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ELMER P. WOLFENDEN

**HILIGAYNON
REFERENCE
GRAMMAR**

HILIGAYNON REFERENCE GRAMMAR

by

Elmer P. Wolfenden

University of Hawaii Press
Honolulu 1971



UNIVERSITY of
HAWAI'I
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Open Access edition funded by the National Endowment for the Humanities / Andrew W. Mellon Foundation *Humanities Open Book Program*.



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Open Access ISBNs:

9780824882037 (PDF)

9780824882044 (EPUB)

This version created: 20 May, 2019

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INTRODUCTION

Hiligaynon is spoken in the central Philippines on the islands of Panay, Negros and Romblon and is the lingua franca for much of the western Visayas. Hiligaynon is an Austronesian language and is closely related to Cebuano, the major trade language of central and southern Philippines, and Tagalog, the language of Manila, the central plain of Luzon, and the basis of the Filipino national language.

This grammar is based on the speech used in Iloilo City on the island of Panay. The data used were gathered from Misses Corazon Aldalde and Cecile Motus, Hiligaynon speakers, to whom I am indebted for their patience and untiring efforts, and from the texts of stories taken from copies of Hiligaynon, a popular magazine published in that language in Iloilo City. The language is also referred to as Ilongo.

The purpose of this manuscript is to present in outline form a description of the grammatical structure of Hiligaynon with examples to illustrate the particular constructions found. The description is not exhaustive. Further work will have to be done in the area of word formation, for example, to account for many complex affixations only briefly mentioned here or not discussed at all. Neither has any attempt been made to describe the lexical features of the word roots.

The term grammar here refers to the way words are organized into sentences. Words themselves can sometimes be broken down into several parts, e.g., the word unselfishness has a root self, and affixes un-, -ish, and ness. Roots are the minimal forms of words. A formation is a word which consists of a root with one or more affixes or parts. Words, then, consist of roots with or without affixation. Compound words contain more than one root. Words grouped together in specifiable ways are constructions. A phrase is a construction, a clause is a construction, a sentence is a construction.

It is also necessary to recognize that words do not function alike in grammatical constructions, which is another way of saying that there are a variety of grammatical functions. It is usual to find that some grammatical positions can be filled by a wide variety of words while other positions are strictly limited

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to only one or two words. The latter usually are the markers of the construction while the former are the elements being joined in the construction. For example, the predicate function in any language can be filled by any one of a long list of words; the speaker has to choose one that expresses his thoughts at the moment. Noun possession in English, on the other hand, is signaled by a strictly limited set of markers.

The method employed in this description has been to concentrate the major effort on describing the constructions revealed by the markers. Less effort has gone into the task of delimiting the sets of items joined in the constructions. The delimiting of such sets is certainly an important undertaking but also one which will require extended study time since such sets frequently number thousands of words per set. Obviously, that kind of study will have to be done over a period of years. It is to be hoped that it will not be neglected because of the magnitude of the task.

This presentation commences with the description of the sound system, then proceeds to a description of word formation and finally presents an analysis of the different constructions found in the syntax. The illustrations are written in semi-phonetic orthography in the section on Phonology, but the usual spelling of Hiligaynon as practiced by the native speakers is used in the remainder of the illustrations.

A text entitled Hiligaynon for Beginners, by Cecile Motus, has been prepared for intensive study by primarily Peace Corps Volunteers. This Reference Grammar is intended to assist such studies. It is independent of the text, however, and presents the structures of the language as analyzed for the reference grammar rather than as an integrated discussion correlated with the lesson materials of the former. Some of the terminology, therefore, and certain parts of the analysis presented here will not be the same as that in the teaching text.

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1. PHONOLOGY.

Hiligaynon has twenty-five significant sounds plus accent. These are five vowels and twenty consonants. Vowels fill the nucleus slot of syllables, consonants fill the margin slots. Accented words have one primary stress. Some words have no stress of their own but rather "lean" on words which do. Stressless words are referred to as clitics or particles. A cluster of a stressed word together with one or more particles is a stress group. A word is composed of syllables. In Hiligaynon, syllables are either open or closed. An open syllable has no final consonant. A closed syllable has a final consonant. In the orthography used by the Hiligaynon speakers, word-initial glottal stop is not symbolized. That gives words the appearance of being vowel-initial, e.g., anum 'six', ugat 'vein', idu' 'dog'. These words are pronounced with an initial glottal stop in isolation. (idu' also has a final glottal.)

The study of the phonology of a language is concerned with the way utterances in the language are pronounced. The results of such a study give the significant sounds of the language. By "significant sounds" is meant the basic inventory of sounds which remain when the variations and changes of form have been accounted for in the analysis. They are the irreducible minimum set of sounds which must be symbolized in the orthography in order to properly read and understand the language. A thorough phonological description will also, however, describe the variations of the sounds and when and where to make them in order to be properly understood when speaking, or in order to hear with understanding.

PHONEMIC CHARTS

Vowels:	i	u
	e	o
		a

Chart I-A. The Vowels of Hiligaynon

Consonants:	p	t	k	q
-------------	---	---	---	---

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b d g
 c
 j
 f s h
 v
m n
 l
 r
w y
Stress: / ' /

Chart I-B. The Consonants of Hiligaynon

1.1. Segmental sounds. The segmentable sounds, vowels and consonants, are described in this section. Accent is dealt with in a later section since it is not considered a sound segmentable out of a string of speech sounds. It is rather a sound superimposed on another sound.

1.11. Vowels. The five vowels of Hiligaynon are a, e, i, o, and u. The two vowels e and o occur only in loan words from Spanish or English. Even so the vowels of most loan words are rapidly being assimilated to the pronunciation of native Hiligaynon sounds. This description, therefore, treats e with the description of i and o with u.

1.11.1. The vowel i is a high front vowel having a tense variant in open syllables and a lax variant in closed syllables. The tense variant is similar to the vowel sound in the English words "see, be, he". Examples from Hiligaynon are the following:

qinum ¹	(qi.num) ²	'drink'	sunugi	(su.nu.gi)	'burn'
qiduq	(qi.duq)	'dog'	bilug	(bi.lug)	'piece'
bili	(bi.li)	'cost'	buri	(bu.ri)	'buri palm'

1 q represents the glottal stop in this discussion of phonology. Elsewhere in the grammar glottal stop is written as in the current Hiligaynon spelling.

2 Syllable division is shown by the periods internal in the word.

1. PHONOLOGY.

The lax variant which appears in closed syllables approaches the sound of the English vowel in the words "sit, hit, fit," but is a little higher. It is slightly lower than the Hiligaynon i. It is not given a separate symbol, however, since it is only a variant pronunciation of the i vowel. Examples of the lax variant are the following:

qasin	(qa.sin)	'salt'	pariq	(pa.riq)	'priest'
qiswag	(qis.wag)	'to move'	qitlug	(qit.lug)	'egg'
ḡawit ³	(ḡa.wit)	'pick fruit'	sugid	(su.gid)	'tell'

The vowel e approaches the English vowel which is the nucleus of the following words "say, hay, way," and it contrasts with i, with which it usually varies in the loan words, in the following pair:

pariq (pa.riq) 'priest' pareq (pa.req) 'compadre (godfather)'

In all other pairs the two vowels occur in alternate pronunciations of a given word.

kalye	or	kalyi	'street'
turpe	or	turpi	'stupid'
kafe	or	kafi	'coffee'

1.11.2. The vowel u is a high back vowel which also has variants which are tense in open syllables and lax in closed syllables. They are both symbolized here by the one letter: u. The tense variant occurring in open syllables is pronounced like the vowel sound of the English words "soup, stoop, fruit." Examples from Hiligaynon are the following:

qutaḡ	(qu.taḡ)	'debt'	qupa	(qu.pa)	'rice husk'
qugat	(qu.gat)	'vein'	quliḡ	(qu.liḡ)	'charcoal'
sunug	(su.nug)	'to burn'	hunaq	(hu.naw)	'thought'

The lax variant is similar to the English vowel sound in the words "soot (which contrasts with suit), full, foot". The Hiligaynon sound is slightly higher. Examples are the following:

3 ḡ is used to represent the velar nasal in this discussion. This sound is represented by ng in the Hiligaynon spelling and elsewhere in this grammar.

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qúgsad(qug.sad) 'full moon' qúsqus(qus.qus) 'regress, slide down'
 qabu (qa.bú) 'ashes' háqum(ha.qum) 'ready'

The vowel o is a mid back vowel, like English "oh, so, toe." Loan words with o are a bit more common than those with e. Several do not appear to fluctuate.

rosa (ro.sa) 'rose, pink' lolo (lo.lo) 'grandfather'
 qobispo (qo.bis.po) 'bishop' qoras (qo.ras) 'hour, time'

Most loan words containing o fluctuate freely with u:

goma or guma 'rubber'
 qobrah or qubrah 'work'
 qoktobre or quktubre 'October'
 qotso or qutsu 'eight'

The vowel u contrasts with the vowel i in the following words:

quswag(qus.wag) 'advance' qiswag(qis.wag) 'to move over'
 tuqun (tu.qun) 'study, learn' tiqun (ti.qun) 'moment, minute'
 tubu (tu.bu) 'pipe' tubiq (tu.biq) 'water'

1.11.3. The vowel a is a low central vowel as in the pronunciation of the English words: "cot, hot, rah, rot." While a is a true low vowel in open syllables, in closed syllables it is raised slightly. Examples of a in Hiligaynon are the following words:

qamay (qa.may) 'father' qapaq (qa.paq) 'mute, dumb'
 damgu (dam.gu) 'dream' bagaq (ba.gaq) 'lung'
 qutaṅ (qu.taṅ) 'debt' bugal (bu.gal) 'pride'

The vowel a is in contrast with both i and u as is seen by the following contrasting pairs:

qapaq (qa.paq) 'mute, dumb' qupa (qu.pa) 'rice husk'
 sunuga (su.nu.ga) 'burn (it)' sunugi (su.nu.gi) 'burn (at)'
 sili (si.li) '(kind of fish)' sila (si.la) 'they'
 basaq (ba.saq) 'wet' basiq (ba.siq) 'probably'
 qamu (qa.mu) 'that's it' qimu (qi.mu) 'your (sg)'
 qapan (qa.pan) 'grasshopper' qapin (qa.pin) 'to defend'
 dahun (da.hun) 'leaf' dihun (di.hun) 'to begin'

1. PHONOLOGY.

baga	(ba.ga)	'embers'	bugaq	(bu.gaq)	'limestone'
balas	(ba.las)	'sand'	bulus	(bu.lus)	'borrow'
qasa	(qa.sa)	'hope'	qasu	(qa.su)	'smoke'
qini	(qi.ni)	'this'	qinaq	(qi.naq)	'that'
yari	(ya.ri)	'this (near)'	yaraq	(ya.raq)	'that (near)'
diri	(di.ri)	'to this'	diraq	(di.raq)	'to that'

1.12. Consonants. There are twenty different distinctive consonantal sounds in Hiligaynon. Four of these, *f*, *v*, *c*, *j*, appear only in borrowed words.

1.12.1. Stops. Of the seven stops four are voiceless and three are voiced.

1.12.11. There are two bilabial stops, *p* and *b*. *p* is voiceless and unaspirated except when it occurs as the beginning margin of a stressed syllable. *b* is voiced and unaspirated. The two sounds contrast in the following words:

/p/pa	'yet, still'	/b/ba	'express. of disbelief'
pútu	'native rice cake'	bútu	'vote'
pálay	'unhusked rice'	baláy	'house'
gupák	'crush, destroy'	gúbak	'hasten maturation'
tapúk	'easily torn'	tabúk	'to cross'
takúp	'cover'	takúb	'knife sheath'
sápsap	'(kind of fish)'	sábsab	'lap up (by animal)'

1.12.12. There are two dental stops, *t* and *d*. To form the Hiligaynon *t* and *d* the tongue blocks the air stream at the back of the upper front teeth. English t and d are formed at the gum ridge rather than at the teeth themselves.

The voiceless member of the pair is t, the voiced is d. t is usually unaspirated. Slight aspiration may sometimes be heard, however, when it occurs as the first sound of a stressed syllable. The two sounds are contrasted in the following words:

/t/ takúp	'cover'	/d/ dakúp	'to catch'
gúkat	'ransom'	qúkad	'dig into'
pánit	'skin'	pánid	'pieces'
tapúk	'easily torn'	tabúk	'to cross'

1.12.13. There are two velar stops, k and g. k is the voiceless member, and g is the voiced member. k may occur with light aspiration when beginning stressed syllables. g is never aspi-

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rated. The Hiligaynon velar stops are made farther back in the mouth than the English velar stops except when they precede front vowels. The following pairs of words show the contrast in the two sounds:

<p>/k/ kamú 'your (pl)' kabáy 'hopefully' abukádu 'avocado' báka 'cow' maka- 'ability' affix</p> <p>túluk 'look, stare' libák 'gossip, backbite'</p>	<p>/g/ gamú 'messy, trouble' gábay 'float with' abugádu 'lawyer' bága 'embers' maga- 'continuative action' affix</p> <p>túlug 'sleep' líbag 'off key, flat'</p>
--	---

1.12.14. The sound labeled “glottal stop” is not a significant sound in English; it is in Hiligaynon. The glottal stop is made by closing off the air stream at the voice box, or glottis. In word-initial position it is not symbolized in written Hiligaynon. In Hiligaynon orthography the glottal stop is symbolized in various ways or not at all. It appears that the present orthography was devised during the Spanish period and no symbolization for glottal stop appears in Spanish, thus no consistent symbolization was available for that Hiligaynon sound. It will be symbolized here only for illustrative purposes. The following pairs contrast the glottal stop with its absence:

<p>/q/ bágaq 'lungs' bánkuq 'bench' bátaq 'child' túbuq 'growth'</p>	<p>/ø/ bága 'embers' bánku 'bank' báta 'bathrobe' túbu 'sugarcane'</p>
---	---

This next group of word pairs contrast the glottal stop with h since it is sometimes confused with that sound:

<p>/q/ búgqat 'heavy' qáwaq 'space' qúna 'already existing' qílu 'orphan'</p>	<p>/h/ búghat 'relapse, sick again' háwaq 'give away' húnaq 'thought' hílu 'thread'</p>
--	--

The glottal stop is sometimes confused with k. The following pairs of words contrast it with k:

/k/ kádlaw 'laugh'	/q/ qádlaw 'sun, day'
--------------------	-----------------------

1. PHONOLOGY.

túluk	'stare, look'	túluq	'drip'
gúbak	'hasten maturation'	gubáq	'destroy'
kamú	'you (pl)'	qamú	'that's it'
kamút	'hand'	qámut	'contribution'

1.12.2. Fricatives. Fricatives are so named because they are formed by allowing the air stream to pass through the mouth via some constricted or narrowed opening. The air stream produces friction "noise" as it exits through these openings, thus the name "fricative". There are four Hiligaynon fricatives and two affricates, a related sound type composed of a stop plus a fricative.

1.12.21. The labio-dental fricatives have both been introduced into Hiligaynon from loan words: f is voiceless and v is voiced. f is in the process of assimilation to Hiligaynon p and v to b. As a result there is fluctuation between f and p, and between v and b. The following words illustrate the fricatives f and v:

franka	(fra ŋ.ka)	'frank'	Victor	(vik.tor)	'Victor'
kafe	(ka.fe)	'coffee'	David	(da.vid)	'David'
Filipinas	(fi.li.pi.nas)	'Philippines'			

1.12.22. A voiceless fricative s is produced above the gum ridge back behind the upper front teeth. h is a voiceless glottal fricative and is sometimes confused with s. The following pairs of words contrast the two sounds:

/h/	bahaq	(ba.haq)	'flood'	/s/	basaq	(ba.saq)	'wet'
	baso	(ba.so)	'glass'		bahoq	(ba.hoq)	'odor'
	laso	(la.so)	'ribbon'		laho	(la.ho)	'wash clothes without pre-soaking'

1.12.23. There are two affricates, one voiceless, c, and one voiced, j. In current Hiligaynon orthography c is frequently written ts and j is written dy. These sounds only appear in loan words. The following pairs of words illustrate their occurrence but do not show any minimal contrasts since the number of loan words is limited.

/c/	caca	(ca.ca)	'chacha (dance)'	/j/	jaj	'judge'
	cansa	(tsansa)	'chance'		jas	'jazz'
	ca	(or tsa)	'tea'		jo	'Joe'

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lecun (le.cun) 'roast pig' (or litson) jiyp 'jeep'

1.12.3. Nasals. Nasal consonants are produced with air through the nasal passage instead of through the mouth. There are three nasals in Hiligaynon: m, n, and ŋ. m is a bilabial sound; n is a dental, and ŋ is the velar nasal and is pronounced like ng of "sing". In the following pairs, these three sounds are contrasted. Note that ŋ is also contrasted with g with which it is sometimes confused.

<p>/m/ mánu 'right (not left)' qumá 'field' ma- 'stative' affix (not begun action) qamu 'that's it'</p>	<p>/n/ nánuq 'what?' qúna 'to precede' na- 'begun action'</p>
<p>/n/ na 'yet, still' búlan 'moon, month' núsnus 'scrub' qunúd 'flesh'</p>	<p>/ŋ/ ŋa '(attributive linker)' búlaŋ 'cock fight' ŋusŋus 'whine' huŋúd 'very much so'</p>
<p>/ŋ/ máŋa 'plural (of noun)' ŋáwa 'wonder, marvel' dúluŋ 'on the way, travel'</p>	<p>/g/ maga- 'continuative action' affix gáwa 'look out window' túlug 'sleep'</p>
<p>/ŋ/ baŋáq 'jar, vase' máŋa '(pluralizer)' láŋaw 'fly'</p>	<p>/ŋg/ baŋgaq 'ambush' máŋga 'mango' láŋgaw 'vinegar'</p>

1.12.4. Liquids. There are two sounds called "liquids", the l and the r. For l the tongue is pressed flat against the alveolum with the tip just behind the upper front teeth. The r is a flap, which sometimes sounds like a clear English r when it occurs initially in names or like tt in "Betty". The two sounds are contrasted in the pairs of words below, and also with d since there is frequent change between these sounds in word formation.

<p>/l/ pála 'shovel' limá 'five' líntaq 'leech'</p>	<p>/r/ pára 'for' ríma 'breadfruit' rénta 'rent'</p>
---	--

1. PHONOLOGY.

dílaq 'tongue'	diráq 'there'
/l/ lagáq 'boil'	/d/ dágat 'sea'
qílu 'orphan'	qidúq 'dog'
takúl 'loose, flopping shoes'	takúd 'shutter'
láhun 'soft mud at riverside.'	dálhun 'lead'
/d/ balúd 'ocean wave'	/r/ balur 'valor'
dútaq 'earth'	rúta 'route'
qáda 'give away'	qára 'there'

1.12.5. Semivowels. There are two semivowels. w is a non-syllabic back rounded vocoid which appears in consonant positions in syllables. y is a non-syllabic front unrounded vocoid which appears in consonant positions. The Following words illustrate the distribution of w and y:

/w/ walaq 'none'	/y/ yasyas 'milled rice'
qiwiq 'tail'	bayaw 'brother-in-law'
bawal 'taboo, forbidden'	kalye 'street, road'
ḡawit 'to pick fruit'	bayu 'dress'
laḡaw 'fly (insect)'	yuhum 'smile'
baliw 'amnesia'	humay 'cooked rice'
paksiw 'food cooked in sour sauce'	habuy 'throw'
	baylu 'exchange'

1.2. Accent and Intonation. The term accent here refers to the emphasizing of a syllable in a word by means of loudness, vowel length, pitch, or a combination of these. Some words may have more than one accented syllable. All words except the grammatical particles have one primary accented syllable and if more than two syllables usually a secondary accent on one of the other syllables.

Intonation refers to the sequence of pitch levels through a sentence. No data are yet available on the intonation patterns of Hiligaynon.

Primary accent is lexically significant as can be seen from the contrast of stress, or accent, placement in the following words.

qíla 'they'	qilá 'wild'
qámu 'master'	qamú 'that is it'

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pása	‘to pass’	pasá	‘sprinkle water’
bagqú	‘new’	bágqu	‘before’
pánit	‘skin’	panít	‘tuna’
lúku	‘crazy, fool’	lukú	‘command to dog to sit’ (or when dog reclines with head on outstretched front paws.)
pála	‘shovel’	paláq	‘big ants’

1.3. Syllable-initial consonant clusters. No consonant clusters occur in syllable-initial position in native Hiligaynon words. Loan words from Spanish and English have introduced a number of different clusters, however.

The following are a few examples.

1.31. Clusters with liquids as second member.

1.31.1. /pr/ is an unaspirated bilabial stop followed by a tapped /r/.

word-initial:	prénda	‘pawn, pawnshop’
word-medial:	aprúb	‘approve’

1.31.2. /pl/ is a combination of the voiceless bilabial unaspirated stop and a light /l/.

word-initial:	plays	‘pliers’
word-medial:	qapláy	‘apply’

1.31.3. /br/ is a voiced bilabial stop combined with a tapped /r/.

word-initial:	brútsa	‘paint brush’
word-medial:	Abríl	‘April’

1.31.4. /bl/ is a voiced bilabial stop followed by a light lateral.

word-initial:	blúsa	‘blouse’
word-medial:	probléma	‘problem’

1.31.5. /tr/ is a voiceless dental unaspirated stop followed by a tapped /r/.

word-initial:	trápu	‘rag, wipe’
word-medial:	qátras	‘recoil, back-off’

1. PHONOLOGY.

1.31.6. /dr/ is a voiced dental stop followed by a tapped /r/.

word-initial:	drayb	'drive'
word-medial:	qáдрес	'address'

1.31.7. /kr/ is a voiceless unaspirated velar stop combined with a tapped /r/.

word-initial:	krayóla	'crayon'
word-medial:	qókra	'okra'

1.31.8. /kl/ is a voiceless velar unaspirated stop combined with a voiced lateral.

word-initial:	klab	'club'
---------------	------	--------

1.31.9. /gr/ is a voiced velar stop followed by a tapped /r/.

word-initial:	grabe	'grave, serious'
word-medial:	agrabyádo	'aggrieved, offended'

1.32. Clusters with a semivowel as second member.

1.32.1. /pw/ is an unaspirated voiceless bilabial stop followed by a voiced back rounded consonantal vocoid.

pwede	'possible'
pwera	'except'

1.32.2. /kw/ is an unaspirated voiceless velar stop followed by a voiced back rounded consonantal vocoid.

kwadrado	'quadrangle'
----------	--------------

1.32.3. /gw/ is a voiced velar stop followed by a voiced back rounded consonantal vocoid.

gwapa	'beauty of face'
-------	------------------

1.32.4. /bw/ is a voiced bilabial stop followed by a voiced back rounded consonantal vocoid.

bwas	'tomorrow'
------	------------

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1.32.5. /dy/ is a voiced alveolar stop followed by a voiced high front unrounded consonantal vocoid.

dyntay	'small'
sadya	'happy'

1.32.6. /sy/ is a voiceless grooved alveolar fricative followed by a voiced high, front unrounded consonantal vocoid.

abunansya	'abundance'
-----------	-------------

1.32.7. /ly/ is a voiced alveolar lateral followed by a voiced high front unrounded consonantal vocoid.

kutsilyo	'knife'
lyabe	'key'

1.32.8. /by/ is a voiced bilabial stop followed by a voiced high front unrounded consonantal vocoid.

kambyu	'make change (of money)'
--------	--------------------------

1.4. Phonological segments and the orthography. The symbolization of the sound segments corresponds closely with the symbols used in the phonological analysis and description. The symbols used in normal writing of the language vary only in a few instances from those symbols given in the phonological description. In the chart below the orthographic equivalence of the phonological symbols is given.

Phonological symbols	Orthographic symbols
i	i
e	e
a	a
o	o
u	u
p	p
b	b
t	t
d	d
k	k (except before i, e, in loan words) qu (in loan words before i, e)

1. PHONOLOGY.

g	g
c	c
j	j
q	' (word-finally)
	- (as the second member of a consonant cluster)
f	f, p
v	v, b
s	s
.h	h, j
m	m
n	n
ŋ	ng
l	l
r	r
w	w
y	y
Stress	(not symbolized)

2. MORPHOPHONEMICS.

This section deals with the classification and description of the pronunciation changes which occur when morphemes come together in word formation or syntactic sequences. In Hiligaynon the changes are limited to sounds in the syllables on the borders where two morphemes meet. The types of changes occurring in this language involve assimilation of one sound to another, change in position of two sounds, loss of particular sounds, replacement of sounds, and various combinations of these types.⁴

2.1. Stress shift. Stress or accent is frequently shifted from its original place on a stem when affixation occurs. Not all stems undergo this shift, so the reader must learn which stems do and which do not as he learns the language. The principal types of shift are either to the right towards the end of the word, or to the left towards the beginning of the word. Specific conditions determine the direction.

2.11. Stress shift to the right. Stress shifts to the right when a suffix is added to a stem but no further changes occur. Examples:

'around' líbot + ka- -an > kalibótan 'world, universe'
'progress' úswag + ka- -an > kauswágan 'progress, development'
'finish' tapós + ka- -an > kataposán 'the end, finish'
'worship' símba + -(h)an > simbáhan 'church'

2.12. Stress shift to the left. Stress shifts to the left when the suffixation is accompanied by vowel loss in the stem syllable next to the suffix. Examples:

'chase' lagás + -on > lágson
lagás + -on > *lagasón⁵ lágson
'bring' dalá + -on > dálqon
'ride' sakáy + -an > sákyan 'vehicle for riding'

4 From here to the end of the grammar current Hiligaynon spelling is adopted for the examples. Phonetic spelling is abandoned.

5 The asterisk (*) marks a word form which is intermediate between real forms -it never actually occurs.

2. MORPHOPHONEMICS.

'kill' patáy + -on > pátyon

2.2. Vowel loss. When certain roots are suffixed and the stress shifts to the right, the vowel formerly carrying the stress is lost. In addition to the following examples also see those of the preceding section. Note that after loss of the vowel the stress then shifts to the left.

Examples:

'bring'	dalá + -on	> dálon	'to bring something'
	dalá + -on	> *dalaón	dálqun
'destroy'	gubaq + -on	> gúb-on	'to destroy something'
'wet'	basáq + -on	> bás-on	'to wet something'
'bite'	kagát + -on	> kádton	'to bite something'
'hurt'	sakít + -an	> sáktan	'to hurt someone'
'person'	tawó + kina- -an	> kinatáw-an	'birth'

2.3. Metathesis. The loss of the vowel in the stem-final syllable may bring two consonants together. In some instances (not predictable yet) these consonants undergo metathesis of position.

Examples:

'drink'	inom + -on	> imnon	'to drink something'
	qínom + -on	> *qinumón	*qinumón qímnon
'plant'	tanom + -an	> tamnan	'to plant a field'
'enter'	sulod + -an	> sudlan	'to enter a place'
'change'	qilis + -an	> qislan	'to change a thing'
'learn'	tuon + -an	> tun-an	'to study something'
'repay'	balos + -an	> baslan	'to repay'

2.4. Assimilation. When consonants come together across word or morpheme boundaries, assimilation changes of one or the other frequently occur.

2.41. Assimilation of nasal to the following consonant. When affix-final velar nasals (ng) are changed to the same point of articulation as the following consonant in initial position of the stem, the changes are as follows:

-ng + b- > -mb-, -ng + d- > -nd-, -ng + g- > -ngg-.
-ng + l- > -nl-, -ng + h- > -ngh-.

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This type of change occurs in verbs or gerund-like words involving the mang- or pang- affix.

Examples:

pang-	+	basa	pambasa	‘used for reading’
pang-	+	bakal	pambakal	‘used for buying’
pila	nga	beses	pilambeses	‘how many times?’

pang-	+	dulsi	pandulsi	‘used for dessert’
mang-	+	dakop	mandakop	‘to catch something’
mang-	+	dala	mandala	‘to carry something’
mang-	+	lukat	manlukat	‘to uproot’
mang-	+	laba	manlaba	‘to launder’
mang-	+	gamot	manggamot	‘to look for roots’
mang-	+	gisi’	manggisi’	‘to tear to pieces’
mang-	+	himo	manghimo	‘to make something’
mang-	+	himos	manghimos	‘to arrange, fix’

2.42. Assimilation plus consonant loss. Further complication sometimes arises when the mang-/pang-affixes are attached to a stem. With certain stems the initial consonant of the stem is lost after the nasal is assimilated and the nasal assumes the place of both itself and the lost consonant.

mang-	+	pisoy	>*mampisoy	>mampisoy	‘chicken stealing’
pang-	+	patay	>*pampatay	>pamatay	‘for killing’
pang-	+	pasyar	>*pampasyar	>pamasyar	‘to take a walk’

pang-	+	bato	> pamato	‘used for fighting’
kasing-	+	banwa	> kasimanwa	‘townmate’
pang-	+	tulok	> panulok	‘gaze’
mang-	+	tudlo’	> manunudlo’	‘teacher’

pang-	+	dumdom	> panumdom	‘to think’
nang-	+	dulsi	> nanulsi	‘candies’
pang-	+	dala	> panala	‘manner of carrying’
pang-	+	kahoy	> pangahoy	‘gathering of wood’
pang-	+	kutana	> pangutana	‘asking of questions’

mang-	+	gamot	> mangamot (also manggamot)	‘look for roots’
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pang-	+	sugid	> panugid	‘way of relating an incident’
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2. MORPHOPHONEMICS.

pang- + simba > panimba 'way of worshipping'

mang- + utang > mangutang 'to borrow money'

mang- + away > mangaway 'to fight (quarrel)'

2.5. Consonant change. In certain instances some consonants are replaced by others.

2.51. /d/ becomes /r/.

'pay' bayad + -an > bayaran 'will pay something'

'rope' lubid + -on > lubiron 'be made into twine'

'restrain' hawid + -an > hawiran 'to restrain something'

'respect' tahod + -on > tahuron 'be respected'

'know' sayod + na- -an > nasayran 'knew'

2.52. /r/ becomes /l/. The only instance of this change is a case where a previously suffixed stem undergoes further suffixation.

'tell' sugid + -an > sugiran 'to tell'

'to tell' sugiran + -on > sugilanon 'story'

2.53. /l/ becomes /d/. Only one instance of this change has been observed.

'bring' dala + -on > dad-on 'will bring something'

2.54. /g/ becomes /d/. Only one instance of this change has been observed.

'bite' kagat + -on > kadton 'will be bitten'

2.55. /i/ becomes /y/.

qagi + -an > qagyan 'patch'

2.56. /o/ becomes /w/.

na + gamo + > nagamwan 'troubled'
-an

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INTRODUCTION

The minimal free form of a lexical item in Hiligaynon is a root morpheme. Bound forms are affix morphemes. Affixes are of three types: prefixes are preposed to a stem; infixes are usually inserted immediately after the first consonant of the stem; suffixes are postposed to the stem. A stem may be either a root or a root with affixation. Affixed forms, in other words, can undergo further affixation. A word is the final product of the processes involving roots and affixes. Some words come through the processes consisting only of a root. Others end up as complex formations of a root plus affixes.

Lexical items in the dictionary are root base forms having a set of features. It seems probable that verb roots have an inherent feature of focus. Whether any of the other root types have this is uncertain. Some Hiligaynon roots are inflectable and some are not. Uninflectable roots are described in section 3, Particles. Inflectable roots are discussed in the three succeeding sections: section 4, Bases; section 5, Descriptives; and section 6, Verbs.

3. PARTICLES.

Independent uninflected words distinguished from substitutes and bases are labeled Particles in this grammar. Some particles are lexical fillers which add semantic information to phrases and clauses; others are grammatical markers which signal syntactic constructions. In an effort to keep the functions of the two groups clearly distinct in this grammar the label Lexical Particle is assigned to members of the lexical filler group, and the markers of grammatical relations are called Grammatical Particles.

3.1. Lexical Particles. On the basis of their semantic content the Lexical Particles may be loosely grouped in five classes: the Temporal, Modal, Limiting, Verbal, and Emphatic.

3.11. The Temporal Particles relate an incident to time or some state of completion.

3.11.1. The Particle anay has the meaning 'first, before'.

Si Ana palasaot subong pero anay indi'.
the-personal Ana fond-of-dance now but before not
"Ana is fond of dancing now but she wasn't before."

Ikaw anay magsulod sa balay antes ako.
you before will-enter into-the house before I
"You enter the house first before I do."

3.11.2. The Particle antes has the meaning of 'before'.

Ikaw anay magsulod sa balay antes ako.
you first to-enter into-the house before I
"You enter the house first before I do."

Antes ka magkadto sa Baguio mag-agi ka sa balay.
before you will-go to-the Baguio will-stop you at-the house

"Before you go to Baguio stop at the house."

3.11.3. The Particle pa has the meaning of 'still, yet'.

Nagapaligo' pa sia sang hinali nanuktok kamo.
was-showering still he when suddenly knocked you-pl

3. PARTICLES.

“He was still showering when suddenly you knocked.”

Nagatuon pa si Jose sang langoy.
is-learning still the-personal Jose of-the swim
“Jose is still learning to swim.”

3.11.4. The Particle na has the meaning of ‘already, now’

abakal na ako sang bag-o.
will-buy now I of-the new
“I’ll buy a new one now.”

Nagkuha’ na sia sang gumamela.
got already she of-the hibiscus
“She has already gotten a hibiscus.”

3.11.5. The Particle lagi has the meaning of ‘always’.

Lagi sia nagakadto sa baybay.
always he goes to-the beach
“He always goes to the beach.”

Nagalumpat sia lagi sa kudal.
jumps he always on-the fence
“He always jumps on the fence.”

3.12. The Modal Particles. The Particles of this group represent the incident in terms of its truth value.

3.12.1. The Particle basi’ has the meaning of ‘might be’
There is a strong probability that the statement is untrue, or that the incident will not happen.

basi’ mahulog ka sa hagdan kung madanlog.
might fall you on-the stairs if slippery
“You might fall on the stairs if they are slippery.”

Basi’ sia ang mamaestra ko.
might she the teacher of-me
“She might be my teacher.”

3.12.2. The Particle seguro has the meaning of ‘maybe’. Its presence indicates that the speaker is uncertain as to the truth value of the statement.

Wala sia diri, seguro nagtulog.

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not-exist she at-here maybe slept
“She is not here, maybe she slept.”

Nagahibi ang bata seguro masakit ang tiyan niya.
is-crying the child maybe sick the stomach of-him
“The child is crying (because) maybe his stomach aches.”

3.12.3. The Particle daw has the meaning of ‘probably’. Its presence indicates strong probability that the statement will prove to be true.

Daw si Ana ina’.
probably the-personal Ana that
“That’s probably Ana.”

Daw pareho ang kataason naton.
probably same the height of-us
“Our height is probably the same.”

3.12.4. The Particle segurado has the meaning of ‘surely’.

Nagainom sia sang tuba subong asegurado mahubag sia.
drinking he of-the palm-wine now surely drunk he
“He is drinking tuba now so surely he will be drunk.”

Segurado nga tarde sia kay alas nueve na.
surely lig. late he because time nine already
“Surely he is late because it is already nine o’clock.”

3.12.5. The Particle siyempre has the meaning of ‘certainly true’.

Masaylo si Art siyempre.
will-move the-personal Art certain
“Art will move for sure.”

Siyempre mataas sia maayo maghampang sang basketbol.
certain tall he good will-play of-the basketball
“Surely he plays basketball well because he is tall.”

3.12.6. The Particle makon has the meaning of ‘would be’.

Makon nakuha ang premio kung nag-entra ka painedisindis.
should took the prize if entered you competition
“You would have taken the prize if you had entered the contest.”

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Magpakamabuot makon gastosan ko ikaw sa pag-eskwela.
will-be-good would spend by-me you to-the schooling
“If you would be good I would finance your schooling.”

3.12.7. The Particle kuntani (or tani) has the meaning of ‘hopefully, would that’.

Kuntani gusto ko mag-eskwela pero wala sing kwarta.
would like by-me will-school but not-exist of-the money
“I would like to go to school but I have no money.”

Masaylo kuntani si Art sa bag-o nga balay kung nakatrabaho sia.
will-move would the-personal Art to-the new lig. house if can-
work he

“Art would like to move to a new house if he can find work.”

3.12.8. The Particle kinahanglan has a meaning of ‘must, ought’. This word also occurs as a verb with a meaning of ‘need’. Here it is a stronger word.

Kinahanglan sia magluto sang pamahaw.
must he will-cook of-the breakfast
“He has to cook some breakfast.”

Kinahanglan magkuha ka sang eksamin.
must to-take you of-the exam
“You must take the exam.”

Si Rosa kinahanglan sa konferensya.
the-personal Rosa is-needed at-the conference
“Rose is needed at the conference.”

3.13. Limiting Particles. This group of Particles limits the incident in some way.

3.13.1. The Particle lamang has the meaning of ‘only, just (so)’. (It may also be abbreviated lang.)

Si Art masaylo sa bag-o nga balay lamang naunahan sia.
the-personal Art will-move to-a new lig. house only was-firsted
he

“Art would have moved into a new house but someone beat him to it.”

Sia lamang ang kahibalo sang hitabo.
she only the knows of-the incident

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“She is the only one who knows about the incident.”

3.13.2. The Particle halos has the meaning of ‘almost, barely’.

Halos sia nakatapos sang kurso.
almost he finished of-the course
“He barely finished the course.”

Halos-halos sia makabasa.
barely he able-to-read
“He is barely able to read.”

3.13.3. The Particle manga has the meaning of ‘approximately’ usually with reference to time, but also with reference to size or number. (This particle is homophonous with manga ‘(plural)’.) Manga may be abbreviated mga.

Makadto kita sa ciudad sa manga alas tres sa hapon.
will-go we to-the city at-the about time three in-the afternoon
“We will go to the city about three o’clock.”

Halos mga isa na ka simana karon...
almost about one now lig. week before...
“Almost a week ago now...”

Sa manga alas nueve manglaba ako.
at-the about time nine will-laundry I
“At about nine o’clock I will do the laundry.”

3.13.4. The Particle medyo has the meaning of ‘somewhat, just a bit’.

Medyo mainit subong.
somewhat warm now
“It’s somewhat warm now.”

Ang bata medyo sutil.
the child somewhat naughty
“The child is somewhat naughty.”

3.13.5. The Particle husto has the meaning of ‘enough’.

Husto gid ang kwarta para sa matrikula.
enough really the money for to-the matriculation
“The money is really enough for the matriculation fee.”

3. PARTICLES.

Ang bag-o ko nga sapatos husto sa tiil niya.
the new of-me lig. shoes enough to-the foot of-her
“My new shoes fit her feet.”

3.13.6. The Particle mismo has the meaning of ‘self’ and is reflexive.

Sia mismo ang naghatag sang problema sa iya kaugalingon.
she herself the gave of-the problem to-the her misfortune
“She gave the misfortune (problems of her misfortune) to herself.”

Sila mismo nga tinawo ang nag-abuso.
they themselves lig. followers the abused
“They themselves as followers are the ones who did the abusing.”

3.14. Verbal Particles are so classified because they usually cooccur with the verbs or act like verbs themselves at times.

3.14.1. The Particle kuno has the meaning of ‘it is reported, he says’. It has been called the Reportative Particle by some.

Sia kuno ang hinablas sang gobernador.
she reports the niece of-the governor
“She says that she is the niece of the governor.”

Ako kuno ang makuha sang premyo.
I it-is-said the will-get of-the prize
“It is I, they say, who will get the prize.”

3.14.2. The Particle pwede has the meaning of ‘possible’.

Pwede ako makakadto sa tienda subong.
possibility I can-go to-the market now
“It is possible that I can go to the market now.”

Kung pwede sia makamaneho hulaton ko sia.
if possible he can-drive will-wait by-me he
“If it’s possible for him to drive, I will wait for him.”

3.14.3. The Particle mahimo has the meaning of ‘possible, possibility’.

Kung mahimo hulaton ko sia.
if possible will-wait by-me he

“If possible, I will wait for him.”

Mahimo bala makapamangkot?
possible question can-ask
“Can a question be asked?”

3.14.4. The Particle ambot has the meaning of ‘not know’.

Ambot, indi ko sia kilala.
don’t know, not I he know
“Don’t know, I don’t know him.”

Ambot waay ako sa kahibalo kung nakasaylo si Art sa bag-o nga balay.
don’t-know anything I in-the knowledge if able-to-be moved the-
personal Art to-the new lig. house.
“I don’t know, I don’t know if Art moved to a new house.”

3.14.5. The Particle hingan has the meaning of ‘useless (occurs with wala)’.

Wala hingan ang iya pangabudlay kay gastodora ang iya asawa.
not-exist useless the his labor because big-spender the his
spouse
“His labor is useless because his wife is a big spender.”

Ang pagtuon wala hingan kung indi’ magamit.
the studying not-exist useless if not will-use
“Learning (studying) is useless unless it is used.” (or...if it is not
used.)

3.15. Emphatic Particles add degrees of emphasis to statements.

3.15.1. The Particle gid has the meaning of ‘very, indeed’.

Mabuot gid sia.
good indeed she
“She is very good.”

Masaylo gid Art sa bag-o nga balay.
will-move really Art to-the new lig. house.
“Art will really move to a new house.”

3.15.2. The Particle gali’ has the meaning of ‘really’.

3. PARTICLES.

Sia gali' ang maestra ko sa sunod nga tuig.
she really the teacher-female of-me in-the following lig. year
"She is really the one who will be my teacher next year."

Ikaw gali'!
you really
"Its really you!"

3.15.3. The Particle dayon means 'immediately, right away'.

Dayon sia nagsulod sa trabaho.
immediately he entered at-the work
"He immediately began the job."

Maobra ako dayon kung may bacante.
will-work I immediately if there-is vacancy
"I'll work immediately if there is a vacancy."

3.15.4. The Particle sige means 'O.K., go ahead'.

Sige mamalakon kita sa Quiapo.
O.K., will-shop us-pl in-the Quiapo
"Okay, let's shop in Quiapo."

Sige, maglakat ka.
O.K., will-walk you
"Okay, you go."

3.16. Locational Particles. There are two sets of particles which indicate general location such as, 'here, there, etc.,' but they apparently have the same distribution.

	I	II
'here'	ari	yari
'there, nearby'	ara'	yara'
'there, distant'	adto	yadto

Set II is derived from set I by the addition of a prefix y- which seems to be the same prefix which occurs on other locational words as i-. In the above sets the i- has changed to y- before the vowel-initial roots.

Apparently the glottal stop which begins all vowel-initial roots is lost following the i- prefix.

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In the following locationals the *i-* form of the word has a different distribution from the root alone.

dalom	'deep'	idalom	'under'
babaw	'up'	ibabaw'	'above'
sulod	'inner'	isulod	'inside'
gwa'	'out'	igwa'	'outside'
hulid	'side'	ihulid	'beside'

Examples:

Sa idalom sang lamesa ang basurahan.
in-the under of-the table the trash-can
"The trash can is under the table."

Ara' sa dalom sa lamesa ang basurahan.
there in-the deep at-the table the trash-can
"The trash can is there under the table."

Ang sulod sang kahon libro
the inner of-the box book
"A book is in the inner part of the box."

Ang isulod sa kahon libro.
the inside at-the box book
"A book is inside the box."

Sang yari ang maestra mahipos ang tanan.
when here the teacher-female quiet the all
"When the teacher is here everyone is quiet."

Yara sia sa kwarto ni Mr. Lopez.
there he in-the room of-the-personal Mr. Lopez
"There he is in Mr. Lopez' room."

Sang yara' sia sa opisina masadya kamo.
when there he in-the office happy you-pl
"When he is there in the office you are happy."

Yadtong bata nga nagatsinelas ang estudyante ko.
that-lig. child lig. is-wearing-slippers the student of-me
"That child wearing slippers is my student."

3. PARTICLES.

Compare the yari class with the Locative Noun Phrase Demonstrative Substitutes, some examples of which follow, with which they are sometimes confused.

Diri ang lapis
at-here the pencil
"The pencil is here (somewhere)."

Didto ang bata sa kwarto.
at-there the child in-the room
"The child is there in the room."

Wala sia dira'
not-exist he at-there
"He is not there."

3.2. Grammatical Particles. In this section an effort has been made to group the grammatical particles having similar functions. The particles which introduce phrases are described in section 3.21. Those which connect elements within phrases are discussed in section 3.22. The particles which indicate grammatical relations between sentences are discussed in 3.23. The particles which are used to conjoin parts of sentences internally are described in section 3.24.

3.21. Phrase Introducers. Particles which introduce phrases and mark them for substantival function are called here Phrase Introducers. They appear in grammatical construction with a double function: they mark the phrases they introduce as substantival, and they specify how the particular phrase they introduce is grammatically connected to the rest of the clause. The sets of grammatical particles are distinguished on the basis of the phrases they introduce, i.e., the functions they perform. Differences in number (singular/plural) and person (personal/non-personal) intersect with this first distinction.

3.21.1. Introducers of the Definite Phrase. The Definite Phrase type functions as topic, or focus complement, of clauses and as appositive to noun heads. Definite Phrases also occur as the predicate phrase in the Equational sentence type. Ang marks the common noun phrase and si marks the personal noun phrase. The introducers of this phrase type are given in Chart II.

Singular Plural

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Personal	si	sanday
non-Personal	ang	ang manga

Chart II. Introducers of the Definite Phrase

Examples:

...si Jose...
the-personal Jose
“...Jose...”

...ang saging...
the banana
“...the banana...”

...sanday Jose...
the-personal-plural Jose
“...Jose and those with him...”

...ang manga saging...
the plural banana
“...the bananas...”

Ipangluto ko sang lumpya ang kalahaq.
will-use-to-cook by-me of-the lumpia the fry-pan
“I’ll use the frying pan for cooking lumpia.”

Ang kutsilyo hiliwa sang karne.
the knife purpose-to-slice of-the meat
“The knife is for slicing meat.”

Nagtalan-aw sanday Puring sang hampang.
watched the-personal-plural Puring of-the game
“Puring and her companions watched the game.”

Ang kusina ang paglutuan mo sang pamahaw.
the kitchen the cooking-place by-you of-the breakfast
“The kitchen is where you will cook breakfast.”

Ang paglutuon mo sa kusina ang karne.
the to-be-cooked by-you in-the kitchen the meat
“What you will cook in the kitchen is the meat.”

3. PARTICLES.

3.21.2. Introducers of the Attributive Phrase. The Attributive Phrase functions in two ways depending on the choice of marker. sing marks the phrase as a definite direct object when attributive to verbs and as an intimate associate when attributive to nouns. sing does not have a corresponding personal noun phrase counterpart; only the common noun phrase form occurs with this marker. sang also introduces an Attributive Phrase but signals an indefinite direct object, or an indirect object when attributive to verbs. It marks the possessor when attributive to nouns. The personal noun phrase corresponding to the sang phrase is marked by the particle ni.

The introducers of this phrase type are given in Chart III.

	<u>Singular</u>	<u>Plural</u>
Personal	ni	nanday
non-Personal	sing sang	sing manga sang manga

Chart III.
Introducers of Attributive Phrases

Examples:

...ni Jose...
the-personal Jose
“...of Jose...”

...sang saging...
of-the banana
“...of a banana...”

...nanday Jose...
of-the-personal-plural Jose
“...of Jose and those with him...”

...sang manga saging...
of-the plural banana
“...of some bananas...”

Masighatag sila sang amot.
each-give they of-a contribution
“They each gave a contribution.”

Nagutom sia sang paglakat.

hungered he of-a walking
 "He is hungry from walking."

Nagakaon sia sang lumpya sang kusinero.
 is-eating he of-a lumpia of-a cook
 "He is eating some of the cook's lumpia."

Nagakaon sia sang lumpya sing manok.
 is-eating he of-a lumpia of-the chieken
 "He is eating some chicken lumpia."

Nakakita sia sing mga tawo.
 saw he of-the plural person
 "He saw the people."

Mailuto' kamo nanday Puring sang paniudto.
 will-cook-for you-plural by-the-plural-personal Puring of-a lunch
 "Puring and her companions will cook some lunch for you."

3.21.3. Introducers of the Locative Phrase. The Locative Phrase has a similar function with either verb heads or noun heads. This phrase specifies the location of the indefinite abstract referent. The introducers of this phrase type are given in Chart IV.

	<u>Singular</u>	<u>Plural</u>
Personal	kay	kanday
non-Personal	sa	sa manga

Chart IV.
 Introducers of Locative Phrases

Examples:

...kay Jose...
 to-the Jose
 "...to Jose..." (also, "from Jose, at Jose, etc.")

...sa balay...
 at-the house
 "...at the house..." (also, "to the house, etc.")

...kanday Jose...
 to-the-personal-plural Jose
 "...to Jose and those with him..."

3. PARTICLES.

...sa manga balay...
to-the plural house
“to the houses...”

Lutuon ko ang langka sa manok.
will-cook by-me the jackfruit at-the chicken
“I’ll cook the jackfruit with the chicken.”

Mailuto’ ko sia sang pagkaon sa alas onse.
will-cook-for by-me he of-a food at-the time eleven
“I’ll cook some food for him at eleven o’clock.”

Makadala ako sang regalo kay Jose.
can-carry I of-a gift to-the-personal Jose
“I can carry a gift to Jose.”

Pakigdalon mo ang lapis kanday Mr. Cruz.
please-carry by-you the pencil to-the-personal-plural Mr. Cruz
“Please carry the pencil to Mr. Cruz and those with him.”

Gastusan ko ikaw sa pag-eskwela.
will-spend-for by-me you on-the schooling
“I will finance your schooling.”

3.22. Phrase Ligatures occur internally in phrases and link phrase-level units.

3.22.1. The particle nga serves to connect a non-numerical modifier with a head word.

...sa bag-o nga balay...
to-the new lig. house
“...to the new house...”

...segurado nga tarde sia.
certainly lig. late he
“...he is certainly late...”

The marker nga has a variant -ng which is the usual form attached to vowel-final words in everyday speech. nga is usually used following consonant-final words except those ending in -n which occur with -ng. (In literary Hiligaynon, however, nga is used almost exclusively.)

...sa bag-ong balay... / (...sa bag-o nga balay...)

in-the new-lig. house
“...in the new house...”

...sang daang libro.../ (...sang daan nga libro...)
of-a old-lig. book
“...of an old book...”

...sa diutay nga restoran...
at-the small lig. restaurant
“...at the small restaurant...”

...ang lakat nga dasig...
the walk lig. fast
“...the fast walk...”

3.22.2. The particle ka serves to link numerical modifiers to head words within phrases.

...isa ka ganta...
one lig. ganta
“...one ganta...”

...duha ka kahon...
two lig. box
“...two boxes...”

3.23. Inter-sentence Relators. Sentences of a narrative can be loosely banded together by a lexical theme. Each sentence then adds to or expounds some aspect of the theme. No overt marker is required in this type of relationship. In a more direct way, however, sentences can be tied together by means of overt grammatical markers, here referred to as Inter-sentence Relators. They indicate that the sentence of which they are a part is in some external relationship with another sentence. The particular type of relationship depends on the particle used.

3.23.1. The particle bala has the meaning of ‘(question)’ and implies that there is a statement or response in answer.

kuhaan ko bala sang gumamela ang maestra?
will-get-for by-me question of-the hibiscus the teacher
“Shall I get a hibiscus for the teacher?”

Ini bala ang sapatos ni Mario?
this question the shoes of-the-personal Mario

3. PARTICLES.

“Are these the shoes of Mario?” (or, “Are these Mario’s shoes?”)

3.23.2. The particle man means ‘next, also, too’. It indicates that the sentence of which it is a part is in sequence with a previous one. The relationship is one of looking back for a connection. This marker may occur in conjoined clauses as well as independent ones.

Kami Pilipino; ako taga-Bacolod kag sia man.
we-excl. Filipino I from-Bacolod and she also
“We are Filipino; I’m from Bacolod and she also.”

Sia man mestisa Espanyol.
she too mixed Spanish
“She too is half Spanish.”

3.23.3. The particle naman is a sentence connector which relates sentences as direct results of a previous utterance. The naman sentence is a logical next act in a progression.

Ako naman ang magneho.
I in-turn the driving
“My turn to drive now.”

Sila naman ang maghambang.
they in-turn the to-play
“They will be the ones to play next.”

3.23.4. Contrast of man and naman can be seen to some extent in the following examples although it is difficult to specify exactly.

Sia man ang mahampang.
she also the to-play
“She will also play.”

Sia naman ang mahampang.
she in-turn the to-play
“She will play again.”

Ako man kahibalo magluto ‘sina’.
I also know to-cook that
“I also know how to cook that.”

Ako naman magluto’ sina’.

I in-turn to-cook that
“I, in turn, will cook that.”

Indi sia nag-abot kay man wala sing kotse.
not he arrived because also not-exist of-the car
“He did not arrive because they have no car.”

Indi sia nag-abot kay wala naman sia sing kotse.
not she arrived because not-exist in-turn she of-the car
“She did not come because she has no car again.”

3.24. Intra-sentence Relators conjoin constructions internal in a sentence. For ease of description the group of particles is sub-divided into those which conjoin Diverse Conditions, those which conjoin Co-occurring Conditions, and those which conjoin Convergent Conditions.

3.24.1. The Conjunctions joining Diverse Conditions. The Relators or Conjunctions of this group, in general, have meanings of ‘but’ or ‘even if’.

3.24.11. The Conjunction apang ‘but’ is one of three conjunctions with this meaning.

Mainit ang adlaw apang ang mga tawo nagalinakat sa baybay.
hot the sun but the plural person going to-the beach
“The sun is hot, but the people are going to the beach anyway.”

Nagaeskwela sia apang makatibawas sa pangabuhi.
is-studying he but can-overcome in-the life
“He is studying so he can succeed in life.”

3.24.12. The Conjunction ugaling means ‘but unfortunately’ or it may sometimes be translated ‘although’.

Manuglakat na kami ugaling nag-abot ang bisita.
time-to-go already we but arrived the visitor
“It was time for us to go but the visitors arrived.”

Magradwar sia ugaling ang iya lola nagamasakit.
will-graduate he but the his grandmother is-sick
“He is graduating although his grandmother is ill.”

3.24.13. The Conjunction pero has the meaning of ‘but’ and it seems to have no other shades of meaning connected with it.

3. PARTICLES.

Maalam ang bata pero masakiton.
intelligent the child but sickly
“The child is intelligent but sickly.”

Gusto ko tani maglakat pero nagaulan.
like by-me wish to-walk but is-raining
“I would like to go for a walk, but it is raining.”

3.24.14. The Conjunction basta has the meaning of obligatory action together with the ‘but’, and may be translated ‘but must’.

Baklan ko ikaw sang bisikleta basta magtuon ka sang maayo.
will-buy-for by-me you of-the bicycle but-must will-study you of-
the good
“I’ll buy you a bicycle, but you must study well.”

Masaot ako basta magtukan sang piano.
will-dance I but-must will-play of-the piano
“I’ll dance, but you’ll have to play the piano.”

3.24.15. The Conjunction maskin has the meaning of ‘even though’.

Magtuon kamo maskin pobre kita.
will-study you even-though poor we
“You will study even though we are poor.”

Maayo sia sa basketbol maskin diutay sia.
good he in-the basketball even-though small he
“He is good in basketball even though he is small.”

3.24.16. The Conjunction bisan means ‘even’.

Bisan nagaulan malakat ako.
even is-raining will-walk I
“Even if it’s raining I’ll go.”

Mahinay sia bisan magkaon.
slow he even to-eat
“He is slow even in eating.”

3.24.17. The Conjunction pwera has the meaning of ‘except’.

Dal-on ninyo ina’ pwera ang lamesa.
carry by-you that except the table
“You carry everything except the table.”

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Pwera lang si Jose mabuot ang mga bata.
except only the-personal Jose good the plural child
“The children are good except for Jose.”

3.24.2. The Conjunctions joining cooccurring Conditions join actions or states existing at the same time.

3.24.21. The Conjunction kag means ‘ang’.

Nakalakat sa Mindanao si Jose kag si Maria.
went to-the Mindanao the-personal Jose and the-personal Maria
“Jose and Maria went to Mindanao.”

Ako maestra sa Public School kag sia man.
I teacher-female in-the public school and she also
“I am a teacher in the Public Schools, and so is she.”

3.24.22. The Conjunction kon means ‘if, when’.

Maluto ako kon makadto sia diri.
will-cook I if will-come he to-here
“I’ll cook if he comes here.”

Mabakal ako sang kotse kon may trabaho ako.
will-buy I of-the car if there-is work I
“I’ll buy a car if I have a job.”

3.24.23. The Conjunction pati has the meaning of ‘including’.

Ginakuha niya pati ang sapatos.
is-getting by-he including the shoes
“He is getting (everything) including the shoes.”

Tanan-tanan malakat pati ang tigulang.
all will-go including the old-lady
“Everybody will go including the old lady.”

3.24.24. The Conjunction samtang has the meaning of ‘while’.

Nagabasa ako samtang nagahampang ang mga bata.
is-reading I while are-playing the plural child
“I am reading while the children are playing.”

Samtang nagahulat kami sang salakyan nagsugilanon kami.
while is-waiting we of-the bus is-talking we
“While we were waiting for the bus we were chatting.”

3. PARTICLES.

3.24.25. The Conjunction ukon means 'or'. The marker has a variant which is frequently used: o 'or'. With the negative, ukon means 'nor'.

Palakton mo si Jose ukon si Juan?
will-have-go by-you the-personal Jose or the-personal Juan
"Will you have Jose go or Juan?"

Palakton mo si Jose o si Juan?
will-have-go by-you the-personal Jose or the-personal Juan
"Will you have Jose go or Juan?"

Malakat ako ukon mapabilin
will-go I or will-cause-to-remain
"Shall I go or stay?"

Bisan si Jose ukon si Pedro indi kahibalo maglangoy.
even the-personal Jose or the-personal Pedro not know to-swim
"Neither Jose nor Pedro knows how to swim."

3.24.26. The affixes pag-, kapag-, and pagka- give a gerundive meaning to roots with verb-like meaning, i.e., an action root. They also occur as particles introducing a dependent clause. The whole construction then has a meaning of "conditional" or "contingent" action, and is translated into English by 'if, when, etc.,' in most instances.

Examples:

Paglakat ko makaon sila.
when-leave by-me will-eat them
"When I leave, they will eat."

Note that the pag is affixed in the normal manner in the above example. It may be separated as a free form.

Pag ilakat niya ang iya tiil masakit.
if will-move by-him the his foot painful
"If he moves his foot it is painful."

Pagkaaga nagbasa anay si Jun sang pamantalaan.
when-morning read first the-personal June of-the report
"In the morning June read the report first."

Kapag hampangan ang lagwerta mapatay ang bulak.
if will-play-in the yard will-die the flower

“If the yard is played in the flowers will die.”

3.24.3. Conjunctions joining Convergent Conditions join conditions or states which have a cause and effect relationship.

3.24.31. The Conjunction kundi' has the meaning of 'then'.

Kung indi' si Juan magkanta kundi si Pedro na lang.
if not the-personal Juan will-sing then the-personal Pedro al-
ready only

“If Juan won't sing then Pedro will.”

Kung kapoy ka kundi magpahumay ka na.
if tired you then be-caused-to-rest you already
“If you are tired then rest.”

3.24.32. The Conjunction kay has the meaning of 'because'.

Si Art masaylo sa bag-o nga balay kay mahal ang renta.
the-personal Art will-move to-the new lig. house because ex-
pensive the rent

“Art will move to a new house because the rent is high (where
he is now).”

Nagtulog ako kay ginkapoy ako.
slept I because tired I
“I slept because I was tired.”

3.24.33. The Conjunction busa' means 'therefore, so'.

Madamo ang bulak dira' busa' manguha kita.
many the flower at-there therefore will-get we
“There are lots of flowers there so let's get some.”

Indi' sia nagaamdig busa' nadisgrasya sia.
not he is-careful therefore had-accident he
“He is not careful so he had an accident.”

3.24.34. The Conjunction intonsis also has the meaning of 'therefore'.

Suplada sia intonsis gin-akigan sia.
proud she therefore was-reprimanded she
“She's proud, therefore she was reprimanded.”

Hambog sia intonsis gingamo sia sang mga hubog.

3. PARTICLES.

proud he so-then troubled he by-the plural drunk
“Since he is proud he was troubled by the drunkards.”

3.24.35. The Conjunction gani has the meaning of ‘therefore, so then’.

Wala sia sa balay gani nagdiretso ako pauli.
not-exist she in-the house therefore went-straight I return
“She was not at home, so I returned immediately.”

Si Mr. Reyes ang maestro gani magpakamabuot ka.
the-personal Mr. Reyes the teacher-male therefore will-be-good
you
“Mr. Reyes is your teacher, therefore you must be good.”

3.24.36. The Conjunction abi has the meaning of ‘so please’ or a polite request.

Si Art masaylo sa bag-o nga balay abi bulugan mo sia.
the-personal Art will-move to-the new lig. house so-please will-
help by-you he
“Art will move to a new house, so please help him.”

Wala si Pedro sa opisina abi tanawon mo sia sa balay.
not-exist the-personal Pedro at-the office so-please look-for by-
you he at-the house
“Pedro is not in the office, so please see if he is at home.”

3.24.37. The Conjunction ti has the meaning of ‘so’ and is similar to abi in function except it lacks a connotation of polite request.

Ti, masaylo gid Art sa bag-o nga balay.
so, will-move really Art to-the new lig. house
“Oh, Art will really move to a new house.”

Nahulog sia sa hagdan ti napiang sia.
fell he on-the stairs so crippled he
“He fell on the stairs so he is crippled.”

3.24.38. The particle para means ‘for’ or ‘so that’.

Ginsinggitan ko sia para madasig.
shouted by-me he for fast
“I shouted for him to hurry.”

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Ilikui mo ako sang karbao para sa uma.
turn-for by-you I of-the carabao for to-the field
“Turn the carabao to the field for me.”

4. BASES.

Inflectable roots are introduced in this section and the discussion is continued in sections 5 and 6.

Inflectable roots are bases and include both roots without any kind of affixation and those with some form of derivational affixation. There is a difference between derivational processes and inflectional processes. In Hiligaynon, derivational affixation provides a way to vary or modify the meaning content of the root. Inflectional affixation, on the other hand, plays a role in the grammatical functioning of the root but does not affect its basic meaning.

4.1. Root Bases. Root bases in Hiligaynon cannot be divided into parts of speech on the basis of their form. Roots which intuitively (to an English speaker) would seem to be verbs may be used as "nouns" just as easily as verbs, and vice versa.

There are lexical groups, however, which correspond to Indo-European parts of speech, but it must be remembered that this is an informal classification based on meaning.

From a lexical viewpoint, there appear to be roots representing actions, objects, qualities, and numbers.

Objects: bugas 'rice'
 lubi 'coconut palm'
 isda' 'fish'
 ilaga' 'rat'
 baybay 'beach'
 suba' 'river'

Qualities: itom 'black'
 diutay 'small'
 basa' 'wet'
 hipos 'quiet'
 sakit 'painful'
 tamad 'lazy'

Actions: tig-ang 'boil rice'
 gisa 'fry'
 kaon 'eat'

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lakat	'walk'
liko'	'turn'
bakal	'buy'

Numbers:	isa	'one'	pito	'seven'
	duha	'two'	walo	'eight'
	tatlo	'three'	siam	'nine'
	apat	'four'	napulo	'ten'
	lima	'five'	napulong isa	'eleven'
	anom	'six'	napulong duha	'twelve'

Roots without affixes occur in all types of sentences.

The following examples show roots as head words in either the topic or predicate constructions of sentences.

a. Roots as descriptive word.

Init ang kinaluto' sang saging.
"Heat is what ripens a banana."

Piang ang panglakat niya.
"His walking is lame."

Barato ang bakal ko sang bayo
"The dress I bought was cheap."

Bayo ang ginbakal ko.
"What I bought was a dress."

Mahal ang bakal ko.
"My purchase was expensive."

Ang tuon niya pigaw.
"His learning is weak."

b. Roots as uninflected verb word in a verb phrase.

Palihog ako bakal sang napulo ka ganta nga bugas.
"Please buy me ten gantas of rice."

Luyag ko ibalay ang dies mil.
"I want to build a house with the ten thousand."

Saging ang isip niya.
"Banana is what he is thinking of."

4. BASES.

Atras! "Go back; reverse!"

Ang langoy niya masako'
"He swims rapidly."

Ang tuon niya di' maayo.
"His studying is not good."

Palihog mo nusnos sang sahig.
"Please scrub the floor."

c. Roots as 'noun-like' word.

Idu' ang ginapalangoy niya.
"A dog is what he is training to swim."

Ang hatag niya libro.
"A book is what he is giving."

Ang ginsulat niya libro.
"A book is what he wrote."

Saging ang isip niya.
"Banana is what he is thinking of."

Bolpen mo! "It is your ballpen."

Ang ipatuka' mais.
"Corn is for the chicken's pecking (or picking)."

Duta' ang gintuka' niya.
"The earth is what she pecks."

Ang gintuk-an niya salug.
"The ground is where she pecked."

Tuo ang liko' niya.
"To the right is where he turned."

Madasig ang isip niya.
"She has an alert (quick) mind."

4.2. Borrowed words. In a grammar like this one it is of passing interest to note some of the types of 'loan' words which have come into Hiligaynon from other languages. From Chinese, Hiligaynon has tsa 'tea', pansit 'meat-noodle dish', tiyan 'stomach', boysit 'bad luck', and syopan 'rice-bread sandwich'. From Spanish have come sala 'living room', kusina 'kitchen', bapor 'ship', silya 'chair', karne 'meat', kabayo 'horse', and piraso 'piece', to name a few. From English have come titser 'teacher', miting 'meeting', bus 'bus', gas 'kerosene', kash 'cash', and downtown 'downtown'.

4.3. Derived roots as Bases. Roots occurring with derivational affixes are derived Bases.

4.31. Bases derived by productive affixes.

With -an:

puertahan	'door'	puerta + -an	'doorway'
dungkulan	'float'	dungkol	'to float'

With mang- + C.V. reduplication:

mananabang	'lawyer'	tabang	'help'
manunudlo'	'teacher'	tudlo'	'teach'
manananom	'planter'	tanom	'plant'
mangangahoy	'wood-gatherer'	kahoy	'wood'
mangunguma	'farmer'	uma	'farm'

With manog- :

Manugbakal sang balay sia.
"He is buyer of the house."

manug-arado	'plower'	arado	'plow'
manugmasahista	'masseuse'	masahista	'massage'
manugtahi'	'dressmaker'	tahi'	'sew'

4.32. Bases derived by root reduplication indicates that the root meaning is diminished in some way. The accent in these cases falls on different syllables in the two forms of the reduplication.

balày-báláy	'doll house'	baláy	'house'
nanày-nánay'	'a make-believe mother'	nánay'	'mother'
batà'-báta'	'make-believe child'	báta'	'child'

4. BASES.

lakàt-lákát	'walk a little'	lakát	'walk'
bátà'-báta'	'childish, younger'	báta'	'child'
basà'-bása'	'damp'	basá'	'wet'
dasìg-dásìg	'a little faster'	dásìg	'fast'

When the accent falls on the same syllables as the original roots, repetition is the meaning indicated.

baláy-baláy	'every house'	baláy	'house'
sùnòd-súnòd	'one after another'	sunód	'next'
dugày-dugáy	'later on'	dúgay	'period of time'
liwat-liwat	'repeatedly'	liwát	'repeat'
tanán-tanán	'all in all, altogether'	tanán	'all'
tuíg-tuíg	'yearly, annually'	túig	'year'

4.33. Fossilized Bases. A number of bases are formed from simple roots by the addition of affixes and have now attained the status of fossilized bases with root-like functions. These bases are not the result of normal derivational affixation. Rather, many of these petrified forms have sprung from normally inflected forms. In some cases an inflected form of the same shape still functions with the original inflectional meaning.

Examples:

ginikanan 'parents' gikan
Magsulat ka sa inyong ginikanan.
"You write to your parents."

pinanid 'piece' panid
Nagpabilin sia sing pinanid nga bulawan.
"She had a piece of gold left."

kan-on 'cooked rice' ka-on 'eat'
Ang ginkaon niya kan-on.
"Cooked rice is what he ate."

tinikling '(a dance)'. tikling '(species of kind)
Inugsa-ot sang tinikling ang bayong ini.
"This dress is for dancing the tinikling."

pinakas 'dried fish' pakas
Alabaligya' namon tanantanan ang pinakas.
"We sold all the dried fish."

5. DESCRIPTIVES.

The label “descriptive” is intended to cover those word forms which have a characteristic adjectival-like inflection or consist of roots with adjectival-like meaning. The clauses in which these kinds of words manifest the Predicate do have Subjects (marked by ang phrases) but they are not in a focus complement relation to the Predicate. Descriptives are also timeless but may be limited by the presence of one of the time words elsewhere in the clause. One type of inflection for this group of words is marked by affixes which show degrees of comparison. The affixes of the set are not mutually substitutable, however, and certain of them may cooccur resulting in a complex combined meaning. The bulk of the Descriptive affixes also function as the modal affixes of the verb.

5.1. Modal Descriptives. In the following examples the Descriptives fill the Predicate slot and describe the Subject. The reader should not be confused by the fact that the affixes of this group also appear at various times in the verb inflection. These are the same affixes, but there are different restrictions, and therefore different function, on their occurrence in Descriptives.

5.11. The affix ma- has a meaning of ‘being in the state of’, similar to the verb affix, but with Descriptives there is no accompanying verb inflection of Focus and Aspect.

Mabudlay ang pagluto’ sa kusina.
difficult the cooking in-the kitchen
“Cooking in the kitchen is difficult.”

Matahum sia.
beautiful she
“She is beautiful.”

Madasig ang pananum niya sang humay.
quick the planting of-him of-the rice
“He is quick at planting rice.”

Mahipid ang bata magtrabaho.
neat the child to-work

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“The child works neatly.”

Ang balay ni Mario malimpyo.
the house of-the-personal Mario clean
“The house of Mario is clean.”

5.12. The affix pa- has the meaning of ‘being caused to be’ in the state of.

Pahulam ko ang makinilya.
cause-borrow by-me the typewriter
“I’ll have the typewriter borrowed.”

Palihog ku nusnos sang salog.
cause-request by-me to-scrub of-the floor
“Please scrub the floor.”

Pakuha ko ang narsing kay Inday.
cause-to-take by-me the nursing to-the-personal Inday
“I’ll have Inday take nursing.”

Pasulat sa mga bata ang leksyon.
cause-to-write to-the plural child the lesson
“Have the children write the lesson.”

Pakaon ko ang pansit sa kuring.
cause-to-eat by-me the noodles to-the cat
“I’ll have the cat eat the noodles.”

5.13. The affix -V₁- describes the purpose for which something is used as an intense desire or specialized use. -V₁- is an infix consisting of a reduplicated V₁ of the stem and l. The infixation occurs immediately following the first consonant of the stem.

Hiliwa sang karne ang kutsilyo.
for-slicing of-the meat the knife
“The knife is for slicing meat.”

Si Nanay palaluto’.
the-personal Mother for-cooking
“Mother is fond of cooking.”

Palanghugas sia sang tiil.
for-washing she of-the feet

“She is fond of washing her feet.”

Kapalakaon sang mga bata!
for-much-eating of-the plural child
“How much the children eat!”

5.14. The affix paga- has the meaning of ‘continuing being’.

pagabaligya’ ang libro.
is-selling the book
“The book is to be sold.”

Pagabaligya’ niya ang libro bwat.
is-selling by-him the book tomorrow.
“His selling of the book is tomorrow.”

Pagaluto’ ang relyeno sa pugon.
to-be-cooked the relyeno on-the stove
“The relyeno is to be cooked on the stove.”

Pagasulat ang kanta sa pisara.
to-be-written the song on-the blackboard
“The song is to be written on the blackboard.”

5.15. When the affix pang- has (a.) the meaning of ‘use, or purpose for’ sound change does not occur. When pang- means (b.) ‘distributive or habitual action’ the sound change which takes place when pang- is affixed to the stem consists of nasal assimilation plus consonant loss. Alternately, the sound change may be limited to nasal assimilation, if the stem-initial consonant is voiced.

Examples:

	(a.)	(b.)
<u>pang-</u> + <u>dakop</u> ‘catch’	<u>pangdakop</u> ‘used for catching’	<u>panakop</u> ‘catching’ (or <u>pandakop</u>)
<u>pang-</u> + <u>tuon</u> ‘study’	<u>pangtuon</u> ‘used for studying’	<u>panuon</u> ‘studying’
<u>pang-</u> + <u>bunal</u> ‘whip’	<u>pangbunal</u> ‘used for whipping’	<u>pamunal</u> ‘whipping’
<u>pang-</u> + <u>panit</u> ‘skin’	<u>pangpanit</u> ‘used for peeling’	<u>pamanit</u> ‘peeling’
<u>pang-</u> + <u>gamot</u> ‘root’	<u>panggamot</u> ‘used for digging up roots’	<u>pangamot</u> ‘root digging’ (or <u>pang-gamot</u>)

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pang- + kuha pangkuha 'used for getting'
'get' getting'

Ang pangtulog niya madamol.
the used-for-sleeping of-his thick
"What he uses for sleeping is thick (e.g., a blanket)."

Ang panulog niya mahamuok.
the sleeping of-his sound
"He sleeps soundly."

Madasig ang pangtabas niya.
quick the used-for-cutting of-his
"The thing he uses for cutting is quick."

Madasig ang panabas niya
quick the cutting of-his
"His cutting is quick (or rapid)."

5.2. Graphic Descriptives. These Descriptives are characterized by affixations which describe in terms of the physical world rather than abstract qualities.

5.21. The affix tig- has the meaning of 'characterized by.' The younger generation today freely interchanges this with tag-.

Tig-ulan na subong.
season-rain already now.
"It's the rainy season now."

Tigtalanum sang humay subong.
season-plant of-a rice now
"It's rice-planting season now."

Tigtiligang ang alas diyos.
season-cook-rice the time ten
"It's time to cook rice at ten o'clock."

Tigkuluha sang kalampay bwat.
season-to-get of-a crab tomorrow
"Tomorrow is the season to get crabs."

Tig-alani na subong.
harvest-season already now.

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“It’s now harvest season.”

5.22. The affix tag- has a meaning similar to tig-, ‘characterized by, season of’.

Tagduha ka pisos ang abaniko.
two-each-one lig. peso the fan
“The fans cost ?2.00 each.”

Taglamig na subong.
season-cool already now.
“It’s the cool season now.”

Tagtululug sang bata ang alas nueva.
season-sleep of-a child the time nine
“Nine o’clock is the time for the child to go to sleep.

Tagsinko sentimos ang habon.
five-each centavos the soap
“The soap is five centavos each.”

Tag-uno singkwenta ang yarda.
each-one fifty the yard
“One yard is one-fifty.”

5.23. The affix taga- has the meaning of ‘place of origin, from’.

Taga-Pilipinas ako.
from-Philippines I
“I’m from the Philippines.”

Taga-syudad sang Iloilo sia.
from-city of-a Iloilo he
“He is from the city of Iloilo.”

Taga-tupad ako sang suba’.
from-near I of-a river
“I’m from near the river.”

Taga-antique sia.
from-antique he
“He is from Antique.”

Ang taga-Jaro diri, si Pablo.
the from-Jaro that the-personal Pablo

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“That one from Jaro is Pablo.”

5.24. The affix inug- has the meaning of ‘expected use’.

Inugbayad sang matricula ang kwarta.
expected-to-pay of-a matriculation-fee the money
“The money is to be used to pay the matriculation fee.”

Inugkanta sang dalaga subong.
expected-to-sing of-a girl now.
“It’s time for the girl to sing now.”

Inugsaot sang tinikling ang bayo nga ini.
expected-for-dance of-a tinikling the dress lig. this
“This dress is for dancing the tinikling.”

Inuglumpat sang mataas ni Pedro sang nagpito ang referee.
expected-to-jump of-a high by-the-personal Pedro of-a whistled
the referee
“When the referee whistled it was the time when Pedro was to
jump high.”

5.25. The affix manug- has the meaning of ‘is the occupation of’.

Manugkuha sia sang sekretaryal.
purpose-taking she of-the secretarial
“She is going to take secretarial.”

Manuglabada sia namon.
purpose-laundry she of-us
“She is our laundry woman.”

Manugbakal sang balay sia.
buyer of-the house he
“He is buyer of the house.”

Manug-arado ako sang umah.
plower I of-the field
“I am plower of the field.”

Manugpagaarado sang lupa’ ni Mr. Reyes si Jose.
being-plower of-the land of-the-personal Mr. Reyes the-personal
Jose
“Jose is the plower of Mr. Reyes’ land.”

5.26. The affix magpaka- means ‘is-becoming.’

Magpakaisip si Josefa kung maleksyon sia.
is-becoming-selfish the-personal Josefa if lessoned she
“Josefa becomes selfish if she gets the lesson.”

Magpakamabuot ka.
is-becoming-goodness you
“Be good!”

Magpakahim-ong ang bata kung wala sing sakit.
will-be-good-tempered the child if none of the sick
“The child will be good tempered if she is not sick.”

Magpakamabaikog ka sa pagtanom sang humay.
will-be-strong you in-the planting of-the rice
“Be strong in planting rice!”

5.3. Degrees of comparison in Descriptives. Like degrees in adjectives in European languages, there are possibilities of saying whether a particular description is normal as expected or is more than usual or less than usual in degree of intensity. The previous list of descriptives may be taken as normal situations. Different from normal degrees of intensity are the Diminutive, the Superlative, and the Equalative.

5.31. Diminutive degree. The Diminutive degree refers degrees of description which are less than normal in quantity or quality.

5.31.1. One type of Diminutive degree is marked by a reduplication of the whole root and indicates that the quality is ‘pretended or simulated.’ The accent is usually on different syllables in the two roots so duplicated.

batà'báta'	‘pretended child’	from <u>bata</u> ‘child’
nanàynánay	‘play mother’	from <u>nanay</u> ‘mother’
balàybálay	‘doll house’	from <u>balay</u> ‘house’

lahùgláhog	‘just kidding’	from <u>lahog</u> ‘joke’
dugàydogáy	‘a little while’	from <u>dugay</u> ‘long period of time’
patàypátay	‘almost dead’	from <u>patay</u> ‘death’
pulàpóla	‘faintly red’	from <u>pula</u> ‘red’

Kapulapola sang mga bibig ni Eulalia.

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faintly-red of-the plural lip of-the-personal Eulalia
“Eulalia’s lips are faintly red.”

Nanguy-ab ang ulitao kag madugaydogay nagahuragok na.
yawned the youth and a-little-while snored
“The youth yawned and in a little while he was already snoring.”

Pápataypátay sia.
almost-dead he
“He was almost dead.”

5.31.2. Another diminutive degree indicates that the meaning of the root is less intense than normal. The affix is C₁ ulu-. The C₁ represents the initial consonant of the stem. (All words begin with consonants.)

huluhámbal	‘chit-chat’	from <u>hambal</u>	‘talk’
tulutáwo	‘puppet’	from <u>tawo</u>	‘person’
bulubarúto	‘toy canoe’	from <u>baruto</u>	‘boat’
ngulunguy-ab	‘yawning playfully’	from <u>nguy-ab</u>	‘yawn’
kulukadlaw	‘smiling gently’	from <u>kadlaw</u>	‘smile’
tulutindog	‘slouching’	from <u>tindog</u>	‘stand’

5.32. Absolute equality between two or more described objects is expressed with the magka- affix.

Magkasili ang kolor sang ila bayo.
same-darkness the color of-the their dress
“Their dresses are the same in darkness of color.”

Magkaklase sila sa ‘physics’.
same-class they in-the ‘physics’
“They are classmates in ‘physics’.”

Magkasilingan kami sa Manila.
same-neighborhood we in-the Manila
“We’re neighbors in Manila.”

Magkadako sila sa lima ka tuig.
same-size they in-the five lig. year
“They’ll be the same size in five years.”

5.33. Comparative equality is expressed with the kasing- affix.

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Kasingtaas ni Pedro si Juan.
same-height of-the-personal Pedro the-personal Juan
“Pedro is the same height as Juan.”

Kasingdiutay sang mais ang perlas.
same-smallness of-the corn the pearl
“The pearl is as small as a grain of corn.”

Kasingpalekero ni Pablo siya.
same-playboyness of-the-personal Pablo he
“He is a playboy like Pablo.”

Kasingputot ko sia.
same-shortness of-me he
“He is the same shortness as I.”

Si Pedro kasinggwapo ni Juan.
the-personal Pedro same-handsomeness of-the-personal Juan
“Pedro is as handsome as Juan.”

5.34. The comparative degree may also be expressed by a combination of plain Descriptive plus a special phrase construction which marks the object being compared. (See also section 7.34.2.)

Mataas si Juan sa kay Jose.
tall the-personal Juan to-the-personal Jose
“Juan is taller than Jose.”

Madamo ang iya nabaligya' kay sa kay Fely.
much the her sold than the-personal Fely
“She sold much more than Fely.”

Ina' nga humay mas matambok sang sa ato sa suba'.
that lig. rich more fat of-the to that by-the river
“That rice is fatter than those by the river.”

Mapisan sia sa kay Pedro.
industrious she to-the to-the-personal Pedro
“She is more industrious than Pedro.”

Ang maestra maalam sa kay Mr. Cruz.
the teacher-female intelligent to-the to-the-personal Mr. Cruz
“The teacher is more intelligent than Mr. Cruz.”

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5.35. Intense degree. A degree of slightly more intense quality appears in reduplicated roots with accent or stress placed on the final syllable of each root.

balaybalay 'every house'	from <u>balay</u> 'house'
buno-buno 'repeated piercing'	from <u>buno</u> 'pierce'
laboylaboy 'wander'	from <u>laboy</u> 'shake head'
sakasaka 'frequently ascend and descend'	from <u>saka</u> 'ascend and descend'
likuliko 'go around and around'	from <u>liko</u> 'turn'
ulongulong 'shake the head repeatedly'	from <u>ulong</u> 'turn head'

5.36. Much More Intense Degree. A Descriptive can be expressive of much more intensity of quality than normal by the use of ka- alone on the root.

Kasanag sang bulan.
bright of-the moon
"How bright is the moon!"

Kalip-ot sang mamayo subong.
short of-the dressing now
"How short are women's dresses now!"
(or, "How short is the dressing style now!")

Kasutil sang mga bata nila.
naughty of-the plural child of-theirs
"Their children are very naughty."

Kasili ang duag sang bayo mo
dark the color of-the dress of-you
"The color of your dress is very dark."

Katahum sang bulak
beautiful of-the flower
"How beautiful is the flower!"

5.37. The Superlative Degree. The Superlative degree with the meaning of 'e.g. biggest, highest, etc.' is shown with the affix pinaka- or pinakama-.

Lakatan ang pinakamatam-is nga saging.
lakatan- (species of banana) the sweetest lig. banana
"Lakatan is the sweetest banana."

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Math ang pinakamabudlay ko nga leksyon.
math the hardest of-me lig. lesson
"Math is my hardest subject (lesson)."

Pinakaabunansya ang uma ni Juan sa baryo.
richest the field of-the-personal Juan in-the baryo
"Juan's farm is the richest in the barrio."

Ina' nga isda' ang pinakahadlukan sa suba'.
that lig. fish the most-dangerous in-the river
"That fish is the most dangerous in the river."

6. VERBS.

Verbs are distinguished from other words in Hiligaynon by their inflection. Inflection refers to the attaching of affixes to a root or stem to show various kinds and states of action. Verbs are inflected for Focus, Aspect, and Mode.

It is also probable that verb roots have a set of inherent features which they bring to the grammatical construction. At least some of that set must be grammatical. Such an assumption contributes materially to the description of the verbs. It helps to account for the difference in affix potential among verb roots, and it may also provide a basis for distinguishing classes of lexical roots.

Such inherent features should be a part of the dictionary entry for each root. Unfortunately, our investigations of these features are not complete enough to permit a full statement of inherent features for every root. However, it is important for the reader to know that verb roots are not simply labels for kinds of actions (e.g., run, laugh, eat, think, etc.); they also have restricting grammatical features which need to be taken into consideration when learning the function of a new root. Where such features are already known they are specified in the dictionary, but the inherent set of features for some verb roots cannot yet be specified either fully or in detail. The reader should investigate each new root he encounters.

6.1. Verb Focus. The term focus refers to a special grammatical relation between the action as represented by the Predicate verb and one of the participants in the action as represented by the noun phrase complements. The focus relation has two indicators, one in the verb and the other in the noun phrase which becomes the focus complement. Only the former are discussed in this section.

There are six focus affixes and they split into two classes. The class of Action focuses has four members and the class of Stative focuses has two members. The grammatical relations marked by the Action focuses serve to highlight one or another of the following participants in the action: 1) the actor, 2) the goal or receiver of the action, 3) that which is used to accomplish the action or which is implicated as the conveyed object

in the action, or 4) the beneficiary or the place of the action. By contrast the Stative focuses show the topic (or focus complement) of a sentence to either have the ability to perform an action or to be in some resultant state of an action.

The intersection of Focus with Aspect and Mode categories will be discussed in a later section.

6.11. The Action Focuses. The four Action focuses are labeled Goal focus, Referent focus, Accessory focus, and Actor focus. Though characteristic affixes are associated with each of the focuses as given below, there are occasions in which a root inflected with the proper affix does not reflect the focus expected. This does not happen with great frequency, but it happens often enough to warrant an explanation. One obvious explanation, but not well-documented, is that the root or stem involved has an “inherent” focus which, when combined with the focus signal of the affix results in something other than what is expected. A different explanation points to the possibility that the focuses are not described in general enough terms. But whatever the “right” explanation the reader should be prepared for these exceptions and make a note of the deviancy involved.

6.11.1. Goal Focus. A verb marked for Goal focus indicates that the topic of the sentence is the object which directly receives the action. In other words, the direct object of the verb is the topic. This focus is signaled by the verb suffix -on. The Topic phrase is introduced by the particle ang. (Variant -hon occurs with vowel-final roots.)

Examples:

Kuhaon mo ang gumamela sang kamot mo.
will-take you the gumamela (flower) with-the hand your
“You will take the gumamela with your hand.”

Lutuon ko ang pagkaon.
will-cook I the food
“I will cook the food.”

Isipon mo ang mga tawo sa balay.
will-count by-you the plural person in-the house
“You count the people in the house.”

Singhuton mo ang bulak.
will-smell by-you the flower

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“Smell the flower.”

Ginkaon mo ang mangga sa kusina.
ate-by-you the mango in the kitchen
“You ate the mango in the kitchen.”

6.11.2. Referent Focus (or Locative Focus). A verb marked for Referent focus indicates that the location or beneficiary of the action is the topic of the sentence. This focus is signaled by the verb suffix -an. (Variant -han occurs with vowel-final roots.)

Examples:

Hampangang ko sang madyong ang lamesa.
will-play-on by-me of-the madjong the table
“I will play madjong on the table.”

Lutuan ko sang kan-on sang baboy ang kaldero.
will-cook-in by-me of-the food of-the pig the pot
“I will cook the pig’s food in the pot.”

Tukaran niya sang Kundiman si Mr. Reyes.
will-play-for by-him of-the Kundiman the-personal Mr. Reyes
“He will play ‘Kundiman’ for Mr. Reyes.”

Basahan ko sang libro ang bata niya.
will-read-for by-me of-the book the child of-her
“I will read the book for her child.”

Ginkan-an ko ang kusina sang mangga.
ate-from by-me the kitchen of-the mango
“I ate some mango in the kitchen.”

This focus is also used to single out the beneficiary of an action as the topic.

Lutuan ko sang pagkaon si Tatay.
will-cook-for I of-the food the-personal Father
“I will cook some food for Father.”

Lutuan niya kamo sang sud-an.
will-cook-for she you-pl of-the viand
“She will cook some viand for you.”

Kuhaan mo ako sang bulak.

will-get-for by-you I of-the flower
 "Get a flower for me."

6.11.3. Accessory Focus. The prefix *i-* indicates that the topic of the sentence is the thing used in the performance of the action, or that which is involved in the action as a third party. It may sometimes appear to be the goal but it is a goal with which something is done, not a goal which is affected or changed directly by the action. The Accessory is frequently the instrument which is used to accomplish the action, e.g., a pencil used to write a letter, or an ax used to cut down a tree; or it is something implicated in the action, such as a banana tree which is planted. Goals of this kind fill a different role from that of the goals in the Goal Focus Constructions. Beneficiaries may also appear as topic with this focus. It will be remembered that the Referent focus also highlights a beneficiary of an action. Unlike the situation with goals, however, there does not seem to be any discernible difference between the beneficiary of a Referent focus and one of an Accessory focus. Examples of the Accessory Focus constructions follow.

Iluto ko ang manok.
 will-cook by-me the chicken
 "I will cook the chicken."

Isulat mo sa pisara ang chalk.
 will-write-with by-you on-the blackboard the chalk
 "You will write on the blackboard with the chalk."

Ilimpyo mo sa sapatos ang trapo.
 will-wipe-with by-you on-the shoes the rag
 "You wipe the shoes with the rag."

Isunog mo ako sang dahon.
 will-burn-for by-you I of-the leaves
 "You burn some leaves for me."

Ikuha' sang gumamela ang kamot mo.
 will-get-with of-the gumamela the hand of-you
 "Take a gumamela with your hand."

Examples of the beneficiary occurring as Topic with this focus include the fourth example above and the following:

Iluto mo sang adobo ang maestra.

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will-cook-for by-you of-the adobo the teacher-female
“Cook some adobo for the teacher.”

Itahi' mo sang bayo ang hinablas ko.
will-sew-for by-you of-the dress the niece of-me
“Sew a dress for my niece.”

Ituyob mo ako sang kasing.
will-spin-for by-you I of-the top
“Spin a top for me.”

Iliko' mo ako sang karbao.
will-turn-for by-you I of-the carabao
“Turn the carabao for me.”

6.11.4. Actor Focus. Actor focus is signalled by the -um- class of affixes and indicates that the actor of the action is the topic of the sentence.

Examples:

Lumuto sia sang linapuhan
will-cook he of-the vegetables
“He will cook some vegetables.”

Sumulat ka kay Jose bwas.
will-write you to-the-personal Jose tomorrow
“You write to Jose tomorrow.”

Kumuha siya sang libro.
got she of-the book
“She got the book.”

Lumangoy si Jose sa baybay.
will-swim the-personal Jose at-the beach
“Jose will swim at the beach.”

Lumakat ang karosa.
moved the carabao-sled
“The carabao sled moved.”

The remaining Actor focus affixes have complex meaning which is part modal and part focal. They are, therefore, presented later in the sections where the modes with which they share meaning are described.

6.12. The Stative Focuses. The two Stative focuses are Stative Actor focus and Stative Goal focus. These labels are intended to be general cover terms for a variety of meanings for each of the two focuses rather than explicit definitions.

6.12.1. The Stative Goal Focus is signaled by the affix ma-, and usually indicates as topic of the sentence the party which has been put into some state, or to whom some quality or characteristic is attributed by another. Perhaps the description could be that of a focus on the party who is assigned some particular state or quality of being, in contrast to the party which has such a state or quality inherently.

Examples:

Maluto niya ang pagkaon sa alas dose.
will-be-cookable by-her the food at-the time 12
“She can cook the food at 12 o’clock.”

The quality of being cookable is attributed to the food.

Magutom siya sa lakat.
will-be-hungry she in-the walk
“She will become hungry from walking.”

Makapoy ka sa hampang.
will-be-tired you in-the play
“You will be tired from playing.”

Matambok sia sa kaon.
will-be-fat she in-the eating
“She will be fat from eating.”

Nalangoy ni Jose ang baybay.
swam by-the-personal Jose the beach
“Jose swam at the beach.”

6.12.2. The Stative Actor Focus signaled by the affix cluster maka- indicates that the topic of the sentence has an inherent ability to be in the state specified or has the inherent quality named by the verb root. Although some cases are doubtful, the topic is most frequently the actor of the sentence.

Examples:

Makaluto’ si Nanay sang pagkaon.
will-be-able-to-cook the-personal Nanay of-the food

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“Nanay will be able to cook some food.”

Makabusog ang pansit.

will-make-full the pansit

“The pansit will be filling.” (that is, make the eater full.)

Makabakal sia sang balay.

can-buy she of-the house

“She can buy a house.”

Makadala ang bata sang maleta.

will-be-able-to-carry the child of-the suitcase

“The child can carry the suitcase.”

Makalangoy sia sa suba’.

will-be-able-to-swim he at-the river

“He can swim at the river.”

Nakabasa ako sang libro kahapon.

was-able-to-read I of-the book yesterday

“I was able to read a book yesterday.”

6.2. Verb Aspect. The Aspect of a verb shows whether or not an action has begun. It may appear to be equivalent to the category of tense in European languages but it does not actually relate to points in a spectrum of time. Verbal action can be related to time in Hiligaynon but it is accomplished specifically by the inclusion of time words in the sentence (e.g., yesterday, today, now, next year, etc.) rather than by verb inflection. Think of the Aspect, therefore, as an expression of the condition of the action, i.e., either begun or not begun. Action which has not yet begun is labeled the Unreal Aspect. Action which has already begun is labeled the Real Aspect.

6.21. Unreal Aspect. The Unreal Aspect is signaled by the affixes m- or Ø. The zero marker, Ø, appears in all the Action focuses except Actor Focus. The affix m- appears in the latter and in all the Stative focuses.

Lutuon mo ang adobo.

will-cook by-you the adobo

“You will cook the adobo.”

The verb lutuon has a zero marker for the Unreal Aspect in this sentence.

Magaluto' ang mangga sa anom ka adlaw.
will-ripen the mango in six lig. day
"The mango will ripen in six days."

The verb magaluto' has m- marking the Unreal Aspect. Although it is here translated with the English future tense as the nearest equivalent meaning in English, this is not always the most appropriate translation as will be seen in future examples.

6.22. Real Aspect. The Real Aspect is signaled by four variants: gin-, -in-, ∅, and n-. The affix gin- is the normal marker in all the Action focuses except the Actor. The -in- affix seems to be a free variant of gin- and can usually be substituted for it with no change of meaning. The zero representation of Real Aspect appears in Actor Focus forms with -um-. The n- variant appears as the marker of Real Aspect in the rest of the Actor Focus forms and in the Stative Focuses.

Ginbakal ko sang bayo ang kwarta.
bought-with I of-the dress the money.
"I bought a dress with the money."

Naglakat ako sa Baguio.
walked I to-the Baguio
"I walked to Baguio."

Lumuto' siya sang linapuhan.
cooked she of-the vegetable
"She cooked some vegetable."

6.23. Aspect and Time. The claim that Hiligaynon Aspects are not correlated to points in time is supported by data of the kind given below which show that the Aspects are used without reference to time, but with reference to the condition of the action. The reader is especially cautioned against associating a fixed English tense translation with either of the Hiligaynon Aspects since the translation will vary depending on the real-world situation and on the requirements and restrictions of the English translation. To illustrate this point a selection of examples is given below showing uses of Unreal Aspect in a variety of time situations.

Nakatrabaho ako kahapon kung indi' ako magpaBaguio.
was-able-to-work I yesterday if not I will-go-to-Baguio
"I could have worked yesterday if I hadn't been to Baguio."

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The time situation of the example above is past time but the action is expressed partly as Real Aspect (naka- trabaho) and partly as Unreal Aspect (magpaBaguio).

In the following clause the verb pagbayran is Referent Focus and Unreal Aspect, meaning 'will pay', or 'expect to pay'. The action is viewed as not begun.

Kahapon indi' ko pagbayran ang mga balayran.
yesterday not by-me will-pay the plural bill
"Yesterday, I did not feel like paying the bills."

The Real Aspect of this verb may be substituted for the Unreal Aspect form in the same sentence, but with different meaning.

Kahapon indi' ko ginbayran ang mga balayran.
yesterday not by-me paid the plural bill
"Yesterday, I did not pay the bills."

The Real Aspect is here combined with an overt negative elsewhere in the clause to deny that the begun action was actually performed. Compare the following sentence with the first above for a different example of the use of Unreal Aspect.

Pagbayran ko ang mga balayran bwat.
will-pay by-me the plural bill tomorrow
"I will pay the bills tomorrow."

Consider the use of the Aspects in the following sentences for further insight into the distinction between time and condition of action as used in Hiligaynon.

Makaluto' sia sang pamahaw kung nakabis-ak ako sang kahoy.
can-be-cooked she of-the breakfast if was-chopped I of-the wood
"She will be able to cook breakfast when I have chopped some wood."

Kung mag-abot ka nabasa ko ang libro.
if will-arrive you have-read by-me the book
"When you arrive I will have read the book."

Kung mag-abot ka makabasa ako sang libro.
if will-arrive you will-be-able-to-read I of-the book
"When you will arrive I will be able to read the book."

Kung mag-abot ka nakabasa ako sang libro.

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if will-arrive you was-able-to-read I of-the book
“When you arrive I will have read the book.”

Note the differences in the two occasions of the verbs, mak-abasa and nakabasa in the last two sentences.

6.24. Various views of Aspect. Recent discussions of Aspect in verbs in Philippine languages recognizes four basic forms⁵ variously labeled either aspect or tense. Earlier, Bloomfield had described two aspects with two modes each for Tagalog.⁶ The lesson materials accompanying this reference grammar present a four-way aspect conjugation for the Hiligaynon verbs. It can be illustrated by using one of the Actor Focus forms.

<u>Aspect</u>	<u>Actor Focus</u>
Basic Aspect:	<u>mag-</u>
Completed Aspect:	<u>nag-</u>
Durative Aspect:	<u>naga-</u>
Proposed Aspect:	<u>maga-</u>

There is a partial similarity in the four affixes: -ag- appears in all of them. Two of the set begin with m- and two begin with n-. Two have an additional -a- ending the affix but two have nothing added. These similarities have led to a different presentation in this grammar. The m-/n- distinction is taken to be the only Aspect signal in the language and the rest of the form is assigned to a distinction in modes and will be discussed in later sections.

Justification for the analysis presented here stems from a consideration of the intersecting relationships of the Aspect and Mode categories. By accepting only two Aspects, Real and Unreal, symmetrical sets of mode affixes can be identified. By rejecting this view some sets of Mode affixes are truncated and partial.

The Aspect system for the six focuses can be seen in Chart V.

Goal Focus: Unreal Aspect *lutuon*

5 See items in Bibliography.

6 See Bloomfield in Bibliography.

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	Real Aspect	ginluto'
Referent Focus:	Unreal Aspect	lutuan
	Real Aspect	ginlutuan
Accessory Focus:	Unreal Aspect	iluto'
	Real Aspect	ginluto'
Actor Focus	Unreal Aspect	sumulat
	Real Aspect	sumulat
Stative Actor:	Unreal Aspect	makaluto'
	Real Aspect	nakaluto'
Stative Goal:	Unreal Aspect	maluto'
	Real Aspect	naluto'

CHART V.

Chart of the Verb Aspect Affixes.

Illustrative sentences to accompany the forms cited in Chart V follow.

Goal Focus:	<p>Lutuan mo ang bibingka. will-cook by-you the rice-cake "You cook the rice cake!" (or, "You will cook the rice cake".)</p> <p>Ginluto' mo ang bibingka. cooked by-you the rice-cake "You cooked the rice cake."</p>
Referent Focus:	<p>Lutuan ko kamo sang bibingka. will-cook by-me you of-the rice-cake "I will cook some rice cake for you."</p> <p>Ginlutuan ko kamo sang bibingka. cooked by-me you of-the rice-cake "I cooked some rice cake for you."</p>
Accessory Focus:	<p>Iluto' ko ang manok. will-cook by-me the chicken "I will cook the chicken."</p>

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Ginluto' ko ang manok.
cooked by-me the chicken
"I cooked the chicken."

Actor Focus: Magluto' ka sang bibingka.
will-cook you of-the rice-cake
"You cook some rice cake!"
(or, "You will cook some rice cake!")

nagluto' ka sang bibingka.
cooked you of-the rice cake
"You cooked some rice cake."

Stative Actor: Makaluto' sia sang bibingka.
will-be-able-to-cook she of-the rice-cake
"She will be able to cook some rice cake."

nakaluto' sia sang bibingka.
cooked she of-the rice-cake
"She cooked some rice cake."

Stative Goal: Maluto' niya ang bibingka.
can-be-cooked by-her the rice-cake
"The rice cake can be cooked by her."

Naluto' niya ang bibingka.
was-able-to-be-cooked by-her the rice-cake
"The rice cake was cooked by her."

6.3. Verb Mode. The mode of the verb expresses the speaker's view of the way in which the action is to be performed. There are eight simple modes in the Hiligaynon verb formation: the Neutral, the Purposive, the Durative, the Causative, the Distributive, the Cooperative, the Obligatory, and the Dubitative. The marked modes are illustrated in Chart VI for all the Focuses in the Unreal Aspect. This particular form of the verb provides the clearest illustrations since the overt marker of mode frequently reverts to zero, \emptyset , in the Real Aspect.

6.31. Simple Verb Modes. By definition the simple modes are signaled by a single affix. Affix combinations are handled in a later section.

6. VERBS.

6.31.1. Neutral or Unmarked Mode. The verb forms in Chart I are given in the Neutral Mode. This could be labeled the Unmarked Mode since the rest of the Modes all have overt affixes which are incorporated into the verb form. This mode, however, lacks any overt marker. Refer to Chart V. for illustrations of the form of the verb in Neutral Mode.

6.31.2. The Purposive Mode. The Purposive mode is signaled by the affix pag-, and indicates that the action is performed deliberately with diligence and care. Note that the form of the affix becomes mag- for Actor Focus. The formation for each focus is as follows:

Object Focus:	<u>pag</u> lutuon
Referent Focus:	<u>pag</u> lutuan
Accessory Focus:	<u>ipag</u> luto'
Actor Focus:	<u>mag</u> luto'
Stative Actor:	mak <u>apag</u> luto'
Stative Goal:	map <u>ag</u> luto'

Illustrative sentences

Paglutuon mo ang pamahaw sa kusina.
will-cook-carefully by-you the breakfast in-the kitchen
"You will carefully cook breakfast in the kitchen."

Paglutuan mo ang kusina sang pamahaw.
will-cook-carefully by-you the kitchen of-the breakfast
"You will carefully cook some breakfast in the kitchen."

Ipagluto' mo kami sang pamahaw sa kusina.
will-carefully-cook-for by-you us of-the breakfast in-the kitchen.
"You will carefully cook some breakfast for us in the kitchen."

Magluto' ka sa kusina sang pamahaw.
will-cook you in-the kitchen of-the breakfast
"You will carefully cook some breakfast in the kitchen."

Makapagluto' sia sa ila ni Mr. Cruz sa sunod nga simana.
can-cook he to-the them of-the-personal Mr. Cruz in-the fol-
lowing lig. week
"He can do the cooking for Mr. Cruz and his companions during
the coming week."

Mapag-away si Pedro kay Juan.

will-diligently-fight the-personal Pedro with-the-personal Juan
 “Pedro is going to really box Juan.”

6.31.3. The Durative Mode. The Durative mode is signaled by the affix -a- combined with pag-. The mode indicates that the action is viewed as a continuing process.

Goal Focus:	<u>pagalutuon</u>
Referent Focus:	<u>pagalutuan</u>
Associative Focus:	<u>ipagaluto'</u>
Actor Focus:	<u>magaluto'</u>
Stative Goal:	map <u>agaluto'</u>
Stative Actor:	(no form)

Illustrative sentences

Pagalutuon ko ang letson.
 will-be-cooking by-me the lechon
 “I’ll be cooking lechon (barbecued pork).”

Pagalutuan ko sang sud-an ang kulon.
 will-be-cooking-in by-me of-the viand the pot
 “I’ll cook the viand in the pot.”

Pagalutuan ko kamo sang sud-an.
 will-cook-for by-me you-pl of-the viand
 “I’ll cook some viand for you.”

Ipagaluto' ko ang sud-an sa kulon.
 will-cook by-me the viand in-the pot
 “I’ll cook the viand in the pot.”

Ipagaluto' ko kamo sang sud-an.
 will-cook-for by-me you-pl of-the viand
 “I’ll cook some viand for you.”

Magaluto' ako sang letson.
 will-be-cooking I of-the lechon
 “I’ll be cooking some lechon.”

Mapagalutuan sang karne ang kulon.
 will-cook-in of-the meat the pot
 “The clay-pot will be used for cooking some meat in.”

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6.31.4. The Causative Mode. The Causative Mode is signaled by the affix pa-, and indicates that the actor is not the performer of the action. He is rather the agent who has someone else do it. A simple Causative mode formation for the Actor Focus is lacking. Illustrations for the other focuses follow.

Object Focus:	<u>palutuon</u>
Referent Focus:	<u>palutuan</u>
Accessory Focus:	<u>ipaluto'</u>
Actor Focus:	(no form)
Stative Actor:	mak <u>apaluto'</u>
Stative Goal:	map <u>aluto'</u>

Illustrative sentences

Palutuon ko ang saging.
will-have-cooked by-me the banana
"I will have the banana cooked."

palutuan ko sang saging si Tatay.
will-have-cooked-for by-me of-the banana the-personal Tatay
"I will have someone cook some banana for Tatay."

Palutuan niya sang saging ang kahon.
will-have-ripened-in by-her of-the banana the box
"She will have someone ripen a banana in the box."

Ipaluto' mo ang saging kay Marta.
will-have-cooked by-you the banana to-the Marta
"You will have Marta cook the banana."

Makapaluto' ako sang pagkaon.
can-have-cooked I of-the food
"I can have some food cooked."

Mapaluto' ko ang lumpya kay Mrs. Reyes.
can-have-cooked by-me the lumpia by-the Mrs. Reyes
"I can have the lumpia cooked by Mrs. Reyes."

6.31.5. The Distributive Mode. The Distributive Mode is signaled by the affix pang-, and indicates that the action is performed on a multiplicity of objects, or is repeated action. Illustrations of this verb formation in the various focuses follow.

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Object Focus:	<u>pa</u> nglutuon
Referent Focus:	<u>pa</u> nglutuan
Accessory Focus:	<u>ipa</u> ngluto'
Actor Focus:	<u>ma</u> ngluto'
Stative Actor:	ma <u>ka</u> pa <u>ng</u> luto'
Stative Goal:	ma <u>pa</u> ngluto'

Illustrative sentences

Panglutuon ko ang lumpya sa kalaha'.
will-cook-a-quantity by-me the lumpia in-the fry-pan
"I will cook a quantity of the lumpia in the frying pan."

Panglutuan sang kan-on sang baboy inang kaldero.
will-cook-in of-the food of-the pig that-lig. pot
"I will cook some pig's food in the pot."

Ipangluto' ko sang lumpya ang kalaha'.
will-be-used-to-cook by-me of-the lumpia the fry-pan
"I will use the frying pan to cook some lumpia."

Mangluto' sia sang lumpya.
will-cook-a-quantity she of-the lumpia
"She will cook a quantity of lumpia."

Makapangluto' sia sa sabado.
can-cook-variety she on-the Saturday
"She can do the cooking on Saturday."

Mapanguha' sila sang isda' sa suba'.
will-catch-variety they of-the fish on-the river
"They will catch some fish at the river."

6.31.6. The Cooperative Mode. The Cooperative Mode is signaled by the affix -ki-. The affix appears as an infix in pag- and does not occur apart from that Purposive mode marker or its variant mag-. The Cooperative Mode indicates that the action is performed jointly, or that the result of some action is shared by the actor and the goal of the action. Illustrations of its occurrence in each of the focuses follow.

Object Focus:	<u>paki</u> nglutuon
Referent Focus:	<u>paki</u> nglutuan
Accessory Focus:	<u>ipaki</u> ngluto'

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Actor Focus: makigluto'
Stative Actor: makapakigluto'
Stative Goal: mapakigluto'

Illustrative sentences

Pakiglutuon mo ang sud-an.
will-please-cook by-you the viand
"Please cook the viand." (or, "You will please cook the viand.")

Pakiglutuan ko kamo sang paniudto.
will-involve-in-cooking by-me you of-the lunch
"I will cook lunch for you."

Ipakigluto' ko kamo sang paniudto.
will-involve-in-cooking by-me you of-the lunch
"I will cook lunch for you."

Makigluto' kita sa kusina ni Tya Epang.
will-share-in-cooking we in-the kitchen of-the-personal Tya
Epang
"We will share Tya Epang's kitchen for cooking."

Makapakigluto' ako kay Josefa sa Lunes.
can-request-to-cook I of-the Josefa on-the Monday
"I can request Josefa to do the cooking on Monday."

Mapakigluto' niya ako para sa Sabado kay Maria.
can-request-to-have-cook she I for on-the Saturday to-the-per-
sonal Maria
"She can request me to have Maria cook on Saturday."

Pakiglutuan ko sang paniudtu ang kulon.
will-cook-together by-me of-the lunch the pot
"I will cook everything for lunch in the pot."

Ipakigluto' ko ang paniudto.
will-cook-together by-me the lunch.
"I will cook everything for lunch."

6.31.7. Dubitative Mode. The Dubitative Mode is signaled by the affix *iga-*, and has the meaning of uncertainty as to whether the action will actually be performed. There is no Real Aspect correlating with this mode, of course, since if the action took place there is no more uncertainty to it.

Igaluto' ang manok sa langka.
will-probably-be-cooked the chicken with-the jackfruit
"The chicken will probably be cooked with the jackfruit."

Igatakpan ko sang kahon ang kahoy.
will-probably-cover by-me with-the box the wood.
"I will probably cover the wood with a box."

Igakaslon sia sa sunod nga tuig.
will-probably-marry he in-the following lig. year
"He will probably get married next year."

Igabaligya' niya ang libro.
will-probably-sell by-him the book
"He will probably sell the book."

Igakuha' sang kwarta ang plato.
will-probably-collect of-the money the plate
"Consider collecting some money with the plate."

6.31.8. The Obligatory Mode. The Obligatory mode is signaled by *-a* for the Goal Focus and by *-i* for the Referent Focus, but does not have simple forms for the other focuses. Obligatory mode affixes do cooccur with other modes and focuses in derived verb formations. The Obligatory mode occurs only in the Unreal Aspect and no agent or actor occurs with it. In the simple form for Goal and Referent Focuses the meaning is something like, 'Let such-and-such be done!', which is a hortatory command. In combination with other modes and focuses, the meaning is that of an obligatory action. (See section 6.32.4.)

Lutua ang karne, Maria.
let-be-cooked the meat, Maria
"Let the meat be cooked, Maria." (or, "Cook the meat, Maria.")

Kaona ang saging.
let-be-eaten the banana
"Let the banana be eaten!" (or, "Eat the banana.")

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Kaoni ang saging.

let-be-eaten-from the banana.

“Let some of the banana be eaten.” (or, “Take a bite of the banana!”)

Lutui ang bag-o nga pugon.

let-be-cooked-with the new lig. stove.

“Let the new stove be cooked on!” (or, “Cook on the new stove.”)

This mode is not included on Chart VI because it has only two forms; these are -a for the Goal Focus and -i for Referent Focus.

6.32. The Complex Modes. Modes may be combined with other modes to give complex verb formations. No exhaustive list of such possible combinations has been compiled here, but the following examples are typical of the possibilities.

SUMMARY CHART OF HILIGAYNON FOCUS, ASPECT, AND MODE AFFIXES

	Mode:	Neutral	Purposive	Durative	Causative	
<u>Focus:</u>		<u>Aspect</u>				
1.Action Focus:	Goal	U.	-on	pag--on	paga--on	pa--on
		R.	gin-	gin-	gina-	ginpa-
	Ref.	U.	-an	pag--an	paga--an	pa--an
		R.	gin--an	gin--an	gina--an	ginpa--an
	Acc.	U.	i-	ipag-	ipaga-	ipa-
		R.	gin-	gin-	gina-	ginpa-
	Act.	U.	-um-	mag-	maga-	∅
		R.	-um-	nag-	naga-	∅
2.Stative Focus:	Act.	U.	maka-	makapag-makapaga-makapa-		
		R.	naka-	nakapag-	nakapaga-	nakapa-
	Goal	U.	ma-	mapag-	mapaga-	mapa-
		R.	na-	napag-	napaga-	napa-

CHART VI A.

SUMMARY CHART OF HILIGAYNON FOCUS, ASPECT, AND MODE AFFIXES

HILIGAYNON REFERENCE GRAMMAR

Mode: Distributive Cooperative Dubitative

<u>Focus:</u>	<u>Aspect</u>				
1.Action Focus: Goal	U.	pang--on	pakig--on	iga--on	
		ginpang-	ginpakig-	ø	
	Ref.	U.	pang--an	pakig--an	iga--an
		R.	ginpang--an	ginpakig--an	ø
	Acc.	U.	ipang-	ipakig-	iga-
		R.	ginpang-	ginpakig-	ø
Act.	U.	mang-	makig-	ø	
	R.	nang-	nakig-	ø	
2.Stative Focus:Act.	U.	makapang-	makapakig-	ø	
		R.	nakapang-	nakapakig-	ø
	Goal	U.	mapang-	mapakig-	ø
		R.	napang-	napakig-	ø

CHART VI B.

6.32.1. Purposive Plus Causative. The Purposive mode affix pag- can be added to the Causative Mode affix pa- to give pagpa-, with the resultant meaning of to cause to do something diligently or thoroughly.

pagpa-...-on

Indi' mo sia pagpakuhaon sang bulong.
 not by-you him be-caused-to-take of-the medicine
 "Don't let him take up medicine (study)."
 Real Aspect = ginpakuha'

pagpa-...-an

Kung pagpadal-an mo sia sang sulat ipangamusta mo ako.
 if will-send by-you he of-the letter extend-greetings by-you I
 "If you send him a letter extend my regards."

ipagpa-...

Kung ipagpadal-an mo sia sang sulat...
 if cause-to-be-sent by-you he of-the letter...
 "If you send him a letter..."

magpa-...

6. VERBS.

Magpaluto' ka sang adobo.
have-(someone)-cook you of-the adobo
"You have someone cook some adobo."

mapagpa-...

Kung may mapagpadal-an ako mapadala' ako sang regalo.
if there-is will-be-sendable I will-send I of-the gift
"If I can find someone to take it I will send a gift."

makapagpa-...

Makapagpadala' ako sang regalo kay Jose.
can-request-to-take I of-the gift by-the-personal Jose
"I can request Jose to take a gift for me."

The last sentence contrasts with the following sentence which has a cooperative verb form using pakig-.

makapakig-...

Makapakigdala' ako sang regalo kay Jose.
can-request-(someone)-to-take I of-the gift by-the-personal Jose
"I can request someone to ask Jose to take a gift for me."

6.32.2. Durative plus Causative. The Durative mode pag- can be added to the Causative mode pa- to give pagapa- with the resultant meaning of to cause someone to do something which is viewed as a process.

pagapa-...-on

Pagapabaklon ko sia sang bulong kung may kwarta ako.
will-be-causing-to-buy by-me he of-the medicine if there-is
money I
"I will have him buy some medicine if I have money."
Real Aspect = ginapabakal

pagapa-...-an

Sia ang pagapadal-an ko sang regalo.
she the will-be-causing-to-take by-me of-the gift
"She is the one who will take the gift for me."

ipagapa-...

Ipagapabaklon ko sia sang sud-an.
will-have-bought by-me he of-the viand
“I will have him buy some viand.”

magapa-...

Magapaluto’ ako sang adobo.
will-have-cooking I of-the adobo
“I will have (someone) cooking some adobo.”

6.32.3. Purposive plus Distributive. The Purposive mode pag- can be added to the Distributive mode pang- to give pagpang- with the resultant meaning of performing a repetitive action with diligence.

pagpang-...-on

Pagpanglutuon mo ang manga sud-an.
will-cook-variety by-you the plural viand
“You will cook all the viand.”
Real Aspect = ginpanglutu’

pagpang-...-an

Indi’ mo pagpangtamnan ang lagwerta sang bulak.
not by-you will-plant-variety the yard of-the flower
“Don’t plant the yard with flowers.”

magpang-...

Magpangluto’ sia sang lumpya.
will-cook-repetitive she of-the lumpia
“She will cook lumpia (habitual task).”

makapagpang-...

Makapagpangluto’ si Josefa sa fiesta.
will-be-able-to-cook-variety the-personal Josefa at-the fiesta.
“Josefa can do the cooking during the fiesta.”

6.32.4. Combinations with Obligatory mode. The Goal Focus Obligatory mode -a can be combined with other modes and focuses to give obligatory actions involving the goal to those particular forms.

6. VERBS.

i...-a

Ikuhaa ang tubig sa lamesa.
get-oblig. the water on-the table
“Get the water on the table.”

ipa...-a

Ipakuhaa sia sang tubig.
will-be-requested he of-the water
“Let him be requested to get some water.”

pag...-an

Paglakta ang banwa.
be-walked-to the town
“Let the town be walked to.” (or, “Walk to town.”)

paga...-a

Pagalakta ang banwa.
should-be-walked-to the town
“The town should be walked to.” (or, “Someone should walk to town.”)

The Referent Focus Obligatory mode -i can also be combined with other modes and focuses to give obligatory action involving the Referent.

i...-i

Ikuhai sia sang tubig.
get-for she of-the water
“Let water be gotten for her.” (or, “Get her some water.”)

ipa...-i

Ipakuhai sia sang tubig.
cause-to-get she of-the water
“Have someone get some water for her.”

pag...-i

Indi' sia paglutui sang pagkaon.

not she cook-for of-the food
“Don’t cook food for her.”

paga-...i

Pagalutui sang adobo ang pugon.
be-cooked-on of-the adobo the stove
“Let some adobo be cooked on the stove.” (or, “Cook some
adobo on the stove.”) (or, “Let the stove be used for cooking
adobo.”)

ma-...i

Wala’ malutui ang saging sa kahon.
there-is-not will-ripen the banana in-the box
“Not a banana in the box is ripe.”

6.32.5. Focus combinations. The focuses can be combined in various ways. Examples are given below.

6.32.51. Combinations with i- show that the meaning of the resultant form is Accessory focus.

i- + ma-

Mailuto’ ko sia sang pagkaon.
can-cook-for by-me he of-the food
“I can cook some food for him.”

i-...-on

Ilutuon ko ang pagkaon.
will-cook by-me the food
“I will cook the food.”

i-...-an

Ilutuan ko kamo sang paniudto.
will-cook-for by-me you-pl. of-the lunch
“I will cook lunch for you all.”

The following combinations with ipa- add the Causative mode to the formations.

ipa- + ma-

6. VERBS.

Maipaluto' ko pa kay Rosa ang pagkaon.
can-have-cooked by-me still to-the-personal Rosa the food.
"I can still have Rosa cook the food."

ipa-...-on

Ipalutuon ko ang kan-on.
will-cause-to-be-cooked by-me the rice.
"I will have the rice cooked."

ipa-...-an

Ipalutuan ko kamo sang sud-an.
will-have-cooked-for by-me you-pl. of-the viand
"I will have someone cook some viand for you all."

6.32.52. Combinations with mapa- give a resultant meaning of 'able to cause' to the formations.

mapa-...-an

Mapalutuan ko sang pagkaon sila.
can-cause-to-cook-for by-me of-the food they.
"I can have someone cook food for them."

mapa- + i-

Maipaluto' ko na ang pagkaon.
can-cause-to-be-cooked by-me now the food.
"I can have the food cooked now."

6.32.6. Miscellaneous modes. The following modes have been observed but no specific classification for them is yet clear.

6.32.61. Mode Specifying normal use. There is an affix -VI- in which the V stands for the first vowel of the stem which is reduplicated and made a part of this affix together with l. The meaning seems to be that the action is the normal, or sometimes habitual, use of the topic of the action.

-VI-...

Balakal ko sang libro ini nga kwarta.
for-buying by-me of-the book this lig. money
"This money will be used for buying a book."

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Ang tabako ang balaligya' niya.
the tobacco the for-selling by-him
"Tobacco is his usual sales item."

-Vl-...-an

Silinghutan sang buyod ang bulak.
for-smelling by-the bee the flower
"The flower is for a bee to smell."

Talahian ko sang bayo ang lamesa.
will-sew-on by-me of-the dress the table
"I will be sewing some dresses on the table."

-Vl-...-on

Hiliwaon ko sang kutsilyo ang karne.
will-slice by-me with-the knife the meat
"I will slice the meat with the knife."
(or, "The meat is to be sliced with a knife.")

-Vl- + i-

Isululat sa pisara ang chalk.
will-be-writing on-the blackboard the chalk
"The chalk will be used for writing on the blackboard."

mag- + -Vl-

Maghiliwa kamo sang karne.
will-be-slicing you-pl. of-the meat.
"You be slicing some meat."

Magasilipa' sila sang bola.
will-kick they a ball
"They will kick a ball."

maka- + -Vl-

Makabulusog ang pansit.
can-fill-up the pansit
"The pansit always will fill (you) up."

6. VERBS.

6.32.62. Plural actions. Plural action in which the action is pluralized and sometimes also the number of actors is pluralized is indicated by a sequence of two affixes of the shape -VI-, giving -VI-...-VI-... for the verb formation.

maga- + -VI- + -VI- + -an + -on

Nagasululugilanon sila sa sala.
are-talking-at-the-same-time they in-the living-room
“They are all talking in the living room.”

mag- + -VI- + -VI-

Nagkalalaon sila.
are-eating-at-the-same-time they
“They are all eating at the same time.”

-VI- + -VI- + -an

Sililinggitan ko si Josefa.
shouting-and-shouting by-me the-personal Josefa
“I shout and shout at Josefa.”

-VI- + -VI- + -on

Madamo nga libro ang sulululaton ko.
many lig. book the write-and-write by-me
“I have lots and lots of books to write.”

6.32.63. Request for action at a place. The Cooperative mode affix -pakig- together with the Referent Focus suffix -an forms the base of a combination to indicate a request for action to take place with reference to a place or person.

pakig-...-an

Pakigsulatan ni Jose si Maria.
will-request-to-write by-the-personal Jose the-personal Maria
“Jose will request someone to write to Maria.”

pagpakig-...-an

Pagpakigsulatan ko si Jose kay Maria.
will-request-on-purpose-to-write by-me the-personal Jose to-the-personal Maria

“I will specifically request Maria to write to Jose.”

pagapakig-...-an

Pagapakigsulatan ni Jose si Josefa.

will-be-requesting-to-write-to by-the-personal Jose the-personal Josefa

“Jose will be requesting someone to write to Josefa.”

magapakig-

Magapakigsulat ako kay Jose para kay Maria.

will-be-requesting-to-write I to-the-personal Jose for to-the-personal Maria.

“I will request Jose to write to Marie.”

6.32.64. Attenuated mode. By reduplicating the roots of some verbs the meaning of attenuated or diminished action or action not taken seriously can be signaled.

Nagalakatlakat sia.

is-walking-slowly he

“He is walking slowly.”

Nagadaladalagan sia.

is-running-slightly he

“He is running for exercise.”

Nagatulugtulog sia sa puno’.

is-pretending-sleep he in-the tree

“He is pretending to sleep in the tree.”

6.32.65. Mode of Separate actions. Action can be specified as done individually by actors rather than in concert or together. The form of the verb includes the affix -sig- to signal this.

ma- + -sig-

Masiglakat sila pagtapos sang kaon.

can-walk they finishing of-the eating.

“Each one will leave after he finishes eating.”

Masigluto’ na lang sila.

cook-alone now only they

“They each cook alone (their own food).”

6. VERBS.

6.32.66. Mode of Intense simple actions. Individual actions which are performed intensively can be described with the use of the -in- stem infix added to the rest of the verb inflection.

mag- + -in-

Nagkinaon sila sa restoran.
ate-and-ate they in-the restaurant
“They ate and ate in the restaurant.”

mag- + -ka- + -in-

Nagkinagamo sila sang piesta.
troubled-each-other they of-the fiesta
“They constantly got into trouble (with each other) during the fiesta.”

maga- + -in-

Nagahinampang sila sa lagwerta.
are-playing-and-playing they in-the yard
“They are playing and playing in the yard.”

maga- + -in- + -VI-

nagahilinambal sila sa iningles.
are-speaking-intensive they in-the english
“They are speaking in English.”

6.32.67. Change of State. A change of state from one to another is marked by the affix mangin- or maging- meaning ‘become’.

Nagadali kuntani sia nga mangin-padre-de-pamilya.
is-hurrying possible he lig. to-become father-of-family
“He is eager, if possible, to become head of a family.”

Manginkaribal sia sa indi oras ni Fred.
become-competitor he in-the not hour of-the-personal Fred
“He will unexpectedly become Fred’s competitor.”

Kon wala sia makapanginlaman, ayhan lumusot sia sa idalom.
if not-exist she able-come-to-know probably go-through she in-the underneath
“If she was not aware of it, she probably passed through underneath.”

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Duha dugangan sang lima maging pila?
two will-be-added of-the five become how-much
“Two plus five becomes how much?”

Maging maestra sia kung may galastuson.
will-become teacher-female she if there-is will-spend
“She will become a teacher if she can afford it.”

Naging maayo sia maghampang sang basketbol.
became good he play of-the basketball
“He became a good basketball player.”

6.32.68. Miscellaneous combinations. Several combinations have been observed which are either one-of-a-kind types or have not been found to be very productive in other focuses. The meanings are combinations of the meanings of the individual modal affixes.

maga- + -paga...-an

Magapagasulatan ko sang titulo ang papel.
can-write-on by-me of-the title the paper.
“I can write the deed (or title) on the paper.”

Magapagatugyanan ko ang propiedad kay Jose.
can-leave-in-charge by-me the property to-the-personal Jose
“I can leave the property in charge of Jose.”

ma- + -paga...-an

Napagatugyanan ko ang propiedad kay Jose.
can-be-leaving-in-charge by-me the property to-the Jose
“I can be leaving the property in charge of Jose.”

ma- + -pag...-an

ma- + -pag...-an

Napagtugyanan ko sang propiedad si Jose.
left-in-charge by-me of-the property the-personal Jose
“I left Jose in charge of the property.”

makapagma...-on

6. VERBS.

Makapagmabaklon sia.
will-have-shopped she
"She will have done some shopping."

-in- + -an

Inulanan sila sa dalan.
were-rained-on they on-the way
"They were caught in the rain along the way."

mag- + -ka- + -VI-

Nagkalahubog ang bisita.
was-drunk the visitor
"The visitor got drunk."

mag- + -pa- + -VI-

Nagpalaluto' si Nanay.
is-always-cooking the-personal Mother
"Mother was always cooking."

mag- + -an

Magkantahan kamo sa idalom sang kahoy.
will-sing-together you-plural at-the under of-the tree
"You all sing under the tree."

mag- + ma-

Magmasingki' sia.
is-becoming-tough he
"He is becoming tough."

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7. PHRASES.

For the purpose of this grammar a phrase is defined as a grammatical construction linking two lexical units. A phrase differs from a clause in that the units of the phrase are in either a modifier-head or a relator-axis relationship, while the clause construction is typically a subject-predicate, or topic-predicate, relationship.

So long as one of the two lexical units which make up the phrase is a single word, the other unit may be one or many. An embedded clause, for example, may function as one. Various phrases themselves may function as a unit. Phrases are of two kinds, verb phrases and noun phrases.

Verb phrases are distinguished from noun phrases by the fact that they have no marking particles to introduce them, and by the presence of an inflected verb as the head word of the phrase. Verb phrases are the only type of phrase which may appear as the manifestation of Predicate in Verbal clauses.

Noun phrases are distinguished from other phrases by the typical presence of a noun-marking particle which introduces the phrase. In a few cases phrases are classified as Noun phrases because they have noun-like words filling the head slot of the phrase although there is no characteristic noun-marking particle introducing the phrase.

Substitutes, usually single words, replace the phrases for which they are substitutes.

7.1. Basic Phrase Patterns. Before attempting a description of the individual phrases a few words can be said about the general similarities of structure between Noun and Verb phrase patterns. On the surface there is a general sameness about some of the Hiligaynon phrases. The elementary structure of the three most common types are graphically illustrated in the diagrams A, B, and C.

7.11. Type A Pattern. In phrases of type A the two parts of the phrase are joined by an overt particle which marks the grammatical relationship.

_____ Particle _____

Diagram A.

The individual phrases of this underlying structure contrast with each other in the kinds of grammatical particles which may appear in the Particle slot. Phrases using the same particle may also contrast if there are sufficient differences between them in the fillers of the other two slots. Though it is common for single words to appear in the slots of this phrase type, it is not infrequent that dependent clauses or other types of phrases may appear in one of the slots as modifier of the head word.

7.12. Type B Pattern. In phrases of type B the introductory particle is one element of the phrase, the other is the word introduced. This type is, in some ways, similar to English prepositional phrases.

Particle _____

Diagram B.

Phrases which are formed on the pattern of type B contrast in the choice of particle to be used in the particle slot. While phrases of type A appear in both the verb phrase and noun phrase categories the phrases of type B are only noun phrases.

7.13. Type C Pattern. In type C phrases the two parts of the phrase are simply juxtaposed without the benefit of marking particles.

Diagram C.

The verb phrases of this type often appear with pronouns or other words interspersed between the two units but they are not part of the phrase. Since the parts of the phrase may be discontinuous, i.e., may be separated by other stretches of speech, it is sometimes difficult to recognize this phrase type among the verb phrases. The noun phrases of this type, however, are more easily recognized since other elements almost never intervene between the two parts of a noun phrase.

7.2. Type A phrase Structures. On the pattern of the type A structure two general phrase types occur labeled Modifier phrases and Count phrases respectively. (Parentheses enclose the illustrated phrases in the sample Hiligaynon sentences of this chapter.)

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7.21. The Modifier Phrases. Modifier phrases are either verb Modifier phrases or noun Modifier phrases and are distinguished by virtue of having the particle nga (or its variant -ng) as filler of the particle slot of the phrase. Some form of modification is signaled by this phrase type. The various phrases constructed on this pattern are contrastive and distinct from each other on the basis of the fillers of the other slots on either side of the particle.

7.21.1. Verb Modifier Phrases. The Verb Modifier phrase is distinguished from all other phrase types by virtue of having inflected verbs as fillers of the head slot and verbs or descriptives in the other slot. The relation may be thought of as adverbial-like.

Examples:

...nagyuhom nga hinali...
smiled lig. suddenly
"...smiled suddenly..."

...madasig nga nagadalagan...
fast lig. is-running
"...is running fast..."

...maabtik nga sumakay...
quick lig. rode
"...rode quickly..."

...matuod nga nagbalik...
true lig. returned
"...truelly returned..."

In the following sentences the phrases appear in a larger context. Compare stress with that in Sec. 4.32.

(Nagyu**h**óm nga hiná**l**i) si Joséfa sa hitabó'.
smiled lig. suddenly the-personal Josefa at-the circumstances
"Josefa suddenly smiled at the circumstances."

(Madásig nga nàgadalágan) ang mga in-á**d**law.
fast lig. ran the plural day
"The days passed quickly."

(Maab**t**ík nga sumakáy) si Tóni sa iyà kótse...
quick lig. rode the-personal Toni in-the his car

“Toni quickly rode off in his car...”

(Makadalí ánay nga tinúlok) si José ni Doktor Cajárte.
able-to-hurry before lig. looked the-personal Jose by-the doctor
Cajarte

“Dr. Cajarte looked at Jose for awhile.”

(Matúod nga nagbalík) na ang kasánag sa mga matá ni Dolores.
true lig. returned now the brightness in-the plural eye of-the-
personal Dolores

“The brightness in Dolores’ eyes surely returned.”

(Hináli nga nakaukló’) si Jun.
suddenly lig. jerked the-personal Jun

“Jun suddenly jerked.”

7.21.2. Noun Modifier Phrases. The Noun Modifier Phrase is distinguished from all other phrase types by virtue of having a noun-like word in the Head slot of the phrase. The modifier is usually a descriptive, but nouns and verbs also occur as modifiers.

Examples:

...diútay nga bata...

small lig. child

“...small child...”

...pula nga ginbakal ko...

red lig. bought by-me

“...red (thing) which I bought...”

...tawo nga mahadlok...

person lig. frightened

“...frightened person...”

In the sentences below the Noun Modifier phrases appear in a larger context.

(Diútay nga báta) si Pédro.
small lig. child the-personal Pedro
“Pedro is a small child.”

Mahál ang (pulá nga ginbakál ko.)
expensive the red-lig. bought by-me

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“The red article I bought is expensive.”

Pinàkamadásig ang (táwong mahádlok).
fastest the person-lig. frightened
“The frightened person is the fastest.”

7.22. The Count Phrase. The Count phrases are classified as noun phrases since they only occur with numbers in the initial slot and words representing countable objects in the post-Particle slot. The special Count ligature ka fills the Particle slot.

Examples:

...tatlo ka bata...
three lig. child
“...three children...”

...isa ka pinili nga adlaw...
one lig. chosen lig. day
“...one particular day...”

...duha ka nagbakal sang manyika...
two lig. bought of-the doll
“...two who bought a doll...”

May (tátlo ka báta') kamí.
there-are three lig. child we
“We have three children.”

Nagalangóy siá sa (isá ka (piníli' nga ádlaw)).
was-swimming he on-the one lig. chosen lig. day
“He was swimming on one particular day.”

Nawalá' ang (duhá ka (nagbakál sang manyíka)).
was-lost the two lig. bought of-the doll
“The two who bought a doll were lost.”

7.3. Type B Phrase Structures. On the basis of the Type B Structures three general phrase types occur: the Definite Noun phrase, the Attributive Noun phrase and the Locative Noun phrase. There are also Personal and non-Personal forms of these phrases and their Substitutes.

7.31. The Definite Noun Phrase. The Particle slot for the Definite Noun phrase is filled by a grammatical marker which indicates that the phrase is substantival and that it represents a specific item of the cultural situation. The markers of this phrase type distinguish personal from common phrases.

7.31.1. The Personal Definite Noun Phrase. The Particle slot for this phrase is filled by the marker si. It shows the phrase to represent a person.

Examples:

...si Jose...
the-personal Jose
“...Jose...”

...si Maria...
the-personal Maria
“...Maria...”

Makalúto’ sang pamáhaw (si José).
can-cook of-the breakfast the-personal Jose
“Jose can cook some breakfast.”

Baligyaán niyá (si Pédro) sang isdá’.
will-sell by-him the-personal Pedro of-the fish
“He will sell a fish for Pedro.”

Pinàkamataás (si Bictor) sa ákon kláse.
tallest the-personal Bictor in-the my class
“Bictor is the tallest in my class.”

The plural form of the Personal Definite Noun phrase appears with the particle sanday instead of the particle si.

Examples:

...sanday Jose...
the-personal-plural Jose
“...Jose and those with him...” (or, Jose and his friends.)

...sanday Maria...
the-personal-plural Maria
“...Maria and her friends...”

Makasulat (sanday Jose) sang ininsik.

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can-write the-personal-plural Jose of-the Chinese
"Jose and his friends can write in Chinese."

Nagpalaluto' (sanday Linda).
is-fond-of-cooking the-personal-plural Linda
"Linda and her friends are fond of cooking."

Makasusyo (sanday Pedro) sa negosyo.
can-be-associated the-personal-plural Pedro in-the business
"Pedro and his friends are in business together."

7.31.2. Substitutes for the Personal Definite Noun Phrase. The set of personal pronouns which substitute for this phrase are as follows:

Singular:	1st	Person-	ako	
	2nd	"	- ikaw, ka	(ka is a post-positional pronoun)
	3rd	"	- sia	
Plural:	1st	"	Inclusive	- kita
	1st	"	Exclusive	- kami
	2nd	"		- kamo
	3rd	"		- sila

The substitutes of this set replace the whole phrase, i.e., the Introducer and the head of the phrase.

Examples:

Nagahinampang (sanday Maria) sa lagwerta.
are-playing the-personal-plural Maria in-the yard
"Maria and her companions are playing in the yard."

Nagahinampang (sila) sa lagwerta.
are-playing they in-the yard
"They are playing in the yard."

Inulanan (kami) sa dalan.
rained-on we-excl. on-the road
"We were caught in the rain on the way."

7.31.3. The non-Personal Definite Noun Phrase. The particle slot for this phrase is filled by the marker ang indicating that the phrase is substantival and non-personal. The ang phrase usually marks the topic of the sentence. Topic is the focus complement

of verbal clauses; the plain topic of nonverbal clauses. Equational clauses consist of two ang phrases, one each as predicate and topic (see section 8.12).

...ang tienda...
the store
"...the store..."

...ang nanay...
the mother
"...the mother..."

...and pakaisa...
the cousin
"...the cousin..."

Gintun-an ni Jose (ang iya pakaisa) maglangoy.
taught by-the-personal Jose the his cousin to-swim
"Jose taught his cousin to swim."

Bakli (ang tienda) sang bayo.
buy the store of-the dress
"Buy a dress at the store."

Many other examples can be seen in the illustrative sentences found throughout the grammar.

The plural form of the non-Personal Definite Noun Phrase is formed by the addition of the particle manga to the phrase immediately preceding the Head word.

Gintun-an ni Jose (ang iya manga pakaisa) maglangoy.
taught by-the-personal Jose the his plural cousin to-swim
"Jose taught his cousins to swim."

Nagahalampang (ang manga bata') sang besbol.
are-playing the plural child of-the baseball
"The children are playing baseball."

Igapalutuon ko (ang manga saging) sa kahon.
will-probably-be-ripened by-me the plural banana in-the box
"I will probably ripen the bananas in the box."

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7.31.4. Substitutes for the non-Personal Definite Noun Phrase.

There are substitutes for this phrase in the form of the Demonstrative Pronouns. The demonstrative pronouns, however, are not the same type of substitutes as the personal pronouns since the former can cooccur within the phrase as a modifier of the head word of the phrase, or they can substitute for the whole phrase as the personal pronouns do. The choice is left to the speaker. The set of Demonstrative pronouns which substitutes for the Singular non-Personal Definite Noun Phrase is as follows:

	<u>Singular</u> <u>Demonstrative</u>
'this'	ini
'that-near'	ina'
'that-far'	ato

Examples:

(Original) Nagainom sang kafe (ang tawo).
is-drinking of-the coffee the person
"The person is drinking coffee."

(Substitute) Nagainom sang kafe (ang ina' nga tawo).
is-drinking of-the coffee the that lig. person
"That person is drinking coffee."

Nagainom sang kafe (ini).
is-drinking of-the coffee this
"This (one) is drinking coffee."

Balagal ko sang libro (ato nga kwarta).
for-buying-with by-me of-the book that lig. money
"That money is for buying a book."

Balagal ko sang libro (ini).
for-buying-with by-me of-the book this
"This is for buying a book."

The set of Demonstrative pronouns which substitutes for the plural non-Personal Definite Noun Phrase is as follows:

Plural Demonstrative

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'this'	ang manga ini
'that-near'	ang manga ina'
'that-far'	ang manga ato

Examples

(Original) Naghalampang (ang manga bata') sang besbol.
played the plural child of-the baseball
"The children played baseball."

(Substitute) Naghalampang (ang manga ini) sang besbol.
played the plural this of-the baseball
"These played baseball."

(Original) Mabasa niya (ang manga sulat) bwas.
can-read by-her the plural letter tomorrow
"She can read the letters tomorrow."

(Substitute) Mabasa niya (ang manga ina') bwas.
can-read by-her the plural that tomorrow
"She can read those tomorrow."

Mabasa niya (ang manga sulat nga ina') bwas.
can-read by-her the plural letter lig. that tomorrow
"She can read those letters tomorrow."

7.32. The Attributive Noun Phrase. The particle slot for this phrase is filled by a grammatical marker which shows the phrase to be substantival and attributive to a head word of another phrase. The markers distinguish between personal and non-personal phrases of this type. The non-Personal Attributive Noun phrase is viewed as representing a non-specific item of the cultural situation.

7.32.1. The Personal Attributive Noun Phrase. The marker *ni* fills the particle slot in this phrase type and shows the phrase to be personal, i.e., the head word is a name of a person, and attributive to another word. Attributive to a verb, this phrase represents the agent of the action. Attributive to a noun it is the possessor.

Examples

Indi' paghampangan (ni Seni) ang posporo.

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not play-with by-the-personal Seni the matches
"Seni will not play with the matches."

Malumpatan (ni Cora) ang kanal.
can-jump by-the Cora the canal
"Cora can jump the canal."

Ang ginkuha (ni Manuel) wala sing pulos.
the got by-the-personal Manuel not of-the use
"What Manuel got is of no use."

Madako' ang balay (ni Tomas).
large the house of-the-personal Tomas
"Tomas' house is large."

The plural form of the Personal Attributive Noun Phrase appears with the particle nanday in the particle slot of the phrase instead of ni.

Examples

Malumpatan (nanday Cora) ang kanal.
can-jump by-the-personal-plural Cora the canal
"Cora and those with her can jump the canal."

Madako' ang balay (nanday Tomas).
large the house of-the-personal-plural Tomas
"The house of Tomas and those with him is large."

Gintanom (nanday Huan) ang mga utan.
planted-by the-personal-plural Huan the plural vegetable
"Huan and those with him planted some vegetables."

7.32.2. Substitutes for the Personal Attributive Noun Phrase.

The following set of personal pronouns are substitutable for this personal phrase.

Singular:

1st	Person	nakon, ko
2nd	"	nimo, mo
3rd	"	niya

Plural:

1st	Person, Inclusive	naton
1st	" Exclusive	namon

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2nd	"	ninyo
3rd	"	nila

Examples

Ginsinghutan (niya) ang bulak.
smelled-of by-him the flower
"He smelled the flower."

Lutuan (mo) ang adobo.
will-cook by-you the adobo
"You will cook the adobo."

Ang ginbakal (nila) bayo.
the bought by-them dress
"What they bought was a dress."

Nagsipa' ako sang bola (naton).
kicked I of-the ball of-us
"I kicked our ball."

7.32.3. The non-Personal Attributive Noun Phrase. The marker sang fills the particle slot of this phrase. Attributive to a verb this phrase represents a variety of verb complements; attributive to a noun this phrase marks the possessor or identity of the item to which it is attributive.

Examples

Magliko' ka (sang karabao) sa tuo.
will-turn you of-the carabao to-the right
"Turn the carabao to the right."

Ginsinghutan (sang dalaga) ang bulak.
smelled-of by-the girl the flower
"The flower was smelled by the girl."

Ang langoy (sang dalaga) masako'.
the swim of-the girl rapid
"The girl's swimming is rapid."

Baligyai ang isda' (sang bata').
sell the fish of-the child
"Sell the child's fish."

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The plural form of the non-Personal Attributive Noun Phrase appears with the same particle in the Particle slot but with the plural marker manga (mga) inserted immediately preceding the head word.

Examples

Ginkan-an (sang manga baboy) ang mangga.
ate by-the plural pig the mango
"The mango was eaten by some pigs."

Nakabasa ako (sang mga libro).
was-able-to-read I of-the plural book
"I was able to read the books."

Makalangoy sia sa suba' (sang mga mangingisda')
can-swim he in-the river of-the plural fishermen
"He can swim in the fishermen's river."

Sulati ang libro (sang mga bata').
write-in the book of-the plural child
"Write in the book of the children."

7.32.4. Substitutes for the non-Personal Attributive Noun Phrase. The Substitutes which replace this phrase are the sini class of Demonstrative Pronouns.

	<u>Singular</u> <u>Demonstrative</u>
'of-this'	sini
'of-that-near'	sina'
'of-that-far'	sadto

Examples

Nagtanom sia (sini) sa uma.
planted he of-this on-the farm
"He planted this on the farm."

Kinuha niya ang baso (sina') sa lamesa.
took by-her the glass of-that on-the table
"She took the glass of that one on the table."

Mapakuha ako sang mga bulak (sina').
will-have-get I of-the plural flower of-that

“I’ll have someone get some flowers from that.”

The set of Demonstrative Pronouns which substitutes for the plural non-Personal Attributive Noun phrase is as follows:

	<u>Plural</u>
	<u>Demonstrative</u>
‘of-this’	sang mga ini
‘of-that-near’	sang mga ina’
‘of-that-far’	sang mga adto/ato

Examples

Nagtanom sia (sang mga ini) sa uma.
planted he of-the plural this on-the farm
“He planted these on the farm.”

Palahulam (sang mga ina’) si Ricardo.
fond-of-borrowing of-the plural that the-personal Ricardo
“Ricardo is fond of borrowing those.”

Ginkan-an ko ang kusina (sang mga ato).
ate-in by-me the kitchen of-the plural that
“I ate those in the kitchen.”

Ipasinghot ang bulak (sang mga ina’) kay Maria.
let-smell the flower of-the plural that to-the Maria
“Have Maria smell the flower of those.”

7.33. The Locative Noun Phrase. The function of the Locative Noun phrase is to show the location (real or abstract) of the word to which it is attributive. This phrase also has Personal and non-Personal variants.

7.33.1. The Personal Locative Noun Phrase. The particle kay fills the particle slot of this phrase type. Attributive to a verb this phrase appears to function as an “object” or “indirect object” as well as a location.

Examples

Nakig-upod sia (kay Ana).
requested-accompany she with-the-personal Ana
“She had Ana accompany her.”

Nagabaligya’ sia sang prutas (kay Fely).

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is-selling she of-the fruit to-the-personal Fely
"She is selling some fruit to Fely."

Ginhatag ni Reme ang bulak (kay Maria).
gave by-the-personal Reme the flower to-the-personal Maria
"Reme gave the flower to Maria."

The plural form of this phrase is introduced by the particle kanday instead of kay.

Examples

Hinatag ni Juan (kanday Maria) ang mga mangga.
gave by-the-personal Juan to-the-personal-plural Maria the
plural manggo
"Juan gave the manggos to Maria and her friends."

Nagapakigsulat ako (kanday Jose) para kay Josefa.
requesting-to-write I to-the-personal-plural Jose for to-the-per-
sonal Josefa
"I am requesting Jose and those with him to write Josefa for
me."

Pagahatag mo ang mga sulat (kanday Jose).
be-giving by-you the plural letter to-the-personal-plural Jose
"Give the letters to Jose and his friends."

7.33.2. Substitutes for the Personal Locative Noun Phrase. The akon set of personal pronouns, which substitutes for this phrase, replaces only the axis of the phrase; the relator is not replaced.

Examples

		<u>Singular</u>
Singular:		<u>Demonstrative</u>
1st	Person	sa akon
2nd	"	sa imo
3rd	"	sa iya
Plural:		
1st	Person, Inclusive	sa aton
1st	" Exclusive	sa amon
2nd	"	sa inyo
3rd	"	sa ila

Examples

Sumulat sia (sa iya) kahapon.
wrote she to-the he yesterday
“She wrote to him yesterday.

Magapangluto’ si Carlos sang manok (sa aton).
will-cook-some the-personal Carlos of-the chicken to-the us.
“Carlos will cook some chickens for us.”

Ang tabako ang baligya’ niya (sa ila).
the tobacco the sell by-he to-the them
“Tobacco is what he sells to them.”

7.33.3. The non-Personal Locative Noun Phrase. The non-Personal Locative Noun Phrase is introduced by the particle sa which appears in the Particle slot of the phrase.

Examples

Igaluto’ ang manok sa langka.
probably-cook the chicken with-the jackfruit
“The chicken will probably be cooked with the jackfruit.”

Ang pakadlaw niya sa bata manyika.
the cause-laugh by-her to-the child doll
“A doll is what she used to make the child laugh.”

Naglumpat sang mataas si Pedro sa paindis.
jumped of-the high the-personal Pedro in-the competition
“Pedro jumped high in the competition.”

Pagasulaton ang kanta sa pisara.
to-be-written the song on-the blackboard
“The song is to be written on the blackboard.”

The plural of this phrase is formed by the addition of the particle manga to the phrase. It is inserted immediately preceding the head word of the phrase.

Examples

Ang pakadlaw niya sa mga bata manyika.
the cause-laugh by-her in-the plural child doll
“A doll is what she used to make the children laugh.”

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Pagasulaton ang kanta sa mga pisara.
to-be-written the song on-the plural blackboard
“The song is to be written on the blackboards.”

Kaathag ang talan-awon sa mga bukid.
clear the view to-the plural mountain
“How clear is the view of the mountains!”

7.33.4. Substitutes for the non-Personal Locative Noun Phrase.
The Demonstrative Pronoun set which substitutes for this phrase substitutes for the entire phrase including the Particle. The pronoun set is as follows:

	<u>Singular</u>
	<u>Demonstrative</u>
‘to/at here’	diri
‘to/at there-near’	dira’
‘to/at there-far’	didto

Examples

Wala sia (diri).
not-exist he at-here
“He is not here.”

Igapalutuon mo ang saging (dira’).
probably cause-ripen by-you the banana in-that
“You will probably have the banana ripened in that.”

Ginabaligya’ ko ang libro (didto).
is-selling by-me the book at-that (place).
“I am selling the book there.”

Nagasululugilanon sila (dira’).
are-talking-much they in-there
“They are all talking in there.”

Sipaa ang mga bola (dira’) sa bolfield.
let-be-kicked the plural ball from-there at-the ballfield
“Let the balls be kicked from the ballfield.” (or “Kick the balls from the ballfield.”)

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The Demonstrative phrase which substitutes for the plural Locative Noun phrase consists of the regular introducer sa plus the plural marker manga and members of the Demonstrative Pronoun set which substitutes for the Definite Noun Phrase. The substitute phrases are as follows:

	<u>Plural</u>
	<u>Demonstrative</u>
'in/at these'	sa manga ini
'in/at those-near'	sa manga ina'
'in/at those-far'	sa manga ato

Examples

Igapalutuon ko ang mga saging (sa mga ini).
probably-cause-ripen by-me the plural banana in-the plural this
"I'll probably have the bananas ripened in these."

Baklon ko ang mga bayo (sa mga ina') nga estante.
will-buy by-me the plural dress at-the plural that lig. place
"I will buy the dresses at those places."

Nagtuon si Jose maglangoy (sa mga didto nga suba').
learned the-personal Jose to-swim in the plural that lig. river
"Jose learned to swim in those rivers."

7.34. Derived Locative Phrases. There are a few phrases which it seems best to describe as phrases derived from the Locative phrase.

7.34.1. The Benefactive Phrase. The Benefactive phrase is distinguished from the Locative phrase by the presence of the particle para which is compounded with the regular particle introducers of the Locative phrase. The meaning signaled by this construction is that the phrase represents one who is benefited by an action.

Examples

para sa...

Ikuha' mo ang kutsilyo sang gumamela (para sa maestra).
get-with by-you the knife of-the gumamela for-the teacher
"You use the knife to get a gumamela for the teacher."

Sulatan mo ako sang libro (para sa isa ka gatos ka pesos).

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write-for by-you I of-the book for the one lig. hundred lig. pesos
“You write a book for me for 100 pesos.”

Mapakigluto' niya ako (para sa Sabado) kay Maria.
can-request-cook by-her I for Saturday to-the-personal Maria
“She can request Maria to cook for me on Saturday.”

para kay...

Baligyaan mo sang isda' si Huan (para kay Cora).
will-sell-to by-you of-the fish the personal Huan

“Sell the fish to Huan for Cora.”

Makahatag ako sang libro kay Jose (para kay Nanay).
can-give I of-the book to-the-personal Jose for-the Nanay
“I can give a book to Jose for Nanay.”

para sa (Pronoun)...

Itun-an mo si Pepe magluto' (para sa akon).
will-teach by-you the-personal Pepe to-cook for to-the me
“You teach Pepe to cook for me.”

Kaunon mo ang mangga (para sa iya).
eat by-you the mango for the him
“Eat the mango for him.”

7.34.2. The Comparative Phrase. The compared item is represented by a phrase with twin markers. The personal phrase is marked by the combination sa kay...; the common phrase is marked by sang sa..., and substitutes are taken from the Locative set. (see also Section 5.34.)

Kadasig magdalagan si Jose sa lagwerta (sa kay Maria).
fast-to-run the-personal Jose in-the yard to-the the-personal
Maria
“Jose runs faster than Maria in the yard.”

Mas maalam si Pedro (sa kay Juan).
“Pedro is more intelligent than Juan.”
more intelligent the-personal Pedro to-the the-personal Juan

Mataas ang anak ni Mr. Reyes (sa kay Cres).

tall the child of-the-personal Mr. Reyes to-the the-personal Juan
"Mr. Reyes' daughter is taller than Cres."

Mataas ang lapis (sang sa balpen).
high the pencil of-the to-the ballpen
"The pencil is higher than the ballpen."

Maalam ang among idu' (sang sa imo kuring).
intelligent the our-lig. dog of-the to-the your cat
"Our dog is more intelligent than your cat."

Maalam ang among idu' sang (dira').
intelligent the our-lig. dog of-the to-that
"Our dog is more intelligent than that (one)."

7.35. The Interrogative Substitutes. The Interrogative Substitutes are subdivided into groups on the basis of their substitution potential.

7.35.1. Interrogative Substitutes for Substantival Phrases. The substitutes ano 'what?' and diin 'where?' substitute for common noun phrases.

Examples

Ano ang siling mo?
what the speak by-you
"What are you talking about?"

Ano kuno?
what is-reported
"What did he say?"

Diin ang mga kutsara mo ginbutang?
where the plural spoons by-you put
"Where did you put the spoons?"

Sa diin mo ginkuha' ang bulak?
at-the-where by-you took the flower
"Where did you get the flower?"

The Interrogative diin also occurs with Demonstrative Pronouns in a construction which translates as 'which?'.

Examples

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Diin sina' ang maestro mo?
where those the teacher of-you
"Which of those is your teacher?"

Diin sato ang principal?
where of-those the principal
"Which of them is the principal?"

The Interrogative sin-o 'who?' substitutes for Personal Definite Noun Phrases.

Sin-o ang president sang assosasyon ninyo?
who the president of-the association of-you-plural
"Who is the President of your association?"

Sin-o si Inday nga siling mo?
who the-personal Inday lig. speak of-you
"Who is Inday whom you speak about?"

In construction with the plural Definite Noun Phrase Introducer particle sanday, sin-o also substitutes for the plural Personal Definite Noun Phrase.

Sanday sin-o ang maupod?
the-personal-plural who the will-go
"Who of those will go?"

Sanday sin-o makuha sang eksamin?
the-personal-plural who will-get of-the exam
"Who of those will take the exam?"

In construction with the Personal Locative Noun Phrase Introducer particle kay, sin-o has the meaning of 'whose?'

Kay sin-o balay ina'?
to-the-personal who house that
"Whose house is that?"

Kay sin-o ining sapatos?
to-the-personal who this-lig. shoes
"Whose shoes are these?"

7.35.2. Interrogative Substitutes for Verbal Phrases. The Interrogative ano 'what' is also used in place of verbal phrases. The form nano is a variant form of ano.

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Nano ang ginabuhat mo?
what the are-doing by you
“What are you doing?”

ano may also be inflected to substitute for more specific types of verbal phrases.

Maano siya sa tiendahan?
what-will-do she in-the market
“What will she do in the market?”

Maano ka bwas?
what-will-do you tomorrow
“What’ll you do tomorrow?”

Gin-ano mo ang kwarta?
what-did by-you the money
“What did you do with the money?”

Ginaano mo ang lapis?
what-are-doing by-you the pencil
“What are you doing with the pencil?”

Ginpaano ang bata?
what-have-done the child
“What did (he) have the child do?”

Ginapaano ang mga bata?
what-is-having-done the plural child
“What is (he) having the children do?”

7.35.3. Interrogative Substitutes for Modifier phrases. The Interrogatives which substitute for Modifier phrases are limited to those which ask for count or number modifiers although nano/ano may ask about quality. The Interrogatives are the following:

pila asks ‘how many?’.

Pila kamo mag-utod?
how-many you to-sibling
“How many siblings are you?” (or, “How many brothers and sisters are you in all?”)

Pila ka oras ang byahe diin hasta sa Baguio?

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how-many lig. hours the trip from-here until at-the Baguio
“How many hours does the trip from here to Baguio take?”

san-o asks ‘when?’.

San-o malakat ang bapor?
when will-leave the boat
“When will the boat leave?”

San-o ang programa maumpisa?
when the program will-begin
“When will the program begin?”

nano asks ‘what?’ with reference to quality.

Nano katam-is ina’?
what sweetness that
“What is the sweetness of that like?”

With the prefix ika- the Interrogatives inquire about the place in a count of items one particular item holds.

Ikaano nga grado sia?
like-what lig. grade he?
“What grade is he in?”

Ikasan-o mo isilibwar ang okasyon?
like-when by-you celebrate the occasion
“When will you celebrate the occasion?”

Ikapila sa linya ang hinablos mo?
like-how-many in-the line the niece of-you
“In what place in the line is your niece?”

Ikapila ka beses ka na nakakadto sa Baguio?
like-how-many lig. times you now gone to-the Baguio
“How many times now have you gone to Baguio?”

7.35.4. Interrogative Substitutes for Clauses. Two Interrogatives can be classified as clause substitutes: ngaa ‘why?’ and paano ‘how?’.

Ngaa sia nagahibi’?
why she crying?
“Why is she crying?”

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Ngaa malakat kamo dayon?
 why will-leave you immediately
 "Why will you leave right now?"

Paano ka nakaabot diri?
 how you came here
 "How did you come here?"

Paano mo ginhimo ini?
 how by-you made this
 "How did you make this?"

7.36. Summary Charts of the Phrase Substitutes. The following charts of Noun Phrase substitutes are given for ease of comparison and reference.

7.36.1. Chart of the Personal Noun Phrase Substitutes. The ako set of Pronouns substitutes for the Personal Definite Noun Phrase, the akon set of Pronouns substitutes for the Personal Locative Noun Phrase, and the nakon set of Pronouns substitutes for the Personal Attributive Noun Phrase. These pronoun substitutes are displayed in Chart VII for comparison.

Noun Phrases:	<u>Definite</u>	<u>Attributive</u>	<u>Locative</u>
<u>Pronouns:</u>			
<u>Singular:</u>	I	ako	akon
	you	ikaw, ka	imo
	he (etc.)	sia	iya
	niya		
<u>Plural:</u>	we (incl.)	kita	aton
	we (excl.)	kami	amon
	namon		
	you	kamo	inyo
	ninyo		
	they	sila	ila
		nila	

CHART VII.

Substitutes for Personal Noun Phrases.

7.36.2. Chart of the Demonstrative Substitutes for the non-Personal Noun Phrases. The Demonstrative substitutes are displayed in Chart VIII for comparison. The ini set substitute for Definite Noun phrases. The sini set substitute for the Attributive Noun phrases. The diri set substitute for the Locative Noun phrases.

<u>Phrases:</u>	<u>Definite</u>	<u>Attributive</u>	<u>Locative</u>
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7. PHRASES.

Pronouns:

'this'	ini	sini	diri
'that'	ina'	sina'	dira'
'that'	ato	sadto	didto

CHART VIII.

Demonstrative Substitutes.

7.4. Type C phrase structure. On the pattern of the Type (C) structure, that of two forms in an unmarked relationship, there are three phrase constructions: the Compound Verb Phrase, the Possessed Noun Phrase, and the Existential Phrase.

7.41. The Compound Verb Phrase. The Compound Verb Phrase consists of a verb in the first slot and an infinitive-like verb in the second, or a different arrangement finds a descriptive in the first slot and a verb in the second. Note that the elements of the phrase may be interrupted by other elements of the sentence.

Examples

a) Verb with verb.

(Nagatuon maglangoy) si Jose.
is-learning to-swim the-personal Jose
"Jose is learning to swim."

In the examples below all the parenthesized words in a given sentence belong to the same phrase but are separated by other words.

(Itun-an) mo ako (maglangoy).
will-teach by-you I to-swim
"Teach me to swim."

(Palihugon) mo sila (mabakal) sang bugas.
cause-request by-you they to-buy of-the rice
"You have them buy some rice."

(Nagaplano) ako (mabalik) sa Manila sa Oktubre.
is-planning I to-return to-the Manila in-the October
"I am planning to return to Manila in October."

b) Pre-verb with verb root.

(Palihog ako bakal) sang napulo ka ganta nga bugas.

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request I buy of-the ten lig. ganta (a measure) lig. rice
"Please buy me ten gantas of rice."

(Palihog mo nusnos) sang salog.
request of-you scrub of-the floor.
"Please scrub the floor."

(Luyag ko magluto') sang adobo.
want by-me to-cook of-the adobo
"I want to cook some adobo."

c) Descriptive with verb.

(Madasig) sia (maglangoy).
fast he to-swim
"He swims fast."

Ipatun-on ko si Jose (matudlo maglangoy) kay Maria.
cause-to-learn by-me the-personal Jose can-teach to-swim to-
the-personal Maria
"I will have Jose learn how to teach Maria to swim."

(Kadasig magbasa) sang Ingles ang bata.
fast to-read of-the English the child
"The child reads English fast."

(Dasig) ang makina (magdalagan).
fast the machine to-run
"The machine runs fast."

d) Verb with unmarked phrase. These are instances where an unmarked phrase appears to be the object of the clause. Normally, this function would be marked by the marker sang when the object is not the focus complement. But these phrases do not occur with markers in the following sentences.

(Mag-isip) ka (isa asta napulo).
count you one until ten
"Count from one to ten."

(Magkuha) kamo gani (duha ka siya).
get you-pl. immediately two lig. chair
"Get two chairs right away."

(Maghambal) ka (iningles), ha.

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Speak you English, huh
"Speak English, huh."

(Maghulam) si Jose (tatlo ka kaldero) sa pihak.
will-borrow the-personal Jose three lig. pot at-the opposite
"Jose will borrow three pots from the other side."

7.42. The Possessed Noun Phrase. The Possessed Noun phrase construction consists of an akon class pronoun in the first slot and a possessed element in the second. The second element is usually a nominal but it may be other forms too.

Examples

Magkapareho ang (ila edad).
have-same the their age
"Their age is the same."

Kamahalon sang (iya presyo).
expensive of-the his price
"His prices are high."

Mabudlay ang (akon pagsulat sang istoryo).
difficult the of-me writing of-the story
"Writing a story is difficult for me."

7.43. The Existential Phrase. The presence of one of the Existential words in the initial slot of the phrase distinguishes the Existential Phrase from other types. The word may means 'there is' or 'there exists'. The negative of may is wala or its variant waay. The latter two words seem to be in free variation.

Examples

...may kwarta...
there-is money
"...there is money..." (or, "...have money...")

...may baligya'...
there-is to-sell
"...there is for sale..." (or, "...have for sale...")

...may sapatos...
there-is shoes
"...there are shoes..." (or, "...have shoes...")

...wala' banig...
 there-is-no mat
 "...there is no mat..."

...wala' malutui...
 there-is-none ripened
 "...there is none ripe..."

7.44. Restricted Phrases. The next few sections describe with mixed patterns derived by embedding a type B phrase in the Modifier slot of a type C phrase. Restricted phrases are classified as type C since substitution possibilities tie the marker in the middle more tightly to the second element than to the first. It and the word it marks, therefore, function as an embedded-phrase filler of one of the slots of a type C phrase.

7.44.1. Verb Complement Phrases have a verb in the initial slot of the construction. The second slot is filled by an Attributive phrase whose introducer serves a double function, although it is an integral part of the embedded phrase. It introduces and marks the Attributive phrase as substantival and at the same time shows it to be in an attributive relation to the Head of the larger phrase in which it is embedded. The two parts of the type C phrase may be separated by other elements of the sentence.

Examples

...mabakal sang bugas...
 buy of-the rice
 "...to buy some rice..."

...lihugi sang manug-arado...
 request of-the plower
 "...request a plowman..."

...ginapabakal sang akon utod...
 is-having-bought by-the my sibling
 "...my brother is having bought..."

(Ginapabakal (sang (akon utod))) si Juan sang balay.
 is-having-bought of-the my sibling the-personal Juan of-the
 house
 "My brother is having Juan buy the house."

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(Nagyuhom sang hinali) si Josefa.
smiled of-the suddenly the-personal Josefa
"Josefa smiled suddenly."

(Nagutom sang paglakat) si Pepe.
hungered of-the walking the-personal Pepe
"Pepe got hungry from walking."

(Magpangayo) sia (sang patawad).
will-ask she of-the pardon
"She will ask for pardon."

Ipalihog ko ikaw (mabakal sang bugas).
will-request by-me you to-buy of-the rice
"I will request you to buy some rice."

(Lihugi sang manug-arado) ang talamnan.
request of-the plowman the field
"Request a plowman for the field."

7.44.2. Noun Restricted Phrases. The Noun Restricted phrases are characterized by the appearance of a Nominal in the initial slot before the particle.

Examples

...libro sang utod ko...
book of-the sibling of-me
"...book of my brother..."

...prutas sang kahoy...
fruit of-the tree
"...fruit of the tree..."

...humot sang luto' nga alimango...
aroma of-the cook Part. crab
"...aroma of a cooked crab..."

Ibaligya' ko ang (libro sang utod ko).
will-sell by-me the book of-the sibling of-me
"I will sell the book of my brother."

Nagakaon sia sang (prutas sang kahoy).
is-eating she of-the fruits of-the tree
"She is eating some of the fruit of the tree."

Nam-it ang (humot sang luto' nga alimango).
delicious the aroma of-the cook Particle crab
"The aroma of cooked crab is delicious."

The reader will note that this is the phrase used to show possession.

7.45. Positional Phrases consist of embedded Locative phrases attributive to a head word. There are both Verb Positional phrases and Noun Positional phrases.

7.45.1. Verb Positional Phrases. The Verb Positional phrase has an inflected verb in the initial slot of the phrase. The elements of the phrase are frequently discontinuous.

Examples

...magkadako' sa lima ka tuig...
will-be-same-size in-the five lig. year
"...will be the same size in five years..."

...iluto' mo sa kalayo...
will-have-cooked by-you on-the fire
"...you will cook on the fire..."

...ipakaon sa maestra...
will-feed to-the teacher-female
"...will feed the teacher..."

(Magdako') sila (sa lima ka tuig).
will-be-same-size they in-the five lig. year
"They will be the same size in five years."

(Iluto') mo (sa kaldero) ang adobo sa kalayo.
will-have-cooked by-you in-the pot the adobo on-the fire
"You will cook the adobo in a pot on the fire."

(Ipakaon) mo ang adobo (sa maestra).
will-feed by-you the adobo to-the teacher-female
"Serve (feed) the adobo to the teacher."

7.45.2. Noun Positional Phrases are distinguished from the Verb Positional phrase by the appearance of a nominal in the initial slot of the phrase. This construction is also an instance of an embedded Locative phrase but here it is attributive to a noun head. The elements of this phrase are never discontinuous.

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Examples

...baso (sa lamesa)...
glass on-the table
"...glass on the table..."

...kasulatan sa peryodiko...
written in-the newspaper
"...written lines in the newspaper..."

...bulak sa hardin...
flower in-the garden
"...flower in the garden..."

Kinuha niya ang (baso sa lamesa).
took by-him the glass on-the table
"He took the glass on the table."

Ang (kasulatan sa peryodiko) indi' maathag.
the written in-the newspaper not clear
"The (story) written in the newspaper is not clear."

Singhuti ang (bulak sa hardin).
let-be-smelled the flower in-the garden
"Let the flower in the garden be smelled."

7.5. Word order in Phrases. The order in which elements occur within a phrase is fixed for all phrases except the nga phrases. In the nga phrase the two grammatical units on either side of the particle may exchange positions provided one is an adjective-like word.

Example

nahulog ako sang dunot nga kawayan.
threw I of-the rotten lig. bamboo
"The rotten bamboo made me fall."

..... kawayan nga dunot.
(same meaning but with differnt emphasis.)

..... sa bag-o nga balay...
at-the new lig. house...
"...at the new house..."

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..... sa balay nga bag-o...
(same meaning but with different emphasis.)

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Clauses differ from other constructions in two ways. They have 1) a Predicate head word, and 2) distinctive clausal intonation contours. The specific characteristics of the intonations cannot be included in this grammar since their analysis is not yet complete. They can be distinguished from non-clausal intonations in a general way, however, by the fact that they show utterance-closing intonation while all other intonation contours end with non-final or hesitation pause intonation. In terms of relative pitch levels, sentence-final intonation usually falls to the lowest pitch level or rises to the highest pitch level. In both cases the intonation indicates "closure" of the utterance. The direction of the pitch change depends upon the grammatical features of the sentence and the function of the sentence in the larger context in which it occurs.

Several types of clauses can be distinguished in Hiligaynon, but, as with the phrases, the underlying similarities of all the clauses taken as a group can be shown in only two general patterns. Clause Pattern A is a bi-polar construction consisting of the predicate as one pole and the topic or subject as the other.

Predicate Topic

Clause Pattern A.

The head word of both the Predicate and Topic units may have modifiers.

The second pattern consists of only a Predicate with or without modifiers of the head word.

Predicate

Clause Pattern B.

In these types of clauses there is an obligatory absence of a Topic.

From the two general underlying patterns it will be noted that the central unit of a clause in Hiligaynon is the Predicate. It alone is obligatory to clause constructions. This is not to say, however, that there are no partial sentences with a predicate

deleted. In normal conversation, incomplete sentences are plentiful but they are derived from fuller sentences which can be supplied in detail.

Minor clauses are partial clause constructions which result from the deletion of part or parts of the complete clause. In some linguistic descriptions exclamations are also classified as minor clause types. In this grammar exclamation words are described as separate units in the section on Particles (Sec. 3.).

8.1. Clauses of Type A Pattern. Clause constructions which are formed along the lines of Pattern A are of both verbal and nonverbal types.

8.11. Verbal Clauses. Verbal clauses are distinguished from nonverbal clauses by virtue of the fact that the Predicate is manifested by a verbal phrase, and the Topic, manifested by one of the nominal phrases, is in functional relationship to the Predicate verb as its focus complement. The focus phenomenon is described in the section on Verbs.

8.11.1. Focus Complements of Verbal Clauses. In the description of the verbs attention was called to the set of verb affixes which signal varieties of focus. Now attention is called to the role of the Topic as the focus complement in relation to those focus affixes.

If a verbal phrase can be described lexically as representative of a moment of experience we can also say that the various nominal phrases represent participants in that experience as either actors, goals, locations, or something else. The focus inflection of the verb determines which one of those participants is to be highlighted as the topic of the clause.

Native speakers, however, tell us that the process is just the reverse of that set forth above. They first decide which participant they want to highlight, then they choose the appropriate verb focus and go on to construct the rest of the sentence. This has nothing to do with the physical order of the elements in the clause, however, since that is determined by a different phenomenon. Note the correlation between verb focus and the different participants highlighted as topic in clauses of Chart IX.

Actor focus highlights the actor or the initiator of the action. The Topic of a sentence is represented by the phrase introduced by the particle ang. Actor Focus is signaled in the verb by the -um- class of affixes.

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Goal Focus highlights the goal or object of the action which is then marked by ang as the focus complement to the verb. Goal focus is signaled in the verb by the -on suffix.

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Goal Focus highlights the goal or object of the action which is then marked by ang as the focus complement to the verb. Goal focus is signaled in the verb by the -on suffix.

kumihad si Puring sang ahos sang kutsilyo sa lamesa para kay Nanay.

will-slice the-personal Puring of-the garlic with-the knife at-the table for the-personal Nanay

“Puring will slice some garlic with a knife at the table for Nanay.”

<u>Verb</u>	<u>Actor</u>	<u>Goal</u>	<u>Referent</u>	<u>Accessory</u>
Kumihad	si Puring	sang ahos.		
kiharon	ni Puring	<u>ang ahos.</u>		
kiharan	ni Puring	sang ahos	si Nanay. (b)	
ikihad	ni Puring	sang ahos		<u>ang kutsilyo.</u> (a)
ikihad	ni Puring	sang ahos		<u>si Nanay.</u> (b)
kiharan	ni Puring	sang ahos	<u>ang lamesa.</u> (a)	
makihad	ni Puring	<u>sang ahos.</u>		
makakihad	si Puring.			

CHART IX.
Situational Roles of the Focus Complement.

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- (a) The distinct focus of the verb is instrument with Accessory Focus and location with Referent Focus in the above sentences.
- (b) In these sentences the benefactor of the action is the focus complement.

Referent Focus highlights either the location or the benefactor of the action, which is then marked by ang as the focus complement of the action. The benefactor is usually a person, but not exclusively. Referent focus is signaled by -an in the verb.

Accessory Focus highlights either the instrument, conveyed object, or the benefactor of the action which is then marked by ang as the focus complement of the verb. Accessory focus is signaled in the verb by i-.

8.11.2. Declarative Verbal Clauses. A Declarative verbal clause is distinguished by the filler of the Predicate. Any verb phrase may occur in the Predicate of a Declarative verbal clause except the Imperative verb phrase. Interrogative and Negative clauses are modifications of these clauses and will be discussed in sections 8.3. and 8.4.

Examples

Makapagpalimpyo na ako sang balay.
can-have-cleaned now I of-the house
“I can now have the house cleaned.”

Malumpatan ko ang kanal.
can-jump by-me the canal.
“I can jump the canal.”

Ipagluto' mo sang pansit ang bisita.
will-cook-for by-you of-the pansit the visitor
“You cook pansit noodles for the visitor.”

8.11.3. Imperative verbal clauses. Imperative verbal clauses are identified from the formation of the verb in the Unreal aspect, or by the presence of the Obligatory mode.

Examples

Iluto' mo ang manok!
will-cook by-you the chicken
“Cook the chicken!”

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Magluto' ka sang adobo!
be-cooked you of-the adobo
"Cook some adobo!"

Ipaluto' mo ang adobo kay Marta!
cause-to-be-cooked by-you the adobo by-the Marta
"Have Marta cook the adobo!"

Pakiglutuan mo ako sang sud-an!
will-request-cook-for by-you I of-the viand
"Please have someone cook some viand for me!"

8.11.4. Existential Clauses. Existential clauses are typified as clauses with existential phrases manifesting the Predicate. An existential phrase has as the head word of the phrase the word may 'there exists'. When a topic appears in this clause (one is not obligatory) it is an ang class phrase which represents the one who is related to the existent as the possessor.

Examples

May balay sila.
there-exists house they
"They have a house."

May baligya' kamo nga banig.
there-exists sell you lig. mat
"You have mats for sale."

May banig sa katre.
there-is mat on-the bed
"There is a mat on the bed."

May patatas sa tiendahan
there-is potatoes in-the market
"There are potatoes in the market."

The negative Existential clause utilizes a different existential phrase. This phrase is introduced by wala' 'there is not'. Wala' has a variant waay. The words seem to be interchangeable.

Examples

Wala' kami sang patatas.
there-is-not we potatoes
"We do not have any potatoes."

Wala' banig sa katre.
there-is-not mat on-the bed
"There isn't any mat on the bed."

Ambot, waay ako kahibalo kay wala' sia nakakadto diri.
don't know, not-exist I knowledge because not-exist he was-
able-to-go to-here
"I don't know, I don't know about that because he didn't come
here."

Sang waay pa ang gerra madamo ang bulak dira' pero subong
wala' na.
when not-exist yet the war many the flower there but now not-
exist already
"Before the war there were many flowers there but not now."

8.12. Nonverbal Clauses. The various types of nonverbal clauses may be distinguished on the basis of the type of phrase manifesting the Predicate.

8.12.1. Descriptive Clauses. The Descriptive clause is distinguished from other types of Nonverbal clauses on the the basis of having a descriptive phrase manifesting the Predicate while the Topic represents the thing described.

Examples

Mabudlay ang pagluto' sa kusina.
hard the cooking in-the kitchen
"Cooking in the kitchen is hard."

Barato ang bakal ko.
cheap the buy of-me
"The thing I bought was cheap."

Saging ang gin-isip niya.
banana the counted by-him
"Bananas are what he counted."

Masako' ang langoy niya.
rapid the swim of-him
"His swimming is rapid."

Ang baligya' mahal
the sell expensive

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“The (thing) for sale is expensive.”

8.12.2. Equational Clauses. The Equational clauses are distinguished on the basis of having an ang class noun phrase manifesting the Predicate slot. That noun phrase is balanced by the ang class noun phrase in the Topic slot. The Predicate phrase identifies the thing or person represented by the Topic phrase.

Examples

Ang ginbakal niya ang bayo.
the bought by-her the dress
“The dress is what she bought.”

Ang mamaligya’ si Fely.
the will-sell the-personal Fely
“Fely is the one who will sell.”

Si Jose ang nagtuon sang Math.
the-personal Jose the learned of-the Math
“Jose is the one who learned Math.”

Kami ang ipagluto’ mo sang pamahaw sa kusina.
we-excl. the will-cook by-you of-the breakfast in-the kitchen
“We are the ones for whom you will cook breakfast in the kitchen.”

Ang pamahaw ang ipagluto’ mo sa kusina.
the breakfast the will-cook by-you in-the kitchen
“Breakfast is what you will cook in the kitchen.”

8.2. Clauses of Type B Pattern. Clause constructions which are formed on Clause Pattern B are distinguished by the contrastive structure of the Predicate formations, and the absence of focus marking affixes in the head word of the Predicate.

8.21. ka- Clauses. The ka- class Predicates are word forms marked by the presence of either the ka- prefix alone or in conjunction with other affixes which are not focus affixes. The class also includes iga- and inug-.

Inglumpat sang mataas ni Pedro sang nagpito ang ‘referi’.
time-to-jump of-a high by the-personal Pedro of-a whistled the referee
“When the referee whistled it was time for Pedro to jump high.”

Katahom sang bulak.
beautiful of-a flower
"How beautiful is the flower!"

Katapos niya lang sang pagkaabogado.
just-finished by-him only of-a law-study
"He just finished law."

Kapalakaon kay Mario.
fond-of-eating by-the-personal Mario
"Mario likes to eat." (or, "How much Mario eats!")

Igradwar niya sa Abril.
time-for-graduating of-him in-the April
"He graduates in April."

Ikaluto' ko lang sang pagkaon sang mag-abot sila.
just-cooked by-me only of-a food of-a to-arrive they
"I had just cooked the food when they arrived."

Kakuha niya sang board sang namatay sia.
just-took by-her of-a board-exam of-a died she
"She had just taken a board exam when she died."

8.22. pakig- Clauses are distinguished by the presence of the pakig- affix alone attached to the Predicate head word. Two illustrations are included of pakig- with a focus affix to emphasize the contrast of focused and unfocused clauses.

Pakigluto ko sini para sa piesta.
please-cook by-me of-this for to-the fiesta
"Please have this cooked for the fiesta."

Ini ipakigluto ko para sa piesta.
this will-have-cooked by-me for to-the fiesta
"I'll have this cooked for the fiesta."

Pakigdala ko sang basket kay Mr. Cruz.
please-carry by-me of-a basket to-the-personal Mr. Cruz
"Please carry the basket to Mr. Cruz for me." (or, "I request that the basket be carried to Mr. Cruz.")

Ang basket ipakigdala ko kay Mr. Cruz.
the basket will-be-sent by-me to-the-personal Mr. Cruz

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"I'll have the basket sent to Mr. Cruz."

8.23. The tig-Clauses are distinguished by the presence of the tig- affix

The affixes of this class are tig- and tag-.

Tig-ulan na subong.
season-for rain already now
"It is now the rainy season."

Tigtiligang ang alas diyos.
season-cook-rice the time ten
"Rice-cooking time is ten o'clock."

Tigkuluha sang kalampay bwaw.
season-to-get of-a crab tomorrow
"Tomorrow is the time to get crabs."

8.24. Pre-verb Clauses are distinguished by the presence of uninflected pre-verbs occurring together with other verbs in a compound predicate construction. There is a type of this compound construction in which a Topic may occur. This particular construction illustrated here is not of that type.

Gusto ko makapagsugilanon kay Mr. Cruz.
want by-me able-to-converse-with to-the-personal Mr. Cruz
"I want to talk with Mr. Cruz."

Gusto ko maglakwatsa sa Luneta.
want by-me to-truant at-the Luneta
"I want to play hookey at the Luneta."

Palihog ko nusnos sang salog.
request by-me to-scrub of-a floor
"Please scrub the floor." (or, "I request that the floor be scrubbed.")

Palihog ni Juan mabakal sang bugas.
request by-the-personal Juan to-buy of-a rice
"Juan requests to buy some rice."

8.3. Negation of clauses. Mention has already been made of the negation of Existential clauses. The remaining clauses are negated by use of the negative indi' 'no, not'.

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Examples

Indi' sia makaluto' sang pamahaw.
not he will-be-able-to-cook of-the breakfast
"He will not be able to cook breakfast."

Indi' mo paghampangan ang posporo.
not by-you play-with the matches
"Don't you play with matches."

Negated verb phrases require transposition of the pronoun agent or actor to an enclitic position immediately following the negative word.

Examples

Indi' sia makaluto' sang pamahaw?
not he able-to-cook of-the breakfast
"Can't he cook breakfast?"

Indi' mo pagdal-on ang libro.
not by-you bring the book
"Do not bring the book!"

Imperatives are negated in the same fashion as statements.

Indi' pagkuhaa ang bulak.
not remove the flower
"Don't remove the flower!"

To negate the topic of a sentence the construction is varied, or transformed, to an equational type.

Indi' si Jose ang nagtuon sang Math.
not the-personal Jose the learned of-the Math
"It was not Jose who learned Math."

Ang ginbakal niya indi' ang bayo.
the bought of-her not the dress
"What she bought was not a dress."

Descriptive sentences are also negated like statements.

Indi' masako' ang langoy niya.
not rapid the swimming his
"His swimming is not rapid."

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Ang tuon niya di' maayo.
the study of-him not good
"His studying is not good."

The negative word indi' is often shortened to di'.

Di' barato ang bakal ko.
not cheap the bought of-me
"What I bought was not cheap."

8.4. Interrogative Clauses. There are two types of interrogative clauses, those which request only a yes or no answer and those which ask for more particular information.

8.41. Yes/No questions. The yes/no questions are simple or complex statements transformed by the substitution of question intonation for statement intonation.

Examples

Abogado sia?
lawyer he
"Is he a lawyer?"

Si Antonio ikaw, indi' bala?
the-personal Antonio you, not question
"You are Antonio, aren't you?"

Paglutuan mo kami sang pamahaw?
will-cook-for by-you we of-the breakfast
"Will you cook some breakfast for us?"

8.42. Questions with interrogative substitutes. Information requesting questions have Question words in the Predicate which indicate the kind of information desired.

Examples

Diin ang libro?
where the book
"Where is the book?"

Ano ang libro ni Cora?
what the book of-the-personal Cora
"What is Cora's book?"

Sin-o ang maestro?

who the teacher-male

“Who is the male teacher?” (or, “Who is the teacher?”)

Diin sina’ ang si Imelda?

where there the the-personal Imelda

“Who is Imelda there?” (or, “Where over there is the one called Imelda?”)

8.5. Complex sentences. Although many sentences are simply constructed on the clause patterns described above there are still a large group of sentence constructions which have additional elements or more complicated constructions. The traditional distinction between these and those above is that of simple sentences versus compound or complex sentences. The distinction being made in this grammar is between simple and non-simple sentence structures. At least two different types of non-simple sentences can be distinguished on the basis of the type of verb phrase which manifests the Predicate of the sentence, or on the basis of how subordinate clauses are related to the Predicate verb phrase.

8.51. Sentences with a Relative clause have a dependent clause in construction with a main clause linked by means of the particle nga. Both clauses have a Predicate-Topic construction.

Examples

Nasadyahan sia nga ginbutong ang isda’.

joyful he lig. drew the fish

“He was joyful that he drew in the fish.”

Masubo siã nga ginsirado ang puerta.

sad she lig. closed the door.

“She was sad that the door closed.”

Ginhanihan ko sia nga nahibal-an ko ang plano niya.

whispered-to by-me he lig. knew by-me the plan of-him

“I whispered to him that I knew his plan.”

Sumulat si Nanay sa maestra nga nagamasakit ako.

wrote the-personal Nanay to-the teacher lig. is-being-sick I

“Nanay wrote to the teacher that I was sick.”

...kung nahibal-an niya nga kinahanglan.

if knew by-him lig. needed

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“...if he knew that it was needed.”

8.52. Sentences with Conjoined clauses have a dependent clause linked to a main clause by means of a conjunction. The various conjunctions are discussed in Section 3. Both clauses conjoined in this type of sentence have a Predicate-Topic construction.

Examples

Masaylo sa bag-o nga balay si Art kay mahal ang renta.
will-move to-the new lig. house the-personal because expensive
the rent
“Art will move to a new house because the rent is high.”

Si Mr. Reyes ang maestro gani magpakamabuot ka.
the-personal Mr. Reyes the teacher so will-be-good you
“Mr. Reyes is the teacher so you must be good.”

Kapag hampangan ang lagwerta, mapatay ang bulak.
if play-in the yard, will-die the flower
“If you play in the yard the flowers will die.”

Pag kuhaon mo ang libro maupod ako.
if will-get by-you the book will-accompany I
“If you will get the book I’ll accompany you.”

Malumos si Jose sa baybay kung indi’ sia mag-amlig.
will-drown the-personal Jose at-the beach if not he careful
“Jose will drown at the beach if he is not careful.”

Ginabayad niya ang cheke sang nag-abot ako.
is-paying by-him the check when arrived I
“He was paying the check when I arrived.”

Ginsinggitan ko sia para magdasig.
shouted-at by-me he for to-hurry
“I shouted at him to hurry.”

8.6. Clause word order. The order in which the clause-level elements occur in the sentence is fairly free. Because the phrases are all marked by introducers quite a bit of variation in order is permissible. The order of the elements which seems to be most frequent, based on a count of several hundred clauses occurring in isolation, is the following.

Predicate + Initiator + Goal + Accessory + Benefactor + Location

Not all of these, of course, occur in any single sentence.

It is common to find three or four clause-level elements in one sentence, but more than that is rare.

8.6l. Order of Verb Complements. When not a focus complement of the verb, the noun phrases representing the elements given above are introduced by grammatical particles in the following order:

∅-Predicate, sang-Init., sang-Goal, sang-Access., para sa-Benef., sa-Location

It is possible that the sentence limit of three or four elements is a specific effort to avoid ambiguity among the three elements introduced by sang. When occurring in an actual sentence, however, one of the clause-level elements is marked as focus complement or Topic of the clause. That element is introduced by ang. As long as the speaker has one element each for sang, ang, and sa he can avoid ambiguity but when he has to use two sang phrases it may be that he begins to vary the order of the elements in an effort to keep the sang phrases distinct. But variation is resorted to for the purposes of emphasizing a particular element too.

The most frequent, or preferred, order is not changed much just because one of the elements becomes the focus complement or Topic of the sentence. It is most usual for the Topic phrase introduced by ang to be positioned where that element is normally positioned when it is not the focus complement. (See Chart IX.)

Lexical and grammatical particles are inserted between the clause-level elements (some are incorporated into the phrases directly).

When dependent clauses occur as modifiers of specific phrases they are usually appended directly to those phrases. If the dependent clause is attributive to the Predicate verb, however, it usually comes either at the end of the main clause or at the very beginning before the Predicate.

Examples

Mangluto' si Josefa sa kasal ni Rosa.

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will-cook the-personal Josefa at-the wedding of-the-personal
Rosa
"Josefa will cook (many things) for Rosa's wedding."

Ginpaluto' ko ang saging
caused-to-be-cooked by-me the banana
"I had the banana cooked."

Ipangluto' ko sang lumpya ang kalaha'.
will-cook by-me of-the lumpia the frying-pan
"I'll cook lumpia in the frying pan."

Examples with particles:

Mapaluto' ko pa ang mangga.
will-cause-to-ripen by-me still the mango
"I can still have the mango ripened."

Ginbaligya' gid niya ang libro.
sold emphasis by-him the book
"He actually sold the book."

Examples with dependent clauses:

Nagsiling sia nga matarde sia sa klase.
said he lig. late he for-the class
"He said that he would be late for class."

Magpakaisip si Josefa kung maleksyon sia.
will-be-caused-to-be-selfish the-personal Josefa if learns-the-
lesson she
"Josefa will become proud if she gets the lesson."

Ikaluto' ko lang sang pagkaon sang mag-abot sila.
just-cooked by-me only of-the food when will-arrive they
"I had just cooked the food when they arrived."

Ilutuon ko ang pagkaon antes maglimpyo sang balay.
will-cook by-me the food before will-clean of-the house
"I will cook the food before cleaning the house."

8.62. Emphatic word order. Variation in word order is also used for the purpose of local emphasis of elements within the clause. Note the changes permissible in the following sentence.

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Examples

Ginkihad niya ang ahos sa lamesa.
1 2 3 4

sliced by-her the garlic at-the table
“She sliced the garlic at the table.”

Ang ahos ginkihad niya sa lamesa.
3 1 2 4

Sa lamesa ginkihad niya ang ahos.
4 1 2 3

Ginkihad niya sa lamesa ang ahos.
1 2 4 3

Iya ginkihad ang ahos sa lamesa.
2 1 3 4

The meaning of the sentence is constant except for the emphasis given to the specific elements by moving out of the “normal” order to an earlier position in the clause. It is important to observe the rather tight restriction on the order of 2 to 1. The element 2 may either precede or follow 1 but there must be a corresponding change in the form of the pronoun used and no other variant order is permitted for 2 with respect to 1. If 2 is a noun phrase instead of a pronoun no change in position is permitted.

Ginkihad ni Puring ang ahos sa lamesa.
1 2

sliced by-the-personal Puring the garlic at-the table
“Puring sliced the garlic at the table.”

The order of 2 to 1 in this clause is rigid and unchangeable.

A further restriction on the position of the object is not observable in the previous illustrative sentence. With a few changes a grammatically different sentence is obtained although the meaning is still very similar.

Makakihad si Puring sang ahos sa lamesa.
1 2 3 4

can-slice the-personal Puring of-the garlic at-the table
“Puring can slice some garlic at the table.”

In this sentence the object, 3, may have a different order with respect to 2 and 4 but it cannot precede 1.

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