	to wither, to fade.
leksyón	lesson.
líbre	free, gratis.
libreríya	library.
líbro	book.
likú'	to turn the corner.
likúd	back.
lígid	to overpass, to pass by, to be past.
lígid	to roll over, to turn over.

lígu'	to bathe.
lígus	variant of <u>ligu'</u> .
líla	violet, lavender.
limá	five.
limitádo	limited.
linábhan	washed clothes.
língkud	to sit down.
lipát	to forget, to lose memory of.
lípay	<u>kalipay</u> happiness, joy; to be happy, to have joy.
líp'ut	<u>malip'ut</u> brief, short.
lísta	list; to list down, to enter a name.
lísu	seed.
litsún	pig roasted over a coal pit.
lí'ug	neck.
liwát	to do again, to repeat.
lólo	grandfather; <u>lola</u> grandmother.
lubí	coconut; <u>kalubihan</u> coconut land.
lugár	place.
lúmpat	to jump, to leap.
Lunes	Monday.
lupád	to fly, to soar in the air.
lútú'	to cook, to ripen as of fruits.
luwág	big spoon used for cooking, ladle.
lúya	<u>maluya</u> weak, decrepit; to weaken, to tire.
lúyag	to want, to like, to desire.
luyú	beside, side, near.

M

ma'anú	pro-verb meaning, what will...do.
ma'áyu	fine, good.

makiná	machine.
makinílya	typewriter.
ma'éstro	instructor, teacher; <u>ma'estra</u> female teacher.
mag'asáwa	married couple.
maguláng	older brother or sister.
mahál	expensive, dear, darling.
mahímo	to be possible, to be feasible.
ma'ís	corn.
maléta	luggage, piece of luggage.
mán	(filler particle) also, too.
mánang	respect term for older women.
maní	peanut.
manínay	godmother.
mansáñas	apple.
mantél	tablecloth.
manúk	chicken.
mánung	respect term for older men.
mangá	plural marker.
mángga	mango.
mánghud	younger brother or sister.
mangingísdá'	fisherman.
mangungúma	farmer.
Márso	March.
Mártes	Tuesday.
maskín	even though, even if.
masyádo	too much, excessive.
matá	eye.
matadéro	butcher.
máy	to have, to be existent.
mayád	good, fine, well.

Máyo	May.
mayór	Mayor of a city or town.
médyá	half.
médyas	sock, stocking.
métro	meter.
míl	thousand.
mutsátso	male servant, hired help; <u>mutsatsa</u> maid.
Myerkolés	Wednesday.
mílyon	million.
minus	to be less, to subtract, to be minus.
míngaw	to be lonely, to be homesick.
miyád	variant of <u>mayad</u> .
mú	short form of <u>nimu</u> .
mú	particle used to express affirmation of the statement in which it is the last word.
munisípyo	municipal hall, town hall.
muskobádo	unrefined sugar.

N

ná	already, still, yet.
ná'	short form of <u>ina'</u> .
nákun	my (first person singular post-position source pronoun).
nag'anú	pro-verb meaning, what did...do.
naláng	limiting particle meaning, only, just.
námit	<u>manamit</u> delicious, savory.
námun	our (first person plural exclusive post-position source pronoun).
nánay	mother, respect form for older female relatives.

nánday	plural personal name post-position marker.
nánu	variant of <u>anu</u> .
napúlu'	ten.
nárs	nurse.
nátun	our (first person plural inclusive post-position source pronoun).
Néne'	endearment term for younger girls, especially the eldest in the family.
nérbyos	nervousness, anxiety; to be nervous, to be edgy.
ní	short form of <u>ini</u> .
ní	singular personal name post-position marker.
níla	their (third person plural post-position source pronoun).
nímu	your (second person singular post-position source pronoun).
nínyu	your (second person plural post-position source pronoun).
nipís	<u>manipis</u> thin, thin like paper.
níwang	<u>maniwang</u> lean, thin of animate beings.
niya	her, his, its (third person singular post-position source pronoun).
Nobyémbre	November.
nóbyo	groom, boyfriend, sweetheart; <u>nóbya</u> girlfriend, bride, sweetheart.
Nónong	endearment term for young boys, especially the second oldest in the family.
Nónoy	endearment term for young boys, especially the youngest in the family.
nú	variant of <u>anu</u> for tag questions.
nwébe	nine.

NG

nga	attribute connector.
ngá'a	why.
ngálan	name.
ngípun	tooth.

O

o	or; oh, okay.
óbra	work, job; to work, to do a job; <u>olubrahun</u> work, task.
ónse	eleven.
opisína	office.
óras	time.
ospitál	hospital.
otél	hotel.
otsénta	eighty.
ótso	eight.

P

pá	still, yet.
pá'a	leg, thigh.
pábo	turkey.
paborító	favorite.
paka'isá	first degree cousin.
pakéte	pack, package.
padalá	package sent through someone or the mail; to send, to mail.
pagká'un	food.
páhu'	mango.
pahúway	rest; to rest.
pa'ít	bitterness; <u>mapa'it</u> bitter.
palángga'	person who is the pet of the family, darling, sweetheart.

pálay	rice plant.
palíhug	please.
pálta	to be absent.
pamáhaw	breakfast; to eat breakfast.
pamángkut	question, query; to ask a question.
památi'	to listen.
panahún	climate, weather, time.
panáptun	cloth.
panílag	to watch, to scout, to observe.
pantalón	pair of pants.
panúgyan	suggestion.
panyága	lunch; to eat lunch.
panyápun	supper, dinner; to eat dinner.
pányu'	handkerchief.
pangabúhi'	life, way of life.
pangáyu'	request, demand; to ask for, to request.
pangítá'	earnings, wage; to earn a living, to search for.
papél	paper.
pára	for.
pára kay sín'u	for whom (singular).
pára kánday sín'u	for whom (plural).
paráda	parade, parking; to park a vehicle.
parého	same, similar.
parýente	relative.
pasáhe	passage, trip; <u>pasahero</u> passenger.
pásyar	to take a walk, to stroll.
patátas	potato.
páti	to obey, to believe.

pa'úli'	to go home, to return home.
páyung	umbrella.
péras	pear.
péro	but.
peryódiko	newspaper.
pesétas	twenty-centavo coin.
pétsa	date.
pikít	(of clothes) tight.
pikúy	parrot.
pilá	how much, how many.
píli'	to choose, to select.
Pilipínas	Philippines.
Pilipíno	Filipino citizen; <u>Pilipina</u> female citizen of the Philippines.
pilít	<u>mapilit</u> sticky, clammy; to stick, to adhere.
pimyénta	red or white pepper.
pínta	paint; to paint.
pintór	painter.
pínya	pineapple.
pínggan	plate, dish.
písan	<u>mapisan</u> diligent, industrious.
pisára	blackboard.
písos	peso.
píspis	bird.
pitáka	purse, handbag, wallet.
pitú	seven.
pláka	phonograph record.
plántsa	dry iron; to iron.
plása	plaza, park.
platíto	saucer.
pláto	dinner plate.

pomáda	mens' hair dressing, pomade.
prémyo	prize.
presidénte	president.
présyo	price.
prímo	cousin; <u>prima</u> female cousin.
prinsipál	school principal.
prító	fried; to fry, to cook in oil.
probínsya	province.
probléma	problem.
programá	program.
propesór	professor; <u>propesora</u> lady professor.
prútás	fruit.
púgad	nest.
pulá	red, crimson; to blush.
púlbus	powder, face powder.
pulús	<u>may pulus</u> to be useful, to be profitable, to be of an advantage.
púnta	tip, very end.
púnghku'	to sit down.
pú'pu'	to harvest from a tree, to pick fruits or flowers.
pústa'	stake, bet; to bet.
putí'	white; <u>maputi'</u> white, fair in complexion.
pútul	to cut off, to sever.
putús	wrapper; to wrap, to pack.
púyu	cloth bag with a draw string.
puyú'	to live. to reside; <u>puluy'an</u> house, dwelling.
pwérta	door.
pyáno	piano.
pyé	unit of measure, foot.

R

rádyo	radio.
regálo	gift, present, to give a present.
reló	watch, clock.
relyéno	stuffed chicken or fish.
rénta	rent; to rent.
repólyo	cabbage.
retráto	picture.
réyna	queen.
rósa	pink.
rósas	rose.

S

sá	by, at, on, in.
sábad	<u>masabad</u> noisy, troublesome.
Sabadó	Saturday.
sáka'	to come in, come up; to climb, to ascend.
sakáy	to ride, to board.
sakít	illness, pain; <u>masakit</u> painful, hurting; <u>masakitun</u> sick person.
sádtu	those (long time ago, there far away).
ságging	banana.
salámat	thank you.
salapí'	fifty-centavo coin.
salúg	floor.
sampaguíta	native jasmin.
sán'u	when.
sáng	non-topic noun marker.
sangá	branch, twig, bough.
sapátus	shoe.

saráng	to be able, to be capable of, to be able to afford.
sarsyádo	meat dish with gravy.
sá'ut	dance; to dance.
Sebuáno	language spoken in the Eastern Visayan region of the Philippines.
sekretáryo	secretary; <u>sekretarya</u> lady secretary.
séda	silk.
semána	week.
Septyémbre	September.
serbésa	beer.
serbilyéta	napkin, table napkin.
sérbi	to serve.
sentábo(s)	centavo(s).
sentimós	cents.
seténta	seventy.
séys	six.
sí	personal name topic marker.
sibít	pin.
sibúyas	onion.
sigarílyo	cigarette.
sígi	okay; to go on, to continue.
sigúro	maybe, perhaps.
silá	they (third person plural nominal pronoun).
sílak	rays of the sun, sunshine; to shine.
sílhig	broom; to sweep with a broom.
silíng	to talk about, to say.
símبا	to worship, to go to church; <u>simbahán</u> church.
síng	variant of <u>sang</u> .
sína'	that.

síní	this.
síni	movie, movie theatre; <u>sinihan</u> movie theatre.
sín'u	who.
síngko	five.
singkwénta	fifty.
síngsing	ring.
sipílyo	toothbrush; to brush the teeth.
síp'un	running nose; to have running nose.
síya	chair.
siyám	nine.
sóbre	envelope.
soltéro	young bachelor man.
sorbéte	ice cream.
subá'	river.
subúng	now, like, similar.
súki'	favorite customer.
súksuk	to wear, to don.
sud'an	viand, meat dish.
súgá'	light, electric or gas light.
sugál	gamble, risk; to gamble, to take the risk.
sugilánun	story, conversation; to tell a story, to converse.
sulát	letter; to write.
sulúd	inside; to enter, to put inside.
sunúd	next, following.
superbisór	supervisor.
sús	my, gee, goodness gracious.
sutíl	naughty, mischievous.
súyup	to absorb, to breath in, to suck in.
swéldo	salary, compensation; to receive a salary.

swérte	luck, fate; <u>maswerter</u> lucky.
syá	he, she, it (third person singular nominal pronoun).
syén	hundred; <u>syentos</u> hundred.
syéte	seven.
syudád	city.

T

tá'as	<u>mata'as</u> tall.
tábang	help, aid; to help, to assist.
tábas	to sew a dress, to cut clothes.
tablétas	tablet, pill.
tabú'	<u>natabu'</u> to come to pass, to happen; event, happening.
tág	value marker.
tagá	from, place of origin.
tagá di'ín	from where.
Tagálog	language spoken in the Central Luzon area of the Philippines.
tagbaláy	owner of the house; hello! (anybody home?).
tagpilá	how much.
tágu'	to hide, to keep.
tahí'	sewing, stitching; to sew.
tahúm	<u>matahum</u> pretty, beautiful.
talámnan	field, garden.
talúm	<u>matalum</u> of tools and instruments, sharp.
talúng	eggplant.
tamád	lazy, idle.
támbuk	<u>matambuk</u> stout, fat.
tám'is	<u>matam'is</u> sweet.
tanán	all, altogether.
tán'aw	to see, to watch, to look at.

tándug	to touch.
táni'	if at all possible.
tanúm	plant; to plant.
tányag	offer; to offer.
tapús	finished, completed; to finish.
tásá	cup.
tátap	to look after, to take care of.
tátay	father, respect term for older male relatives.
tátlu	three.
tawág	to call, to call on the telephone.
táwu	person, people; <u>natawu</u> to be born.
táytay	bridge.
téla	cloth.
telebísyon	television.
telegráma	telegram.
teleponó	telephone.
térno	mens' formal coat, matching suit and pants, ladies' long formal attire with butterfly sleeves.
tí'	well..., so...now then.
ti'íl	foot.
tiláw	to try, to taste.
tímpla	to mix together.
tinápay	bread.
tindéro	salesman; <u>tindera</u> saleslady, female vendor.
tíndug	to stand.
tinedór	fork.
tiníkling	Filipino bamboo dance.
tínlu'	<u>matinlu'</u> clean, pure.
tíngala	surprise, wonder amazement; to be surprised, to wonder.
típig	to fold, to put away.

típun	to store, to gather together.
tíra	to fight, to box, to kick, to batter.
tíya	aunt.
tiyán	abdomen.
tíyo	uncle, respect term for older male relatives.
Tóto'	endearment term for the eldest or youngest boy in the family.
trabáho	work, job; to work, to do a task.
trák	truck.
trés	three.
trése	thirteen.
tréynta	thirty.
tsá	tea.
tsinélas	slipper.
tsokoláte	chocolate.
tú	short form of <u>atu</u> .
tu'álya	towel.
tubá'	fermented coconut juice drink.
túbi'	water.
túbig	variant of <u>tubi'</u> .
túbu'	to grow.
tukár	to play an instrument.
túdlu'	finger; to teach, to point at.
túgnaw	<u>matugnaw</u> cold, cool of weather; to feel cold.
tú'ig	year.
túlug	sleep; to sleep.
tulún'an	book.
tumáwu	dwarf, elf.
túmpuk	pile, group.
tungá'	middle, center, between; to divide, to halve.

túngtung	to put on top, to rest on.
tungúd	concerning, about, because.
tu'ú	right.
tú'un	to study, to learn.
túytuy	to support, to guide.
tuyú	to feel sleepy, to be drowsy.
tyánggi'	small corner store which carries a little of everything.
tyémpo	time, weather, climate.
tyénda	store, market.

U

úbas	grape.
ubú	cough; to have a cough.
údtu	noon.
ugá	dry; dried fish.
ugángan	father or mother-in-law.
ugís	faded, over used.
úgtu	variant of <u>udtu</u> .
úhaw	thirst; to be thirsty.
ulán	rain.
úli'	to return, to give back.
ulihí	late, delayed.
úlu	head.
umá	farm.
umpisá	start, beginning; to start, to commence.
úna	first, one.
úno	variant of <u>una</u> .
upúd	companion, buddy; to go along, to keep company.
usár	to use.
útan	vegetable.
útud	brother, sister.

úy oh, hey.
úyat to hold, to grasp.

W

walá	left.
walá'	none, no.
Walá'	sang anú man. You are welcome, don't mention it.
walú	eight.
wisík	to sprinkle, to spray.

Y

y	of time, and.
yárda	unit of measure, yard.
Yurópa	Europe.

SUPPLEMENTARY MATERIALS

These materials are supplementary to the teaching text. They can be utilized to supplement the teaching materials during training sessions, or can be used by the Peace Corps Volunteers for self-study after training is over.

The following contains classified vocabulary lists, phonology drills, written and reading exercises, and a miscellaneous collection of poems, songs, dialogues, anecdotes, and riddles.

USEFUL EXPRESSIONS IN HILIGAYNON

A. Greetings

- | | |
|-----------------------|--------------------------|
| a. Di'in ka makadtu? | Where are you going? |
| b. Sa... | To... |
| a. Di'in ka naghalin? | Where did you come from? |
| b. Sa... | From... |
| a. Nakaka'un ka na? | Have you eaten? |
| b. Hu'u. | Yes. |
| Wala' pa. | Not yet. |
| Ka'ina pa. | Earlier. |
| a. O, kumusta ka? | How are you? |
| b. Ari buhi' pa. | Still alive, at least. |
| Gaginhawa pa. | Still breathing. |

B. Leavetaking

- | | |
|------------------------|---------------------------------|
| a. Malakat na aku. | I'm going. |
| Diri ka nalang, ha. | Goodbye. (I'll leave you here). |
| Ma'una na aku. | I will go ahead. |
| b. O, sigi. | Okay. |
| a. Pa'uli' na aku. | I will go home now. |
| b. Balik ka, ha. | Come back, please. |
| Balik liwat. | Come again. |
| Makit'anay nalang kita | I'll see you again. |
| liwat. | |

C. Invitations

- | | |
|-------------------------------|------------------------|
| a. Pamasyar man kamu sa amun. | Come and see us. |
| b. O, sigi. San'u? | Okay. When? |
| a. Bamus mamasyar kita. | Let's take a walk. |
| Updi ku anay. | Please accompany me. |
| Buligi ku anay. | Please help me. |
| b. Hu'u basta ikaw. | Yes, anything you say. |
| Indi' lang anay subung. | Not right now. |
| Wala'aku tyempo. | I don't have time. |
| a. Dali' na, mahampang | Come on, let's play. |
| Dali' na, makadtu kita | Come on, let's go to |
| sa tyanggi'. | the store. |
| b. Sigi, dali'. | Okay, let's go. |
| Indi' ku gusto. | I don't want to. |

- | | |
|-------------------------|--------------------------------|
| a. Maka'un na kita. | Let's eat. |
| b. Indi' pa aku gusto. | I don't want to eat yet. |
| Wala' pa aku gana. | I don't have the appetite yet. |
| Karun lang. | Later. |
| Busug pa aku. | I am still full. |
| a. Pagka'un na. | Have some food now. |
| Ka'un nalang di. | Eat with us here. |
| b. Wala' aku sang gana. | I don't have any appetite. |
| c. Aku man. | Me, too. |

D. Physical Discomforts

- | | |
|------------------------------|-------------------------------|
| a. Kala'in sang pamatyag ku. | I feel bad. |
| Masakit ang ulu ku. | My head aches. |
| Daw sa malipung aku. | I feel dizzy. |
| Galingin ang ulu ku. | My head seems to be spinning. |
| Ginasip'un aku. | I have a running nose. |
| Ginakataru aku. | I have a cold. |
| Ginahilanat aku. | I have a fever. |
| Mabug'at ang akun lawas. | I'm not in the mood. |
| Natamaran aku. | I feel lazy. |
| Ginakapuy aku. | I am tired. |
| b. Tu'ud? | Really? |

E. Expressions for Frustrations and Disappointments

- | | |
|----------------------|---------------------|
| 1. Susmaryosep! | My gosh! Oh no! |
| 2. Kanugun! | What a waste! Pity! |
| 3. Ulihi na. | Too late. |
| 4. Ikaw gid abi, eh. | It's your fault. |
| 5. Aruy! | Ouch! |
| 6. Kasubu'! | How sad! |
| 7. Kamingaw! | How lonely! |
| 8. Kala'in! | How bad! |
| 9. Kabastus! | How rude! |

F. Words of Banter and Fun

- | | |
|-------------|--------------|
| 1. Sus! | Oh my! |
| 2. Abaw! | Wow, well... |
| 3. Dyus ku! | My Lord! |
| 4. Tu'ud? | Really? |
| 5. Gali'? | Is that so? |
| 6. Baw? | Really? |
| 7. Aba! | Oh. |
| 8. Syempre! | Of course! |

9.	Naturalmente!	Naturally!
10.	Uy!	Hey! oh.
11.	Huy!	Hey!
12.	Bugalun!	Braggart!
13.	Tikalun!	Liar!
14.	Butigun!	Liar!
15.	Tamad!	Lazybone!
16.	Loko!	Stupid!
17.	Bu'ang!	Crazy!
18.	Torpe!	Nuts!
19.	Simbergwenza!	Shameless!
20.	Walay huya'!	No manners!
21.	Wala' ka sang labut.	It's none of your business.
22.	Bola lang ina'.	That's just flattery.
23.	Barat!	Cheapskate!
24.	Basta ikaw.	Anything you say.
25.	Siga'siga' sya baw?	You think you're somebody?

G. Miscellaneous

1.	Anu siling mu?	What did you say?
2.	Ti', kita' mu na?	You see?
3.	Ti' anu na?	What now?
4.	Sigi na.	Please do go ahead.
5.	Bahala' na.	Come what may.
6.	Bahala' ka.	It's up to you.
7.	Ambut sa imu.	You are responsible.
8.	Pasensya ka lang.	Be patient.
9.	Pasensyaha lang aku.	Pardon me.
10.	Indi' ku gintuyu'.	It was not intentional.
11.	Wala' ku ginhungud.	I did not mean to do it.
12.	Sa kalu'uy sang Dyus.	God willing.
13.	Siling ku na, eh.	I already said so. I told you.
14.	Ti, siling ku gid.	Just as I predicted.
15.	Pa'agya ku.	Let me pass, please.
16.	Tabi' anay.	Excuse me, may I pass.
17.	Wala' kaso.	It's nothing.
18.	Anay ka.	Just a minute.
19.	Dali' lang.	One moment please.
20.	Kun kis'a.	Sometimes.
21.	Malaka'.	Rarely.
22.	Wala' ka sang mahimo.	There's nothing you can do about it.
23.	Hulat anay.	Wait.
24.	Kuntani'.	If possible.

25. Tani' .
 26. Tapus ka na?
 27. Para!
 28. Dyutay pa.
 29. Sigi pa.
- I was hoping...
 Are you through?
 Stop!
 A little more.
 A little more. Go on.

H. Useful Expressions in Marketing

- a. Kamahal man!
 Masyado kamahal.
 Pwede ka'ayu'?
 Wala' na gid sang ayu'?
 Pa'ayu'a man aku.
 Suki' gid lang nimu
 aku, pro.
 Sigi na, ihatag mu na.
 Dugangi man maskin
 dyutay lang.
 Ari ang bayad.
- It's very expensive!
 It's too expensive.
 Can I ask for a discount?
 No more discount?
 Please let me bargain.
 But I'm your regular
 customer.
 Come on, give it now.
 Add a little more
 (for free).
 Here's the payment.
 That's already cheap.
 How much is your bargain?
 I'm at a loss.
 It's not even equal to
 the cost price.
 I can't give it.
 Oh, okay.
- b. Baratu na gani' na'.
 Pila ang ayu' mu.
 Alkanse aku.
 Wala' pa sa kapital.
- Okay, only because you
 are the first customer.
 As long as you are a
 regular customer.
 Here's your change.
 Here's your change.
- Indi' mahimo.
 O, sigi nalang.
 Sigi, bwena mano.
 Basta suki' .
 Ari ang sinsilyo mu.
 Ari ang kambyu.

SUPPLEMENTARY VOCABULARY LIST 1Classroom and Office Articles

bench	bangku'
blackboard	pisara
book	libro
cabinet, closet	aparador
chair	siya
chalk	tisa', isu, tsok
crayon	krayola
eraser	borador, ereyser
fountain pen	pluma
light	suga'
notebook	kwaderno
paper	papel
pencil	lapis

SUPPLEMENTARY VOCABULARY LIST 2Parts of a Room

balcony, porch	balkon
ceiling	kisame
corner	suluk
door	pwerta
floor	salug
post	haligi, poste
steps	lintang, halintang
wall	dingding
window	bintana'

SUPPLEMENTARY VOCABULARY LIST 3Main Parts of the House

awning	palayas, medya agwa
bathroom	banyo
dining room	komidor
garage	garahi
kitchen	kusina
livingroom	salas
porch	balkon
roof	atup
room	kwarto
stair	hagdan, hagdanan
step	lintang, halintang

storeroom	bodega
toilet	kasilyas
under the house, basement	silung, idalum
wall	dingding
window	bintana'
window sill	pasamano

SUPPLEMENTARY VOCABULARY LIST 4Roots of Common Verbs

agree	sugut
answer	sabat
ask	pangayu'
ask (question)	pangutana
take a bath	paligu'
bring	dala
buy	bakal
borrow	hulam
(eat) breakfast	pamahaw
call	tawag
catch	dakup
change	ilis
change, exchange	baylu
converse	istorya
cook	lutu'
count	isip
dance	sa'ut
(eat) dinner	panyapun
do	buhat, himu
drink	inum
eat	ka'un
follow	sunud
forgive	pasensya
get	kuha'
go	kadtu
go (home)	pa'uli'
go (with someone)	upud
guess	pakut
help	bulig, tabang
like	gusto, luyag
listen	pamat
loss	dula'
(eat) lunch	pani'udtu
make	himu, buhat
necessary	kinahanglan

observe	himutad
pay	bayad
pass by	agi
play	hampang
plant	tanum
put	butang
read	basa
receive	batun
remember	panumdum
ride	sakay
sell	baligya'
see, look	tan'aw
see, meet	kita'
sing	kanta
sit	pungku'
sleep	tulug
solve	husay
smoke (cigarette)	panigarilyo
swim	languy
talk	hambal
teach	tudlu'
think	huna'huna'
throw	habuy
try	tilaw
use	gamit
wait	hulat
walk	lakat
wash (clothes)	laba
wash (dishes, hands)	hugas
wash (face)	hilam'us
watch	bantay
work	trabaho, obra
worship, go to church	simba
write	sulat

SUPPLEMENTARY VOCABULARY LIST 5Helpers in the Government

president	presidente
vice-president	bisi-presidente
senator	senador
representative	representante
governor	gobernador
vice-governor	bisi-gobernador
mayor	mayor, alkalde
vice-mayor	bisi-mayor

councilor	konsehal
secretary	sekretaryo
treasurer	tesorero
barrio captain	kapitan del baryo
policeman	polis
chief of police	hefe
fireman	bombero
judge	huwes

SUPPLEMENTARY VOCABULARY LIST 6Occupations

actor, actress	artista
barber	barbero
big land owner	asyendero/a
bill collector	kobrador
bootblack	limpyabuta
carpenter	panday, karpentero
chauffer, driver	tsuper, draybir
chief of police	hefe
clerk	eskribyente
cook	kusinero/a
councilor	konsehal
dentist	dentista
doctor, physician	doktor
dressmaker	modista
employee	empleyado/a
engineer	henhenyero/a
farmer	mangunguma
fisherman	mangingisda'
foreman	kabo
gambler	sugarul
garbageman	basurero
gardener	hardinero
health inspector	sanitaryo
janitor	dyanitor
judge	huwes
laborer	hornal
laundryman, woman	labandero/a
lawyer	abogado/a
machinist	mikaniko
mailman	kartero
mason	kantero
messenger	mensahero
midwife	paltera
nurse	nars

painter	pintor
pharmacist	parmasyotiko/a
photographer	retratista
pianist	pyanista
plowman	arador
plumber	tubero
priest	pari'
quack doctor	arbolaryo
rig driver	kutsero
salesman, woman	tindero/a
sculptor	eskultor/a
seasonal worker	sakada, sakadero
secretary	sekretaryo/a
servant	mutsatso/a
shoemaker	sapatero
stevedor	kargador
surveyor	agrimensor
tailor	sastre
teacher	ma'estro/a
treasurer	tesurero
writer	manunulat

SUPPLEMENTARY VOCABULARY LIST 7

<u>Numbers</u>	<u>Hiligaynon</u>	(Hiligaynon-)Spanish
1	isa	uno
2	duha	dos
3	tatlu	tres
4	apat	kwatro
5	lima	singko
6	anum	seys
7	pitu	syete
8	walu	otso
9	siyam	nwebe
10	napulu'	dyes
11	napulug isa	onse
12	napulug duha	dose
13	napulug tatlu	trese
14	napulug apat	katorse
15	napulug lima	kinse
16	napulug anum	dyes y seys
20	duha ka napulu'	beynte
21	duha ka napulug isa	beynte y uno
30	tatlu ka napulu'	treynta
31	tatlu ka napulug isa	treynta y uno

40	apat ka napulu'	kwarenta
41	apat ka napulug isa	kwarenta y uno
50	kalim'an	singkwenta
51	kalim'an kag isa	singkwenta y uno
60	anum ka napulu'	seysenta
61	anum ka napulug isa	seysenta y uno
70	pitu ka napulu'	setenta
71	pitu ka napulug isa	setenta y uno
80	walu ka pulu'	otsenta
81	walu ka pulug isa	otsenta y uno
90	siyam ka pulu'	nobenta
91	siyam ka napulug isa	nobenta y uno
100	isa ka gatus	syen
200	duha ka gatus	dos syentos
300	tatlu ka gatus	tres syentos
400	apat ka gatus	kwatro syentos
500	lima ka gatus	kinyentos
1000	isa ka libu	mil
2000	duha ka libu	dos mil

SUPPLEMENTARY VOCABULARY LIST 8Main Parts of a Flower, Plant and Tree

bark	panit sang kahuy
branch	sanga
bud (flower)	bukul
bud (leaves)	ugbus
flower	bulak
fruit	bunga
leaf, sepal	dahun
petal	petalo
root	gamut
seed	lisu, busul
trunk	punu'
wood, tree	kahuy

SUPPLEMENTARY VOCABULARY LIST 9Days of the week and Months of the year

Monday	Lunes
Tuesday	Martes
Wednesday	Myerkoles
Thursday	Hwebes
Friday	Byernes
Saturday	Sabado
Sunday	Dominggo
January	Enero
February	Pebrero
March	Marso
April	Abril
May	Mayo
June	Hunyo
July	Hulyo
August	Agosto
September	Septyembre
October	Oktobre
November	Nobyembre
December	Disyembre

SUPPLEMENTARY VOCABULARY LIST 10Family Relationships

aunt, respect form for older women	tiya
brother	utud nga lalaki
brother-in-law	bayaw
(older) brother	magulang nga lalaki
(younger) brother	manghud nga lalaki
child	bata', anak
daughter-in-law	umagad
father	amay, tatay
father-in-law	ugangan
first cousin	paka'isa
godfather	maninuy
godmother	maninay
grandchild	apu
grandfather	lolo
grandmother	lola
husband	bana
husband's sister or brother	hipag

in-law	bilas
mother	iluy, nanay
nephew, niece	hinablus
parent	ginikanan
relative	pariente, primo
relation between godchild and the children of godparent	igsu'un
second cousin	pakaduha
sister	utud nga babayi
sister-in-law	bayaw
(older) sister	magulang nga babayi
(younger) sister	manghud nga babayi
son-in-law	umagad
uncle, respect term for older men	tiyo
wife	asawa
wife's sister or brother	hipag

SUPPLEMENTARY VOCABULARY LIST 11Vegetables

bamboo shoot	tambu'
banana heart	pusu'
bean sprouts	tawgi
bitter melon	amargoso
cabbage	repolyo
eggplant	talung
garlic	ahos
lettuce	litsugas
lima beans	patani'
mongo bean	mongo, balatung
mustard	mustasa'
potatoes	patatas
pumpkin	kalabasa
raddish	rabanos
spinach	alugbati
spoon cabbage	petsay
string bean	balatung
sweet potato	kamuti
tomatoes	kamatidis
turnip	singkamas
watercress (similar)	tangkung
white spinach	kalubay

SUPPLEMENTARY VOCABULARY LIST 12Condiments

butter	mantikilya
cheese	keso
garlic	ahos
milk	gatas
onion	sibuyas
pepper	katumbal
salt	asin
seasoning	rikado
shortening	mantika', lana
soy sauce	tuyu'
sugar	kalamay, asukar
vinegar	suka', langgaw

SUPPLEMENTARY VOCABULARY LIST 13Women's Clothes and Toilet Articles

blouse	blosa
chemise	kamisun
comb	husay
dress	bayu'
handkerchief	panyu'
lipstick	lipstik
powder	pulbus
pants	'jeans'
panty	pantis
ribbon	lasu
shoes	sapatus
skirt	falda, saya
slipper	tsinelas
soap	habon
stockings, socks	medyas
toothbrush	sipiliyo
toothpaste	'kolget'
towel	tu'alya
wash cloth	sibin

SUPPLEMENTARY VOCABULARY LIST 14Men's Clothing and Toilet Articles

blade	'gilet'
comb	husay

handkerchief	panyu'
hat	kalu'
necktie	kurbata
pomade, hair dressing	pomada
pants	de largo, pantalon
razor	labaha
shirt	kamisadentro
shoes	sapatus
slippers	tsinelas
socks	medyas
toothbrush	sipilayo
toothpaste	'kolget'
towel	tu'alya
undershirt	kamiseta
wash cloth	sibin

SUPPLEMENTARY VOCABULARY LIST 15Common /gin-/ Verbs

<u>Root</u>	<u>fol-</u>	<u>with /gin-/</u>	<u>with /gina-/</u>	<u>with /-un/</u>
lowed by				
translation				
<u>arado</u>	plow a field	ginaradu	gina'aradu	araduhun
<u>bayad</u>	pay	ginbayad	ginabayad	
<u>batun</u>	receive	ginbatun	ginabatun	batunun
<u>butang</u>	put	ginbutang	ginabutang	
<u>baylu</u>	change	ginbaylu	ginabaylu	bayluhun
<u>buhat</u>	make, do	ginbuhat	ginabuhat	buhatun
<u>baligya</u>	sell	ginbaligya	ginabaligya	baligya'un
<u>basaa</u>	read	ginbasaa	ginabasa	basahun
<u>bakal</u>	buy	ginbakal	ginabakal	baklun
<u>ka'un</u>	eat	ginka'un	ginaka'un	kan'un
<u>kanta</u>	sing	ginkanta	ginakanta	kantahun
<u>kuha'</u>	get	ginkuha'	ginakuha'	kuha'un

<u>dakup</u>	gindakup	ginadakup	dakpun
catch			
<u>dala</u>	gindala	ginadala	dal'un
bring			
<u>dula</u>	gindula	ginadula	dula'un
lose			
<u>gamit</u>	gingamit	ginagamit	gamitun
use			
<u>gutum</u>	gingutum	ginagutum	gutumun
feel hungry			
<u>husay</u>	ginhusay	ginahusay	husayun
solve			
<u>habuy</u>	ginhabuy	ginahabuy	habyun
throw			
<u>himu</u>	ginhimu	ginahimu	himu'un
make			
<u>hulat</u>	ginhulat	ginahulat	hulatun
wait			
<u>hambal</u>	ginhambal	ginahambal	hambalun
talk			
<u>hulam</u>	ginhulam	ginahulam	hulamun
borrow			
<u>huna'huna'</u>	ginhuna'huna'	ginahuna'huna'	huna'huna'un
think			
<u>hampang</u>	ginhampang	ginahampang	hampangun
play			
<u>init</u>	gin'init	gina'init	initun
heat something			
<u>inum</u>	gin'inum	gina'inum	imnun
drink			
<u>istorya</u>	ginistorya	gina'istorya	istoryahun
converse, tell a story			
<u>isip</u>	gin'isip	gina'isip	isipun
count			
<u>lutu'</u>	ginlutu'	ginalutu'	lutu'un
cook			
<u>languy</u>	ginlanguy	ginalanguy	languyun
swim			
<u>lakat</u>	ginlakat	ginalakat	laktun
walk, go			
<u>pangayu'</u>	ginpangayu'	ginapangayu'	pangayu'un
ask			
<u>pangutana</u>	ginpangutana	ginapangutana	pangutan'un
ask			
<u>pasensya</u>	ginpasensya	ginapasensya	pasensyahun
forgive			
<u>pani'udtu</u>	ginpani'udtu	ginapani'udtu	pani'udtuhun
eat lunch			

<u>panyapun</u>	ginpanyapun	ginapanyapun	panyapunun
eat dinner			
<u>pakut</u>	ginpakut	ginapakut	paktun
guess			
<u>panumdum</u>	ginpanumdum	ginapanumdum	panumdumun
remember			
<u>sabat</u>	ginsabat	ginasabat	sabtun
answer			
<u>sunud</u>	ginsunud	ginasunud	sundun
follow			
<u>sulat</u>	ginsulat	ginasulat	sulatun
write			
<u>sa'ut</u>	ginsa'ut	ginasa'ut	sa'utun
dance			
<u>tan'aw</u>	gintan'aw	ginatan'aw	tan'awun
see, watch			
<u>tanum</u>	gintanum	ginatanum	tamnun
plant			
<u>tudlu'</u>	gintudlu'	ginatudlu'	tudlu'un
teach			
<u>tugnaw</u>	gintugnaw	ginatugnaw	tugnawun
feel cold			
<u>tawag</u>	gintawag	ginatawag	tawgun
call			
<u>tuyu</u>	gintuyu	ginatuyu	tuyuhun
fell sleepy			
<u>uhaw</u>	gin'uhaw	gina'uhaw	uhawun
feel thirsty			

SUPPLEMENTARY VOCABULARY LIST 16Flowers and Trees

bougainville	bugambilya
chain of love	kadena de amor
chrysanthemum	mansanilya, kusmus
dhalia	dalya
frangipani	kalatsutsi
gardenia	rosal
ginger lily	kamya
hibiscus	katulanga, gumamela
jasmin	hasmin
orange jasmin	kamuning
pikake (jasmin)	sampaguita
rose	rosas
zinnia	margarita, sinya

acacia, rain tree	akasya
apple	mansanas
avocado	abokado
banana	saging
chrimoya	atis
curacao apple	markopa
coffee	kafe
chocolate	cacao
guava	bayabas
jack fruit	langka'
lychees	litsiyas
mango	pahu', mangga
needle pine	aguhu'
tamarind, sampaloc	sambag
papaya	kapayas
pear	peras

SUPPLEMENTARY VOCABULARY LIST 17Places

barrio	baryu
capital	kapital
capitol	kapitolyo
church	simbahani
city	syudad
cockpit	bulangan
country, nation	pu'ud, nasyon
corner	kanto
field, farm	uma
gambling den	sugalan
hotel	otel
hospital	ospital
market	tyenda
platform	entablado, plataforma
park	plasa, parke
province	probinsya
road	karsada, dalan
school	eskwelahan, buluthu'an
town	banwa
town hall	munisipyo
village	sityo

SUPPLEMENTARY VOCABULARY LIST 18Fruits

apple	mansanas
banana	saging
cherimoya	atis
grape	ubas
grapefruit	kabugaw, suha
jackfruit	langka'
lichees	litsiyas
mango	pahu', mangga
orange	kahil, naranghita
papaya	kapayas
pear	peras
pineapple	pinya
tangerine	naranghita

SUPPLEMENTARY VOCABULARY LIST 19Time expressions

day after next	sa madasun nga adlaw
day after yesterday	sang isa ka adlaw
every day	adlawadlaw
each day	kada adlaw
in a little while	karun dugaydugay
last night	kagab'i
last Sunday	sang Dominggo
later	karun
now	subung
next Sunday	sa sunud nga Dominggo
on Sunday	sa Dominggo
some day	sa pila ka adlaw
some time ago, a while ago	kag'ina, ka'ina
this morning, noon, etc.	karun nga aga, udtu, etc.
today	karun nga adlaw
tonight	karung gab'i
tomorrow	bwas
tomorrow morning, evening, etc.	bwas sa aga, gab'i etc.
yesterday	kahapun

SUPPLEMENTARY VOCABULARY LIST 20Means of Transportation

airplane	eroplano
bicycle	bisikleta
boat, ship	bapor
bus	bus
calesa, rig	kalesa
canoe, bangca	barutu
car	awtu, kotse
ferry boat	lantsa, sakayan
jeepney	dyip
raft	balsa
tricycle	traysikol
truck	trak

SUPPLEMENTARY VOCABULARY LIST 21Parts of the Body

arm	butkun
armpit	iluk
back	likud
blood	dugu'
body	lawas
bone	tul'an
breast	dughan, susu
buttocks	buli'
cheek	pisngi
chest	dughan
chin	sag'ang
ear	dulungan
elbow	siku
eye	mata
eyebrow	kilay
eyelash	amimiluk
face	nawung, guya
feet	ti'il
finger	tudlu'
forehead	agtang
gum	ngislu'
hair	buhuk
hand	kamut
head	ulu
heart	pusu', kasingkasing
heel	bu'ul

hip	balikawang
knee	tuhud
leg	pa'a, bati'is
lip	bibig
lung	baga'
mouth	ba'ba'
nail	kuku
nape	tangkugu'
navel	pusud
neck	li'ug
nose	ilung
palm	palad
shin	bati'is
shoulder	abaga
skin	panit
sole	dapadapa
stomach	tiyan
thigh	hita'
tooth	ngipun
tongue	dila'
waist	hawak

SUPPLEMENTARY VOCABULARY LIST 22For Math Teachers Only

add	suma
addition	pagsuma
account	kwenta
amount	kantidad
answer	sabat
area	kabilugan
balance	nabilin
cash	kwarta
center	sentro, tunga'
column	pila
common	kumon
count	isip
deduct	buhinan
digit	numero
difference	diferensya
distance	distansya
divide	tunga'a
double	doble
each	kada isa, ang bilug
foot	pye
height	ta'as

inch	pulgada
interest	interes, tubu'
left	nabilin
less	buhinan, minusan
length	laba'
long	kalaba'
mathematics	matematika
measure	takus
meter	metro
method	pa'agi
minimum	kaminusan
minus	minus
multiply	padamu'un
number	numero
over	sobra
opposite	kabatuk
per	kada
percent	porsyento
pound	libra
price	presyo
problem	problema
process	pa'agi
product	produktu
profit	ganansya
prove	probahi
regular	regular
remainder	nabilin
result	resulta
same	pareho
side	higad
sign	sinyal, marka
solve	solbar
straight line	tadlung nga linya
substitute	ilisi, bayluhi
sum	total, suma
surface	ibabaw
time	oras
total	total
triangle	trayangulo
unit cost	bili
value	bili, kantidad
volume	tomo, bahin
weight	bug'at
wide	masangkad
wrong	sala'
yard	yarda

SUPPLEMENTARY VOCABULARY LIST 23Dining Room Utensils

bowl	yahung, malukung
coffee pot	kafetera
cup	tasa
fork	tinedor
glass	baso
knife	kutsilyo
napkin	serbilyeta
plate	pinggan, plato
platter	bandehado
saucer	platito
sugar container	asukarera
tablecloth	mantil
tablespoon	kutsara
teaspoon	kutsarita

SUPPLEMENTARY VOCABULARY LIST 24Kitchen Articles

basin	labrador
broom	silhig
clay pot	kulun
faucet	gripu
frying pan	kalaha'
iron	plantsa
ladle	luwag
oven	pugun
pot	kaserola
spatula	spatula
stove	dapug
turner	palita

SUPPLEMENTARY VOCABULARY LIST 25Topographical Terms

beach	baybay
cave	kweba
falls	busay
flat	/ma/tapan

forest	talun
hill	bungtud
island	isla, pulu'
mountain	bukid
river	suba'
sandy	balasun
sea	dagat
sloping	padulhug
spring	tuburan
stony	batuhun
volcano	bolkan
wave	balud
wave-like contour of land, slope	bakulud

SUPPLEMENTARY VOCABULARY LIST 26Natural Elements

comet	kometa
dew	tun'ug
drizzle	talithi'
earth	duta'
earthquake	linug
fire	kalayu
flood	baha'
lightning	linti'
moon	bulan
planet	planeta
rain	ulan
rainbow	lalangaw
smoke	asu
star	bitu'un
storm	bagyu
sun	adlaw
thunder	dalugdug
wind	hangin

SUPPLEMENTARY VOCABULARY LIST 27Ways of Selling Items

a piece, each	isa ka bilug, ang bilug
fifty pieces	kalim'an
one bottle	isa ka botelya
one bundle	isa ka bugkus

one can	isa ka lata
one chupa	isa ka atsaba
one dozen	isa ka dosena
ganta	gantang
hundred pieces	gatus
kilogram	kilo
liter	litro
one part	isa ka atado
pile	tumpuk

SUPPLEMENTARY VOCABULARY LIST 28For Science Teachers Only

abdomen	tiyan
absorb	salupsup
air	hangin
antennae	sungu
balanced diet	kompletong pagka'un
beast, animal	sapat
blood	dugu'
boil	pabukala
bubbles	bula'
bulb, seedling	similya, saha'
caterpillar	atataru
cause and effect	bangdanang kag resulta
clay	daga'
color	kolor, du'ag
dew	tun'ug
dry	mala
electricity	elektrisidad
evaporate	pagmala
experiment	experimeto
feathery	mabalahibu
fertilizer	abunu
fowl	pispis
full	punu'
fungus	ubung
gas	gas
gelatin	kantaw
germinate, grow	tubu'
gold	bulawan
heart	korason, pusu', kasingkasing
heat	init
intestine	tina'i
iron	salsalun

kidney	batu
light	suga'
lungs	baga'
magnet	batubalani'
moisture	pagkabum'ug
moon	bulan
mud	lapuk
observe	himutad
process	pa'agi
rain	ulan
respiration	pagginhawa
root	gamut
sand	balas
science	kina'adman
silver	pilak
size	kadaku'
skin	panit
sky	langit
soil	lapuk, duta'
star	bitu'un
stem	sanga
stone, rock, pebble	batu
sun	adlaw
temperature	ka'initun
throat	tutunlan
water	tubig
wet	basa'
wilt	laya', la'ay
watch carefully.	Tan'awa sang ma'ayu. Bantayi sang ma'ayu.
Describe what you have seen.	Istoryaha kun anu ang imu nakita'.
And what is the result?	Kag anu ang resulta?
What happened?	Anu ang natabu'?
What do you think happened?	Anu sa huna'huna' mu ang natabu'?

SUPPLEMENTARY VOCABULARY LIST 29For English Teachers Only

ability	abilidad
absent	wala', palta
aim	handum
area	kalapad
assignment	hilimu'un
calendar	kalendaryo
capacity	katakus
chairman	punu'
citizen	banwahanun
concept, idea	idiya
conclusion	katapusan, resulta
conscience	huna'huna'
convey	ipa'alintun
correct answer	hustung sabat
dictionary	diksyonaryo
effective	labing ma'ayu
event	hitabu'
experience	pinanilagan
fiction	indi' matu'ud
important	importante
interest	interes, kawilihan
introduction	pakilala
lesson plan	plano
oral	ihambal, oral
original	kina'ugalingun
plain, clear	ma'athag
principle	prinsipyo
recitation	pagpulungpulung, balaybay
review	pagliwat
test	iksamin
written	sinulat

Read aloud.

Basaha sang mabaskug.

Listen carefully.

Pamati' sang ma'ayu.

Listen and repeat.

Pamati' kag magsunud.

Give me an example.

Hatagi aku sang halimbawa'.

Write down what I dictate. Isulat ang akun ginadikta.

Read silently.

Basaha sang mahipus.

Faster.

Dasig.

Spell the word...	Batubatuha ang pulung nga...
Change the title.	Ilisis ang titulo.
Write on the board.	Isulat sa pisara.

SUPPLEMENTARY VOCABULARY LIST 30Animals and Pets

animal, beast	sapat, hayup
bird	pispis
cat	kuring
chicken	manuk
cow	baka
crab	alimangu
dog	idu'
dove	pating
duck	bibi
fish	isda'
goat	kanding
goose	gansa
hen	munga'
horse	kabayu'
kitten	kuting
pig	babuy
piglet	idik
rabbit	koneho
rooster	sulug
sheep	karnero
shrimp	sugpu, pasayan
spider	damang
turkey	pabo
turtle	ba'u
whale	balyena

SUPPLEMENTARY VOCABULARY LIST 31Colors

black	itum
blue	asul
brown	kaki
gray	abu'abuhun
green	berde
pink	rosa
red	pula
violet	lila
white	puti'
yellow	dulaw, amarilyo, dalag

SUPPLEMENTARY VOCABULARY LIST 32Hiligaynon Base Adjectives and Formatives

For Food:

delicious	manamit
sweet	matam'is
bitter	mapa'it
tasty	mananam
hot	makahang
bland	malas'ay
sour	ma'aslim
salty	ma'alat, ma'asin
astringent	ma'aplud
oily	masum'ud

For Objects and Conditions:

fragrant	mahamut
easy	mahapus
old	da'an
narrow	makitid
dry	mala
cold	bugnaw
hard	matig'a
beautiful	matahum
bright, shiny	masanag, mahayag
alive	buhi'
sharp	matalum
round	tipulun
long	malaba'
many, plenty	madamu'
big	daku'
deep	madalum
light	mamag'an
straight	tadlung
smooth	mapinu
fast	madasig
tall, high	mata'as
loose	halug
clean	limpyo
full	punu
durable	mahunit
expensive	mahal
bad odor	mabahu'
difficult	malisud
new	bag'u
wide	masangkad
wet	basa'

hot	mainit
soft	mahumuk
ugly	malaw'ay
dark	madulum
dead	patay
dull	mahabul
square	kwadrado
short	malip'ut
few, little	dyutay
small	gamay
shallow	manabaw
heavy	mabug'at
crooked	tiku'
rough	masapnut
slow	mahinay
short	manubu'
tight	pikit, hu'ut
dirty	mahigku'
empty	wala'y unud
fragile	matapuk
cheap	barato
strong	mabaskug
fresh	lab'as, presko
quiet	malinung
happy	malipayun
weak, soft	maluya, mahinay
rotten	lub'uk
noisy	masabad
sad, lonely	mamingaw, masubu'

For People:

good	ma'ayu
tall	mata'as
stout	matambuk
kind	mabu'ut
pretty, handsome	matahum, gwapo/a
patient	pasensyoso/a
diligent	mapisan
friendly	ma'abi'abihun
humble	mapa'inubusun
rich	maggaran, mangaranun
strong	makusug
quiet	mahipus
bright, smart	ma'alam
proud, egotistical	tikalun

bad	mala'in
short	manubu'
thin, lean	maniwang
cruel	mapintas
ugly	malaw'ay
short-tempered	alabutun
lazy	matamad
naughty	sutil
proud	bugalun
poor	pobre, imul
weak	maluya
talkative	palahambal
ignorant	ignorante
crazy	bu'ang
liar	butigun
drunk	hubug

PHONOLOGY MATERIALS

A Brief Description of Hiligaynon Sounds

The following sounds are present in Hiligaynon: a, b, k, d, e, f, g, h, i, l, m, n, ng, o, p, r, s, t, u, w, y, '. Most of the consonants carry similar phonetic value as in English. However the voiceless stops, p and k are not aspirated (there is an absence of a puff of air after the sound); r is flapped; and t, d, n, and s have a frontal dental quality. The symbol /' represents the glottal stop, and ng is the velar nasal sound as in English sing. F is included in the list, not because it is phonemic (a sound which makes a difference in meaning), but because some Hiligaynon speakers use the sound in their dialect. Normally f is replaced by a p.

Hiligaynon vowels are not to be equated with English vowels. Basically, Hiligaynon has only three vowels native to the language: a, i, and u. Two other vowels, the e and the o, have been adopted from Spanish and English. These borrowed vowel sounds are not phonemic, but occur as allophones (variant sounds of a phoneme) of i and u. I is like the vowel sound in 'see, three, or seat'. It varies in pronunciation between this sound and the vowel in 'met' or even the vowel in 'mate'. A is enunciated as in American English 'ah, father, and cot'. The u is like the sound in 'boot, food, or suit'. It varies in quality range from oo in 'boot', to the ou in 'bought'.

Stress is important in Hiligaynon in that it makes for a difference in meaning in some instances. Words containing more than one vowel comprise a two syllable word (or three syllables depending on the number of vowels). One syllable is pronounced louder than the other or others. This prominence is called stress. Example: púnu' means 'tree trunk, leader, etc.' while punú' means 'full to capacity'.

PHONOLOGY DRILL 1

/p/ vs. /b/

<u>Initial</u>	<u>Medial</u>		<u>Final</u>
pala	bala	apu	abu
pasa	basa	supa'	suba'
pasi'	basi'	sipit	sibit
puti'	buti'	hapit	
para	bara	hipi'	hibi'

Phrases

1. ang bara sang pari'
2. ang sibat sa sapa'
3. taklap sang bata'

Sentences

1. Ang bala nagsalup sa papa'.
2. Ang patu nagtindug sa batu.
3. Pila ka baso ang nabasag?

PHONOLOGY DRILL 1A

Words with initial /p/ sound

pa'a	pa'it	pagka'un	paka'isa
pahu'	pala	palihug	pahuway
panyu'	para	panaptun	pamangkut
pikit	pila	pasensya	panilag
pili'	pinya	panugyan	patatas
pisos	pitu	panyapun	panyaga
pugad	pula	Pilipinas	pani'udtu
pispis	pinggan	pangita'	pangayu'
para	putus	pamahaw	palayas
peras	payung	pa'uli'	padala

PHONOLOGY DRILL 2

/t/ vs. /d/

<u>Initial</u>	<u>Medial</u>		<u>Final</u>
takup	dakup	utuk	*uduk
*taku	daku'	putuk	*puduk

*nonsense word

talu	dalu	pitik	*pidik	sarut	salud
*talu'	dalu'	latik	idik	kitkit	kidkid
talum	dalum	patik	ladik	kutkut	kudkud
tulug	dulug	hutik	*hudik	sutsut	sudsud
tabug	dapug			*patpat	padpad

Phrases

1. Tanum sa dalum...
2. Takup sang tarug...
3. Dali' nga tahi'...

Sentences

1. Dulug sa bata kag magtulug.
2. Tanum kamu bulak sa dalum sang balkun.
3. Pahuway tapus kudkud sang lubi.

PHONOLOGY DRILL 2A

Words with initial /t/ sound

ta'as	tamad	tindug	tag'iya
tabaku'	tagu'	tambuk	tandug
tabang	tam'is	tanum	tagpila
taga	tahi'	tanan	tasa
talung	tan'aw	tatlu	tagbalay
Tatay	tawag	tawu	tyanggi
ti'il	tilaw	tinapay	tinedor
tinlu'	tiya	tiyan	tinguha'
tubi'	tubu'	tiyu	tudlu'
tugnaw	tubu	tu'ig	tulug
tumpuk	tunga'	tungud	tuyu
tyenda	tyempo	tuytuy	tuyu'

PHONOLOGY DRILL 3

/k/ vs. /g/

<u>Initial</u>	<u>Medial</u>	<u>Final</u>			
kamut	gamut	saku	sagu	bulak	bulag
kuha'	guba'	sakit	dagit	lupuk	lupug
kahuy	*gahuy	takun	tugun	haluk	halug
kapuy	*gapuy	bakul	bagul	habuk	habug
kahun	batung	suka'	suga'	hampak	hamburg

Phrases

1. Gamut sang kahuy...
2. Guba' nga kahun...
3. Gapus nga kamut...

Sentences

1. Makuha' kami kahuy para gatung.
2. Masaku' ang pagbutang sang sagu.
3. Ipahabug ang guba' nga kahun.

PHONOLOGY DRILL 3A

Review Exercise for /k/

baga	'live coal'	baka	'cow'
tuga	'gown, create'	tuka'	'turn'
baga'	'lung'	baka'	'bow-legged'
galing	'grind'	kaling	'plow handle'
duga'	'juice'	duka'	'nod from drowsiness'
bugal	'pride'	bukal	'bubble, boil'
dugu'	'blood'	duku'	'stoop, bow'

Listen to the teacher and repeat the correct answer orally:

1. Indi' aku makaplantsa kay. dyutay ang baga
dyutay ang baka
2. Tawag anay sang doktor. Ang ulu sang bata'
nagadugu'.
Ang ulu sang bata'
nagaduku'.
3. Wala' aku naluyad sa iya. Tama' ang iya bugal.
Tama' ang iya bukal.
4. Kanamit sang pinya, nu? Hu'u, kay kaduga'.
Hu'u, kay kaduka'.

PHONOLOGY DRILL 4

The Glottal Stop

bata	'nightgown'	bata'	'child'
wala	'left'	wala'	'none, nothing'
baga	'ember'	baga'	'lung'

pila	'how much'	pila'	'spit'
lagu	'earthworm'	lagu'	'soiled clothes'
tubu	'tube, pipe'	tubu'	'grow'
lutu	'mourn'	lutu'	'cook'
lisu	'seed'	lisu'	'turn'

Phrases

1. pila ka batu
2. wala' sang sala'
3. nagtubu' ang tubu

Sentences

1. Pila ka batu nga bata may ara' ang bata'?
2. Naglulu' sila sang babuy sa baga.
3. Ginlisu' sang bata' ang lisu sa sulud sang lata.

PHONOLOGY DRILL 5

Test for Glottal Stop Recognition

Write a check mark if you hear a glottal stop and a cross if you don't:

- | | |
|--|--|
| 1. Nagbayu sya.
Nagbayu' sya. | She pounded rice.
She wore a dress. |
| 2. Kalayu' sa dapug.
Kalayu sa dapug. | Far from the stove.
Fire in the stove. |
| 3. Ang hilu'.
Ang hilu. | The poison.
The thread. |
| 4. Nagalutu and babayi.
Nagalutu' ang babayi. | The woman is mourning.
The woman is cooking. |
| 5. Kadamu' sang lagu.
Kadamu' sang lagu'. | There are many earthworms.
There are many soiled clothes. |

PHONOLOGY DRILL 6

Test for Glottal Stop Recognition

Write an a if the first word is the correct word to complete the sentence or a b if the second word provides the correct answer:

1. (Nagbasa, nagbasa') ang bata' sa libreriya.
2. Na'inum sang bata' ang (hilu, hilu').
3. (Ginsala', ginsala) ku ang tubig.
4. Kuha'a ang (lagu, lagu') kag labhi.
5. (Bata', bata) si Maria.
6. Si Juan ang (nagbatu', nagbatu) sang balay.
7. Masakit ang (wala, wala') nga kamut sang babayi.
8. Ka'init sang (baga', baga) sa dapug.
9. Mabakal aku sang isa ka (batu, batu') nga lapis.
10. Mabakal sya sang (bata, bata') sa Ala Moana.

PHONOLOGY DRILL 7

The /ng/

Initial

- | | |
|-----------|--------------|
| 1. Ngipon | 4. Ngi-si |
| 2. Nga | 5. Ngut-ngut |
| 3. Ngislo | 6. Nga-a |

1. Ang ngipun ni Maria maputi.
2. Ang ngipun ni Maria nagangut-ngut.
3. Nagnisi si Maria.
4. Ang ngipun ga'angut sa ngislu'.
5. Ngipun nga gabuk.
6. Nga'a nagasakit ang ngipun mu?

Medial

- | | |
|------------|-----------|
| 1. langaw | 4. langsa |
| 2. bangkay | 5. sungka |
| 3. langka | 6. dungka |

1. Naglupad ang langaw.
2. Ginlubung ang bangkay.
3. Kalangsa sang isda.
4. Kanamit sang langka.
5. Mahampang aku sang sungka.
6. Madungka ang bapor.

Final

- | | |
|-------------|------------|
| 1. nawung | 4. pakang |
| 2. ma'ayung | 5. tisping |
| 3. payung | 6. kanding |

1. Katahum sang iya nawung.
2. Ma'ayung gab'i, Juan!
3. Nagbakal si Maria sang payung.

4. Ginpakang ni Maria ang iya bayu'.
5. Natisping ang iya ngipun.
6. Ginpakang ni Maria ang iya bayu'.

PHONOLOGY DRILL 8

Change of Accents

labá	'to launder'	láb'a'	'length'
punú'	'full'	pún'u'	'tree trunk'
bulág	'blind'	búlag	'separate, divorce'
pilák	'throw'	pílak	'money'
Hapún	'Japanese'	hápun	'afternoon, alight'
kitá	'us, we'	kít'a'	'see, meet'
utúd	'cut, break'	útud	'sibling'
sulúd	'enter, inside'	súlud	'fine comb'

Sentences

1. Naglabá ang babayi sang iya bayu'.
Kalába' sang bayu' sang babayi.
2. Kadaku' sang púnu'.
Kapunú' sang kahun.
3. Nagbúlag ang mag'asawa.
Nabulág sya tungud sang aksidente.
4. Ang útud nya lalaki.
Na'utúd ang sanga sang kahuy.

WRITTEN EXERCISE 1

Write two dialogues of four to six lines using simple greeting situations.

WRITTEN EXERCISE 2

Write two dialogues of six to eight lines using greetings and introductions.

WRITTEN EXERCISE 3

Rearrange the words to make grammatically acceptable sentences. Use numbers to indicate your choice in the blanks provided.

3 1 2 aga man ma'ayung
1 2 3

1. _____ sang anu man wala'
1 2 3 4

2. _____ David si magulang ang
1 2 3 4

3. _____ sang prinsipal eskwelahan sin'u
1 2 3 4
ang 5

4. _____ man si aku Marta Amerikana aku
1 2 3 4 5 6

5. _____ Ramon, Carmela sanday kag Manuel
1 2 3 4
sila 5

6. _____ bala si Carmelo ikaw indi'
1 2 3 4 5

7. _____ y na kwarenta alas seys singko
1 2 3 4 5 6

8. _____ dose minus para syete alas
1 2 3 4 5

9. _____ sya sang Abril 22, 1943 natawu
1 2 3 4

10. _____ natawu si san'u Manolito
1 2 3 4

WRITTEN EXERCISE 4

Write something about yourself, your age, your nationality, educational background, and job experiences.

WRITTEN EXERCISE 5

Provide correct markers and particles in the following slots:

1. _____ prinsipal _____ Mr. Kawamoto.
2. _____ Miss Gulick _____ 'host teacher'.
3. _____ Romeo, _____ Simon, _____ Ted nagkadtu _____ Waikiki _____ nag'agi nga semana.
4. _____ Arizona _____ Miss Brown.
5. _____ una na subung.
6. _____ tres _____ media masakay kami _____ awtu.
7. Natawu _____ Marta _____ Enero 5, 1945.
8. Natawu _____ Angela _____ Boston, Massachusetts.
9. _____ libro atu _____ lamesa.
10. Ginka'un _____ bata' _____ saging.
11. Nagaka'un _____ bata' _____ saging.
12. Mabakal si Jose _____ bag'ung sapatus.
13. Ginabakal _____ Jose _____ bag'ung sapatus.
14. Gusto sya magkadtu _____ syudad _____ mamakal _____ manga bayu'.
15. Ina' nga libro nakun _____ dal'un ku _____ buluthu'an.

WRITTEN EXERCISE 6

Draw a comic strip similar to those you find in your daily newspaper. Fill in what the people say in Hiligaynon with appropriate dialogue.

WRITTEN EXERCISE 7

Write a narrative dialogue of from 15 to 20 lines, basing it on some village scene of your choice. Draw a picture that gives clues for the dialogue and depicts roughly the scene.

WRITTEN EXERCISE 8

Make short dialogues for the following situations:

- (a) ordering a simple meal
- (b) negotiating a car ride at a just price
- (c) describe your job to a barrio old man
- (d) give a description of the geography of the U. S. to a child.

WRITTEN EXERCISE 9

Pick out the word inside the parenthesis which cannot be used with the rest of the sentence to construct a grammatically acceptable utterance:

1. (ini, sini ari) ang bata' nga nagdala sang sulat.
2. Nakakita' ka (sinang, inang, arang) kahuy nga wala' sing bunga?
3. Ambut kun di'in (ini, sini, ari) nga dala pakadtu sa banwa?
4. (Sin', ina' ara') ang ginabaliyya' nga balay.
5. Sin'u ang (ara', ina' sina') sa balay?
6. (Atu, didtu, sadtu) ang baryo San Luis.
7. Di'in (sini, ari, ini) ang kwaderno ni Noel?
8. Nga'a nagadala ikaw sang manga siya (atu, sadtu, didtu)?
9. Ginkuha'an nila (sining, ining, aring) kwarto sang manga sya.
10. Matan'aw kami sang sini (ini, sini, diri) sa banwa.

WRITTEN EXERCISE 10

1. Describe your family in detail, your father and mother, your brothers and sisters.
2. Describe your home town.
3. If you were asked about the United States and the American people, what would you say?

WRITTEN EXERCISE 11

Use any of the following connectors to integrate the sentences: nga, kag, agud, kundi', kun, bisan, samtang, kuntani', ugaling, gani', kay:

1. Indi' aku makakanta karun, Masakit ang akun tutunlan.
2. Nagalanguy si Rosita sa suba'. Si Carmen nagalanguy man didtu. Indi' sila makahibalo maglanguy.
3. Wala' aku kakita sa imu. Kilala ku ikaw sa tingug.
4. Kahibalu ka magkanta? Kantaha gani' ini. Mamati' aku sa imu.
5. Tun'i ma'ayu ang Binisaya'. Makahambal ka sang Binisaya' pag'a ut mu sa Pilipinas.
6. Manglaba kuntani' aku karun. Nagsakit ang akun butkun. Bwas nalang. Siguru ma'ayu na ini bwas.
7. Indi' katingalahan nga nagda'ug si Nixon sa eleksyon. Madamu' ang nagbulig sa iya. Gusto na manga tawu sang bag'ung administrasyon.
8. Nadumduman naman nya ang handumana ni Clarita, ang babayi nga iya tani' napangasawas. Indi' sya pareho sang relihiyun kay Clarita.
9. Indi' lamang ma'abiabihun si Cecil. May ikasarang man nga gina'angkun sa pagkakadlaw.
10. Si GNG. Blanco indi' pagpamati'an sang iya bana. Ang pamuluyu' daw nabihag sang gobernador. Nagsugut sila nga kutkutan ang mina sang bulawan. Indi' lang sila ma'ubusan sing pagka'un.

READING EXERCISE 1Ang Negros Occidental

Ang isla sang Negros ginatunga' sa duha ka probinsya, ang Negros Oriental kag ang Negros Occidental.

Ang Negros Occidental, amu ang probinsya sang manga Hiligaynon nga ma'abiabihun kag mabu'ut sang manga bataasan. Ang manga soltera matahum nga nagayuhumyuhum maskin sa manga tawu nga indi' Hiligaynon.

Madamu' nga katubuhan kag kakahuyan didtu sa Negros Occidental. Ang manga tag'iya sa manga katubuhan kag almasin sang kalamay manga manggaranun gid. Maskin manggaranun sila, indi' sila bugalun.

Ang Bacolod ang kapital sang Negros Occidental kag ang Pulupandan, amu ang nagapanguna sa manga dungka'an sang manga bapor. Matahum kag binag'u ang syudad sang

Bacolod.

Isa ka ma'ayung byahe ang pagkadtu sa manga daku' nga asyenda kag katubuhan sa Negros Occidental.

Comprehension Questions:

1. Pila ka probinsya ang ara' sa isla sang Negros?
2. Anu ang kapital sang Negros Occidental?
3. Anu ang makita' sa Negros?
4. Anung klase ang manga tawu sa Negros?
5. Matahum ang Bacolod, indi' bala?
6. Nga'a madamu' nga manggaranun sa Negros?

READING EXERCISE 2

Ang Panay

Subung, may ara' nga apat ka probinsya sa isla sang Panay: Iloilo, Capiz, Antique kag Aklan.

Ang Iloilo, bantug sa pagpatubu' sang humay kag sa pagbuhat sang pinu nga panaptun nga gintawag nga 'husi'. Ang husi ginabuhat gikan sa manga lanut sang dahun sang pinya. Ang syudad sang Iloilo, isa sa manga da'an nga banwa sa Pilipinas. Ara' da' ang Fort San Pablo nga malapit sa baybay. Ara' da' man ang Villa Beach Resort nga ginapiknikan sang madamu' nga manga tawu. Ara' da' ang Unibersidad sang San Agustin nga ginadumala sang manga Agustinos nga manga pari'. Halin sa Iloilo, pakadtu sa Bacolod, makasakay sa 'ferry boat' kag naga'agi sa 'Roca Engkantada' nga amu ang manga magagmay nga manga isla. Makita' man ang dakung balay ni Visi-Presidente Fernando Lopez sa isla sang Guimaras.

Ang hambal sa Iloilo, ginatawag sang manga taga didtu nga Ilonggo. Nagapareho ini sa Hiligaynon.

Kun mahalin ang isa ka tawu sa Iloilo pakadtu sa Capiz, makasakay sya sa tren halin sa syudad sang Iloilo hasta sa syudad sang Roxas nga amu ang kapital sang Capiz. Ang probinsya sang Capiz, bantug sa kopras, abaka, baka kag isda'. Ang hambal sang manga tawu ginatawag nga Capiznon pero pareho lang ini sa Hiligaynon o sa Ilonggo. Dyutay lang ang diferensya.

Ang ikatatlus nga probinsya amu ang Antique nga di'in ginahimu ang asin halin sa ma'alat nga tubig sang dagat. Ang manga talamnan sang humay ang madamu' sa kabukiran sang Antique. Madamu' man nga punung sang isda' sa

Antique. Ang San Jose Buenvista ang kapital sang Antique. Ang hambal sa Antique amu ang Kinaray'a nga la'in sa Ilonggo.

Ang pinakabag'u nga probinsya sa isla sang Panay, amu ang Aklan. Ang kapital sang Aklan, Kalibo, ginabantug sa husi kag sa manga tsinelas nga abaka. Sarisari ang klase, kag kolor sang manga tsinelas nga abaka kag manga matahum gid ang manga borda sang husi nga nagahalin didtu. Ang husi ginabuhat nga manga barong. Ang hambal sang manga Aklanun la'in iya sa Hiligaynon. Ginatawag nila nga Aklanun.

Comprehension Questions:

1. Pila ka probinsya ang ara' sa isla sang Panay?
2. Anu ang manga probinsya?
3. Pila ka lengwahe ang ara' sa Negros kag sa Panay?
4. Anu ang manga matahum nga lugar sa Iloilo?
5. Di'in ginabuhat ang asin?
6. Anung manga probinsya ang nagabuhat sang husi?
7. Para sa anu ang husi?
8. Nga'a bantug ang Panay sa isda'?

READING EXERCISE 3

Si Dr. Jose Rizal

Si Dr. Jose Rizal natawu sang Hunyo 19, 1861. Ma'alam gid sya. Sang tatlu ka tu'ig pa lang ang iya edad. Kahibalu na sya sang alfabeto.

Nagtu'un sya sa manga bantug nga manga eskwelahan sa Europa kag natun'an nya ang manga la'inla'in nga lengwahe. Mapisan sya sa pagsulat sang manga binalaybay kag manga istorya tungud sa manga Katsila'. Amu ini ang kabangdanan sang iya paghalin sa Pilipinas kag pagbiya' sang iya manga ginahigugma didtu labi na si Leonor Rivera nga iyang nobya.

Duha ka bantug nga nobela, ang 'Noli Me Tangere' kag 'El Filibusterismo', ginsulat nya sa Espanyol.

Wala' magdugay, gindakup si Rizal sang manga Katsila' kag ginpriso. Ginsiling sang manga Espanyol nga si Rizal kunu ang nanguna sa manga manririmuk nga manga Filipino. Hasta sa prisohan, nagsulat si Rizal bahin sa pagpintas sang manga Katsila' sa manga Pilipino. Ang isa ka bantug nga sulat nya, amu ang 'Mi Ultimo Adios' nga ginsulat nya sa Espanyol sang gab'i bagu sya ginpatay. Ini nga balaybay, gintagu' ni Rizal sa

idalum sang iyang kangki para indi' samarun sang manga Katsila'.

Ginluthang sya sa Bagumbayan (ang ginatawag nga Luneta subung) sang Disyembre 30, 1896.

Si Dr. Jose Rizal ang ginatahud sang manga Pilipino nga pinakama'ayu sa ilang manga banganihan.

Comprehension Questions:

1. Nga'a ginasiling nga ma'alam si Rizal?
2. Nga'a gindakup sya sang manga Katsila?
3. Anu ang duha ka libro nga iyang ginsulat tungud sa kapintasan sang Katsila' sa manga Pilipino?
4. Anu ang bantug nga balaybay nya nga ginsulat nya sa prisohan?
5. Di'in ginluthang si Rizal?
6. Pila ang edad ni Rizal sang pagkamatay nya?

READING EXERCISE 4

Si Juan Tamad Nagpangluyag

Sang makita' ni Juan Tamad ang matahun nga si Mariang Mapisan gintubu'an sya gilayun sang gugma. Adlawadlaw, nagakadtu si Juan sa balay ni Maria para lang magtuluk kay Maria kun naga'obra nga wala' sang untat.

Napanilagan sang iluy ni Maria ini nga ginabuhat ni Juan. 'Amu gali' ina'', nagsiling sya kay Juan. 'Adlawadlaw nagakadtu ka diri sa amun kag ginatuluk mu pirme ang bata' ku. Nagka'un ka pa diri, gina' inum mu ang amun tuba'. Pero wala' ka gani' maskin naga'utud sang kahuy o nagakuha' sang tubig. Katamad sa imu! Indi' ku gusto nga magbalik ka pa diri. Halin di! Halin subung gusto kung indi' ka na magtapak sa amung duta!!'

Naglakat si Juan sang mahipus.

Sunud nga adlaw, nagbalik sya nga may dala nga manga dahun sang saging. Amatamat ginbutang nya sa duta' ining manga dahun. Ginpasunud nya ini hasta sa atubangan sang balay nanday Maria. Kag nagtungtung sya sa katapusan nga dahun. Nakita' ini sang iluy ni Maria kag nagpamangkut sya, 'Anu ang ginabuhat mu diri? Indi' bala ginhambalan ku na ikaw nga indi' ku gusto nga maglapak ka sa amun duta'?'

Abaw!' siling ni Juan, 'wala' na aku nagatindug sa inyung duta'. Nakita' mu bala nga sa akun dahun sang

saging aku nagalapak?'

Comprehension Questions:

1. Nga'a naluyag si Juan Tamad kay Mariang Mapisan?
2. Nga'a gin'akigan si Juan Tamad sang iluy ni Maria?
3. Nga'a gusto ni Juan magkadtu sa balay nanday Maria adlawadlaw?
4. Anu ang ginbuhat ni Juan para makabalik sya sa ila nanday Maria?

READING EXERCISE 5

Ang Ma'alam nga Ba'u kag ang Tuntu nga Amu!

Isa ka adlaw ang amu' kag ang ba'u nakakita' sang punu' sang saging, nga nagalutawlutaw sa suba'. Nagkighambal ang duha nga tunga'un nila ang punu' sang saging. Ginpili' sang amu' ang tunga' nga may manga matahun nga dahun. Ang nabilin sa ba'u, amu ang tunga' nga may manga gamut. Gintanum nila ang ilang parti.

Nagligad ang pila ka bulan kag nagkita'ay liwat ang amu' kag ang ba'u. 'Ma'ayung aga,' siling sang ba'u. 'Kamusta ang saging nimu?'

'Sus,' sabat sang amu', 'madugay na nga napatay! Kag ang imu?'

'A, mayad, mayad gid. Nagbunga na gani'. Pero may problema aku,' siling sang ba'u.

'Anu ang problema mu?' pamangkut man sang amu'.

'Indi' aku makasaka' sa punu' sang saging kay kata'as gid!'

'Ah, mahapus ina'. Buligan ku ikaw. Makasaka' aku bisan anu kata'as.'

'O, sigi ma'ayu ina', 'siling sang ba'u.

Ginsaka' sang amu; ang saging. Apang pag'abut nya sa ibabaw, ginka'un nya tanan ang manga bunga. Wala' nya hatagi bisan isa ang ba'u nga nagahulat sa idalum. Ka'akig lang sang ba'u! Gusto nya magbalus sa amu'. Ginhuna'huna' nya kun anu ang iya buhatun. A, siguru butangan nya sang manga tunuk ang punu' sang saging! Nagpangita' sya sang madamu' nga manga tunuk kag gintusluk nya ini sa punu' sang saging. Sang magpana'ug ang amu' napunu' ang iya lawas sang manga tunuk. Nasakitan sya. Na'akig na karun ang amu'. Kinahanglan magbalus sya sa ba'u. Gin pangita' nya ang ma'alaman nga

ba'u kag kinuha' nya ini. 'Ihabuy ku ikaw sa kalayu!' 'Sigi,' siling sang ba'u. 'Mayag, mayad gid kay gusto ku ang kalayu.

'Ah, indi', indi' ku ikaw ihabuy sa kalayu. Ihabuy ku ikaw sa tubig',' singgit liwat sang amu'.

'Indi', indi' palihug. Indi' mu aku ihabuy sa tubi'. Nahadluk aku sang tubig. Basi' malumus aku,' ampu' sang ba'u.

'Amu gali' ina'?' kadlaw sang amu'. 'Ti', ma'ayu! Indi' mu gusto ang tubig, ha, ihabuy ku ikaw sa tubig!' kadlaw sang amu'. Kag ginhabuy nya ang ba'u sa suba'.

'Ha, ha, ha, ha!' kadlaw sang ba'u. 'Tutu ka gid, gali! Indi' mu bala nabal'an nga puluy'an nakun ang tubig? Ha, ha, ha!'

Nagpangalut nalang sang iyang ulu ang amu'.

Manga Pamangkut:

1. Anu ang nakita' sang amu' kag sang ba'u nga nagalutalutaw sa suba'?
2. Gin'anu nila ang punu' sang saging?
3. Kay sin'ung saging ang namatay? Ang nagtubu'?
4. Nga'a nabuhi' ang saging sang ba'u?
5. Nga'a nangakig ang ba'u sa amu'?
6. Anu ang ginbuhat sang ba'u sang wala' sya hatagi sang saging?
7. Anu ang pagbalus sang amu' sa ba'u?
8. Nga'a mas ma'alam ang ba'u kay sa sa amu'?

In a Barbershop

A: Makapagunting aku subung? Can I get a haircut now?

B: Hu'u, lingkud lang da'. Yes, just sit in that chair.

A: Gusto ku tani' dyutay lang ang guntingun mu. I would like just a light trim. I am going to let Mapalaba'aku sang my hair grow. buhuk ku.

B: Nga'a gusto gid sang manga bata' ang malaba' nga buhuk? Why do young folks like short hair?

A: Kay ina' ang muda subung, eh. Because that is the fad now.

Bumming a Cigarette

- A: Uy, Pari, may sigarilyo ka pa?
- B: Ari, hu, isa nalang ang nabilin.
- A: Mahulam tani' aku sa imu, pero kun isa nalang, ti' indi' na.
- B: Sigi kuha'a nalang ini kay mabakal man ya aku sang isa ka pakete.
- A: Baw salamit gid.
- Hey, buddy, do you have any more cigarettes?
- I have only one left.
- I would have wanted to borrow one, but if you have only one, then forget it.
- Why don't you just take this one, anyhow, I will buy a new pack.
- Oh, thank you very much.

Buying a Pack of Cigarettes

- A: May sigarilyo kamung Chelsea?
- B: Wala'.
- A: Anu ang may ara' kamu?
- B: Chesterfield, Salem, kag True.
- A: Salem nalang. Tagpila ang duha ka bilug?
- B: Dyes sentabos.
- A: Ari ang bayad.
- B: Sus, wala' siguru aku sang sinsilyo. Anay ka mapasinsilyo lang aku sa sunud nga tindahan.
- A: Sigi.
- B: Ari ang sinsilyo mu.
- A: Salamat.
- B: Salamat man sa imu.
- Do you have Chelsea cigarettes?
- No.
- What do you have?
- Chesterfield, Salem, and True.
- Give me Salem. How much for two?
- Ten centavos.
- Here's my money.
- I don't think I have any change. I'll just go over to the next store to look for change.
- Okay.
- Here's your change.
- Thank you.
- Thank you also.

The Summer Months

- A: Daw sa ma'ulan subung. Magal'um karun nga adlaw, a.
- It looks as if it will rain. It's been cloudy the whole day.

- B: Mabaskug man ang hangin. The wind is also strong.
Daw sa may bagyu. It feels as if there is
a typhoon.
- A: Di'in nagahalin ang Where does the wind come
hangin? from?
- B: Halin sa sidlangan. It comes from the East.
Pero, magin'ut man However, it is still warm,
gihapun, no? isn't it?
- A: Tig'init na ahi Because it is already
subung. summer now.

An Invitation to go Campaigning

- A: Uy, Simon, ginsilingan Your wife told me you
aku sang imu asawa are working here.
nga diri ka naga-
trabaho.
- B: Ikaw, gali' Romeo. I am resting now.
Nagapahuway pa aku
subung.
- A: Maka'upud ka sa amun Can you come with us to
magkompanya bwas? campaign tomorrow?
- B: Di'in nga baryo kamu Which barrio will you go
makadtu? to?
- A: Sa Buswang. Madamu' To Buswang. There are
pa didtu nga indi' so many people there who
magpati sa pagusar resist using fertilizers
sang abunu.
- B: Ti, hu'u, eh. Anung Oh, yes. What time do
oras kita mahalin? we leave?
- A: Sa alas nwebe sa aga. Nine in the morning.

Visiting a Friend's House

- A: Lingkud anay, kay Please sit down while
timplahan ku ikaw I make coffee for you.
sang kafe.
- B: Salamat gid. Thank you very much.
- A: Gusto mu sang kalamay Would you like cream and
kag gatas sa imu kafe?
- B: Indi' na, salamat. May No, thank you. Hey, you

'electric stove' na gali' kamu.

A: Hu'u, pero indi' gusto sang akun asawa. Mas gusto nya ang dapug kay madali' kunu maglulu'.

B: Aku man. Kun sa akun, ang dapug ang pinakama'-ayu nga lutu'an.

A: Palihug, patukara ang radyo. Basi' may 'report' sang panahun subung.

B: Anay ka, anung oras nagasara ang manga tindahan? Kinahanglan aku magbakal sang 'hair spray' para sa akun asawa antes kami makadtu sa 'party' karun sa gab'i.

A: Siguru, abre sila hasta alas syete.

have an electric stove already.

Yes, but my wife does not like it. She likes our old fire stove because she says she can cook faster there.

Same with me. I prefer our native stove over all else.

Please turn the radio on. There might be a weather report now.

Wait a minute, what time do the stores close? I have to buy some hair spray for my wife before we leave for the party tonight.

I think they're open until seven.

Ang Paghili'usa sang Familya--Oneness of the Family

A: Huy, dali' kamu, ari na si Nanay. Uy! katahum sang manyika!

B: Para kay sin'u ina'?

C: Para sa kinamanghuran.

A: Kay Nene' ina'?

C: Hu'u, anak. Di'in ang imung utud nga si Boy?

A: Atu pa sa pihak.

C: Kag si Elong, di'in sya?

B: Atu sa kusina, nagaka'un.

Hey! Hurry, Mother is here. Oh! the doll is so beautiful!

For whom is that?

For the youngest.

Is that for Nene'?

Yes, child. Where is your brother Boy?

He's still in the other house.

What about Elong, where is he?

He's in the kitchen, eating.

- A: Aba, di'in si Manang Linda?
- B: Naga'ilis pa sya.
- C: Nga'a, para di'in sya naga'ilis?
- A: Para sa miting.
- C: A, hu'u gali', nu? O kay sin'u bala sya?
- A: Kay Mrs. Gonzales. Pero aku kay Mrs. Villamor.
- C: Nga'a nag'iban pa? Anay ka, di'in si Tatay? Kag si Lola?
- A: Si Tatay, atu sa kulungan sa manga manuk. Nagmama' si Lola sa iya kwarto.
- B: Nagbasa si Lolo, Inay.
- C: Ang inyu tiyo?
- B: Masakit ang iya tiyan.
- C: A, gali'? Kalu'uy man.
- Where is (our older sister) Linda?
- She is still changing her clothes.
- Why is she changing her clothes?
- For a meeting.
- Oh, yes. Who is her homeroom teacher?
- She is with Mrs. Gonzales, but I am with Mrs. Villamor.
- Why are you with different teachers?
Wait a minute, where is your Father? And your Grandmother?
- Father is in the chicken coup. Grandmother is chewing tobacco in her room.
- Grandfather is reading, Mother.
- What about your uncle?
- He has a stomach ache.
- Really! The poor guy!

Supplementary Dialogue on Culture

Pagkinuligan

Naga'istorya ang duha ka magupud sa opisina, si Arthur kag si David, isa ka Amerikano myentras naga'andar ang ilang kotse pakadtu sa Baliwag.

Arthur: Matu'ud galing masadya ang anihan sang manga Pilipino, anu?

David: A, hu'u, labi na kun masanag ang bulan.

Arthur: Anu ang labut sang bulan sa anihan?

David: Mas madamu' ang tawu sa limbukan.

Arthur: Nagapabu kag nagalimbuk sila, indi' bala?

David: Hu'u, naga'adtu sila para magkasadya, kag magbulig.

Arthur: Ang bu'ut mu silingun, libre ang pagbulig nila?

David: Hu'u. Ina' ang isa sa amung ma'ayung ugali'-- ang pagkinuligan.

Arthur: Iba bala ina' sa palusun?

David: Pareho ina'. Nagabulig ang tagsa-tagsa sa manga ulubrahun nga wala' bayad.

Arthur: Naga'ulupud sila nga magtrabaho? Ang manga magulang kag manga bata'?

David: Sa kusina ang manga magulang kag atu sa matu'ud nga trabaho ang manga soltero kag dalaga.

Arthur: Uy, romantiko pa.

David: Syempre! Sa manga okasyon nga subung sina' naga'umpisa ang manga matam'is nga pag-higugma'ay.

Arthur: Pagkatapus...

David: Sunud ang pagkasal.

Arthur: Abaw! Ma'ayu...Anu ina? Nagalakat ang balay?

David: Nagahalin ang tag'iya sang balay sa iban nga lugar. Manga tawu ang nagadala sang balay.

Arthur: Pagkinuligan man ina'?

David: Hu'u, ina' ang pagbuhat namun sang manga buluhatun. O, ari na gali' kita sa balay sang akun Lola.

HILIGAYNON SONGS

Pispis Nga Bukaw

Daw pispis nga bukaw ang kahalimbawa'
Sa adlaw kag gab-i permi lang nagapaguwa'
Ang pispis nga maya wala gid na'awa'
Sining akun dughan nga nagabalaku'un.

Daw pispis nga bukaw ang kahalimbawa'
 Sining akun gugma nga tam'an ka pi'ut
 Ang pispis nga maya wala gid na-awa
 Sining akun gugma nagapuluriakut.

O dughan, antusa nga piling
 Manga kalisdanan nga wala' sing sanglit
 Mamatay gid ining ka'ilu
 Kun indi' mu tamdun
 Bulak nga magayud.

Ikaw ang nagsa'ad Inday, sadtu anay
 Sang kita nga duha naghigugma'anay.
 Antusa lang Inday sang wala'y pahuway
 Ining dughan natun nga nagapilisngu'un.

Lumabaylabay Nga Daw Asu

Lumabaylabay nga daw asu
 Asu pa lamang
 Ang manga butang nga tanan sa kalibutan
 Ang manga matamis ahay, nagapa'it man ahay
 Kun sa gihapun ahay, umagi lamang.

San'u pa, san'u pa,
 San'u pa nga adlaw?
 Magbalik ang gugma sa akun gintigay
 Ang manga matamis ahay
 Nagapa'it man ahay
 Kun sa gihapun ahay, umagi lamang.

HILIGAYNON POEM

Ang Manga Landung

Paibabaw, paidalum sa banwa sang manga landung
 Ang kabata'an nga landung nagakadtu.
 Sa tagsa ka dalan imu sila masugat'an
 Nga nagadalagan diri kag didtu.
 Sila nagalibut nga wala sing gahud,
 Sila nagahampang pitu'pitu,
 Apang wala pa sing may nakasugid
 Nga nakahambal sila bisan kay sin'u.
 Sa likud sang kahuy makita mu
 Nga nagasayaw paguwa, pasulud.
 Kag sa adlaw may yara gid nga isa
 Nga sa imu nagasunudsunud.

(Approximate Translation)

The Shadows

Going up or going down the world of shadows,
 The children of shadows go.
 In every path you meet them
 Running here and there.
 They go around without making any noise
 They play 'seven-seven'.
 But none has yet ever told
 That they can speak to anyone.
 Behind the tree you can see
 That they dance in and out
 And during the daytime there is always one
 That follows you throughout.

HILIGAYNON ANECDOTEAng Ba'u kag Ang Duha ka Alimangu

Ang ba'u kag ang duha ka alimangu nagalakat sa balas
 sang isa ka adlaw. Ang isa ka alimangu nagsiling,
 'Dali, mahimu kita sang balay nga balas.'

Nagsabat ang isa pa ka alimangu, 'Sige mahimu kita sing
 daku' nga balay sa balas.'

Ang ba'u nagpadayun sang iya paglakat kag nagsiling,
 'Bu'ang, bu'ang nga manga alimangu. Kuntani, dalhun
 nalang nila ang ila balay sa ila nga likud katulad
 sa akun.'

(Approximate Translation)

A turtle and two crabs were walking along the beach one
 day. One crab said, 'Come on, let's make a house in
 the sand.'

The other crab answered, 'Yes, let's make a big house
 in the sand.'

The turtle went on with his walk saying, 'Crazy, crazy
 crabs. Why don't they carry their houses on their
 backs like I do.'

HILIGAYNON RIDDLESManga Pamakton (Riddles)

Kaki aku sa sulud kag sa guwa.
 Matam'is aku, pareho sang kalamay.
 Nagatubu aku sa kahuy.
 Anu aku?

(Chiko)

Kun kis'a dalag aku.
 Kun kis'a pula.
 Nagatubu aku sa kahuy.
 Nagahalin aku sa malamig nga lugar.
 Wala aku nagatubu sa Pilipinas.
 Anu aku?

(mansanas)

Sa guwa amarilyo'
 Sa sulud madamu sing lisu,
 Ang dahun daw abaniko.
 Anu aku?

(kapayas)

Hitsura ku daw sa tubu.
 Kadamu ang akun kandadu.
 Diri kag didtu.

(tubo)

Indi'aku pispis pero makalupad.
 Indi'aku sapat pero daw sa langgam. (kabug)

Kaptan mu sa tu'u wala',
 Kaptan mu sa wala', wala',
 Pero ara aku naga sunud sa imu.

(anino, landung)

HILIGAYNON POEMUlan, Ulan

Ulan, ulan palayu
 Kay karun nga adlaw hampang ang akun tuyu.

(Approximate Translation)

Rain, Rain

Rain, rain go away
 Today I want to play.

Ulan ulan pakari,
Kinahanglan ka sang manga lisu ku diri.

Rain rain come
My seeds need you here.

HILIGAYNON POEM

Anu Ang Mahimu Ku?

Bisan dyutay lang aku,
Makatanum man angay sa imu.
Sa iban nga adlaw nga sya magta'as
Nga malambut sa langit ang kata'as.
Kag niyan ang iya sanga nga madamu sing dahun,
Mahatag sa tagsa ka pihak sing landung.
Kag sa adlaw nga tag'ilinit,
Ang manga tawu sa landung makapalapit,
Makasiling, 'Ka'ayu, ka'alam, ang nakadumdum
magtanum sining kahuy nga ma'abyanun.'

(Approximate Translation)

What Can I Do?

Even if I am small
I can also plant a tree like you.
So that in the days when it is tall,
Tall enough to reach the sky
And when her branches are full of leaves
It can give shade on both sides.
So that on hot summer days,
People can rest under its shade and say,
'How good and smart was the person who
remembered to plant this nice tree.'